



Round One Colleges (FL, NM, NC, TX, VA)

Reports are due on April 30, 2007. Submit the materials, *in a single pdf file*, by email to: Kate Doom at kdoom@mdcinc.org. Colleges making satisfactory progress will receive the third installment payment by June 15, 2007.

Section I. Annual Report Narrative

(no more than 12 double-spaced pages, 12 point font, 1 inch margins)

All questions apply to activities conducted since the last report on April 30, 2006. Please respond to each question, following the outline below.

1. Culture of evidence and inquiry

- a. Did you analyze any new quantitative and/or qualitative data this year to deepen your understanding of student success issues? If so, summarize the key findings and how you have applied them in your work.
 - This year we began implementing the Student Success (SLS1122) course expansion and the Learning in Community (LinC) courses. Therefore, we developed measures to study these new strategies. For LinC, we used the Course Feedback Form (Appendix A) from the Community College Survey of Student Engagement (CCSSE) at the course level and conducted focus groups with faculty, success coaches, and students. We also collected quantitative data on the courses involved in the LinC strategy. We compared student grades in the linked sections to the grades of students in non-linked sections of the same courses. Students did better in each course when linked than in the same non-linked courses (Appendix B). The results of this data suggested the effectiveness of this strategy and in the Fall of 2007 we will double the number of LinC courses offered. The student assessment feedback is being used to design the new faculty development curriculum and instructional strategies for Fall, 2007.

- For the Student Success Expansion strategy, we collected quantitative data on student persistence from fall to spring terms and compared overall Grade Point Averages (GPAs) of students enrolled in the Student Success course to those not enrolled. We also looked specifically at the subset of students who were mandated into all three discipline areas of developmental education (math, reading and writing), and therefore also mandated into the Student Success course (SLS1122). This “three-prep” mandate into Student Success is a new strategy for Valencia, proposed as part of the AtD initiative and approved by the College Curriculum Committee. Fall/06 results, illustrated in Appendix C, requiring the course did not diminish the effect on persistence. Our plan is to continue to study this into 2007/08, as we consider expanding the requirement to additional targeted student populations.
- We have shared and discussed the new data results across the college in appropriate Councils and interest groups, as well as with implementers of the LinC and Student Success Expansion strategies, and we are using this information to improve future implementation cycles. For example, student focus groups revealed that most students had little understanding of what a LinC is and why it might be beneficial to them; in response, we have sought student input into our marketing approaches, and we have incorporated into our marketing materials the quantitative evidence of improved results in both developmental math and SLS1122 when these courses are taken together.
- b. Has the college upgraded its institutional research capacity this year (for instance, by creating new staff positions or increasing the skills of staff or faculty)? If so, please describe the change and its impact on the college.

- Valencia has a new Director of Institutional Research and two new learning assessment positions under the Vice President for Academic Affairs: Director and Assistant Director of Institutional Assessment. Each of the positions is closely associated with and supportive of the College's AtD work. The SAS warehouse development (to which we committed as part of our AtD proposal) continues, and the SAS team is supporting AtD data collection.
- c. Has there been a change in the college's use of data in institutional decision-making this year? If so, please describe your new practices and their impact to date.
- Valencia has a strong commitment to a culture of inquiry that leads us to better understand and improve student learning. We continue to place emphasis on data-based decisions; however, we know we need to refine and improve our evidence-collecting skills and processes. We are developing collaborative strategies to answer the questions: How do we reach collective "meaning" of the data? How do we move the conversation beyond "validity" of the data collection? How do we reach consensus on the next action steps based on the data?

2. Stakeholder involvement

How has the college involved stakeholders this year? In what ways have you systematically involved each of the following: students, faculty, staff, and the broader community? What techniques have been most useful?

- We have built the infrastructure that supports AtD implementation by initiating and sustaining dialog at all levels of the institution, and with community partners.

- The President is deeply involved and shares regular AtD updates with the Board of Trustees, with his senior staff team, and with the college as a whole, via email communications and at major college gatherings, including academic assemblies
- The AtD Core Team is Valencia's College Learning Council (CLC), which is one of five governing councils and is responsible for all conversations about learning at the college. AtD is on every monthly agenda of the CLC and is often the major topic of discussion. The Vice President for Academic Affairs co-chairs the CLC with the past president of the Faculty Council; the Vice President for Student Affairs serves on the Council and is also a key member of the AtD administrative leadership team. It definitely feels as though this work sits at the center of the college's attention.
- Campus meetings at the beginning of every fall and spring term are helpful because the campus leadership (faculty, deans, provosts) shares ownership and helps guide planning and implementation at their sites.
- The Supplemental Learning (SL) Coordinating Team is a college-wide group led by a staff member from Student Affairs. Composed of a blended group from each campus (the SL campus coordinator, an SL faculty member, and an SL student leader), the team meets to discuss ways to improve delivery and bring consistency to collegewide practice.
- Learning in Community (LinC) faculty and success coaches regularly plan their courses together under the umbrella of our summer faculty development program, "Destinations." As the LinC offerings expand, we also see the need for a college-wide LinC Coordinating Team similar to the one in place for SL; we will initiate this team in Fall Term 2007. The LinC coordinator's work load will also be redistributed to accommodate the disparate logistical and collaborative programming aspects of the job.

➤ Our Data Team has been restructured to include the Formative Indicators Team (FIT), giving us a larger and more representative group and integrating the various aspects and levels of data collection and analysis. The team is dedicated to developing ways to have data conversations with faculty and staff, and to continue to train our own quantitative and qualitative researchers. This combined Data Team is led by the Director of Institutional Research and a faculty member. Other active members include our Director of Assessment, the Director of Achieving the Dream, and representative faculty and staff.

➤ Annual college-wide campus sharing sessions promote the exchange of campus-specific strategies and data across the college. These include strategies that go beyond those specifically selected for implementation and study under AtD, but which have been inspired or expanded as part of the overall college initiative to improve student performance and “close the gaps.” Examples include a student-to-student “Supplemental Advising” program at our Osceola Campus and a “Comp House” group learning center at our West Campus to help developmental math students prepare for the state competency exam. The President has provided “parallel” college funds to help support and sustain these campus initiatives that strengthen and complement the core AtD commitments. Attendance at the sharing sessions has been good—50 at this year’s event.

3. Implementation of student success initiatives

- a. Please refer to your work plan and describe your progress in implementing planned strategies and interventions. Which interventions have been implemented, how long have they been in place, and approximately how many students have been served by these interventions? What obstacles has the college faced regarding implementation of

strategies and interventions? How are you dealing with them? Have you decided not to implement, or to delay, one or more planned strategies and interventions? If so, why?

- **Supplemental Learning (SL):** Implementing since Spring Term 2006, when we served 408 first-time-in-college (FTIC) students and 910 total students, In Fall Term 2006, we served 409 FTICs, 1116 total. No major obstacles encountered to date. We did have inconsistent data collection processes from campus to campus in the first term, but we resolved this challenge by providing software and training.
- **Learning in Community (LinC):** Since Fall Term 2006, we have served 150 FTICs and 194 total students. We have two major challenges in LinC implementation: getting the students who need the strategy most to choose the LinC option, and finding faculty who are willing and able to link their courses. For the students, we are trying to do a better job of describing LinC and spreading the word about its benefits. For example, we arrange for LinC faculty and former LinC students to speak at New Student Orientation, and we are making a “testimonial” video that can be shown in various venues and run on the hallway monitors during registration. We also continue to refine electronic registration complexities that make it more difficult to register for a LinC than for a stand-alone course. For faculty recruitment, we are working with deans, promoting at departmental meetings, and experimenting with strategies like “mixers” to help compatible LinC teaching partners to meet; we also offer planning and implementation stipends to faculty who agree to develop and teach linked sections. There is some debate about what constitutes appropriate compensation, but for the duration of the AtD grant period, the College Learning Council/Core Team has agreed on \$500 for planning and \$800

for teaching. (Eight hundred dollars is approximately one-half of what a faculty member would earn for teaching an overload.)

- **Student Success Course (SLS1122) Expansion:** We have increased enrollment in SLS1122 from 27% of the first-time-in-college (FTIC) students in Fall Term 2004 to 35% of the FTICs in Fall Term 2006. A challenge we face is staffing for growth, since we currently depend solely on part-time and temporary full-time instructors to teach this course. A college-wide review of SLS delivery and “place” in the organization is currently under way.

b. What has been your greatest accomplishment this year? What led to this success?

- At this stage of our AtD work, we seem to have achieved a high level of attention and engagement across the college that has led to on-going, authentic conversations about difficult work. There is a strong commitment from our college leadership (president, vice presidents, provosts, deans, and faculty), and the AtD goals are figuring prominently in the development of the college’s 2008 – 2013 Strategic Learning Plan.
- We are on track in implementing all AtD strategies as originally proposed.

c. What have been your disappointments, if any?

Getting students to participate in the strategies offered seems to be a bigger challenge than we had thought. We believe we’re building “better mousetraps,” but the students aren’t necessarily “beating a path to our door.” Taking linked courses, for example, isn’t intuitive to students; in fact, they seem suspicious and fearful of the “irregular” offering. (“Why would I do that?”) Furthermore, we are not disappointed, but certainly sobered by the enormity of the change we have undertaken

at an institution of our size, and we are beginning to ponder questions about how broad the intended scaling up of our selected strategies can become and still remain effective and efficient. Questions of human and financial resource priorities and limitations (What *can* we do? What are we *willing* to do?) have begun to cast some shadows over the initial excitement, energy, and challenge of building good “mousetraps.” This will become another level of dialog and problem-solving for the college as we move toward the end of the Lumina funding and time frame.

- d. Based on this year’s experience, what changes do you propose for next year? Why do you believe the proposed changes will produce better results? **Attach updated work plans** and note any change in short-term or long-term goals.
- No major changes to propose.
 - Integration of the Formative Indicators Team with the Data Team is a minor reorganization, and a new commitment with that group is to develop a methodology to make meaning of the data we collect—to make it more focused, understandable, and actionable.
 - While our data analysis will continue to focus on the first-time-in-college (FTIC) population, we recognize that the student make-up of the targeted sections is more diverse than we originally anticipated; therefore, we are also studying the impact of the strategies on impacted non-FTIC students in order to gain richer and more realistic information on the overall effects of the interventions

4. Evaluation

- a. What is the current status of your evaluation? What obstacles have you faced in designing or conducting the evaluation? How are you addressing these obstacles?

- Formative evaluation and data collection are ongoing within the institution, and the groundwork is laid for the Year Two summative evaluation. We have had no major obstacles in the design or implementation of evaluation plans.
- b. Please summarize any feedback to date from your evaluation.
- External evaluation for Year One of strategy implementation by Dr. Hunter Boylan has been shared with the College Learning Council (CLC)/AtD Core team, the Dean's committee, the Faculty Council, the Learning Leadership Team and other stakeholders for internal feedback. Dr. Boylan shared some suggestions for improvement, particularly in the area of developmental education (see appendix C). As a direct result of that evaluation, the CLC/AtD Core Team commissioned a developmental education task force to conduct a review of our college preparatory offerings, organization, and staffing.
- This year's external evaluator, Dr. Glen Jacobs, Director of the International Center of Supplemental Instruction and Learning Support, visited the college on March 27-28. His evaluation plan is appendix E.
- Our AtD coach, Dr. Byron McClenney, and data facilitator, Dr. Rick Voorhees, continue to give us very useful feedback during state and national AtD meetings, their onsite visits, and through their reports to Lumina. They are also an invaluable resource in helping us learn what other institutions are doing, guiding us to continue to strive for the most useful data, and helping us to build systems and practices to communicate effectively with both internal and external stakeholders.

5. Institutionalization

- a. In what ways have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies at the college?

- The College Learning Council (CLC), one of the five governing bodies, is the AtD Core Team.
 - A policy change is the “three-prep” Student Success course (SLS1122) mandate. The College Curriculum Committee approved Student Success as the second course in the college preparatory sequence for all students who are placed into courses in all three prep disciplines (reading, writing and mathematics). If students do not enroll full-time, the course sequence requirement is reading, student success, mathematics, and writing.
 - Vice Presidents, Assistant Vice Presidents, Provosts, Deans, Faculty and Staff are deeply connected in contributing to the design, assessment, allocation of resources, and future directions of the AtD work.
 - AtD goals have become key elements in the development of Valencia’s 2008-13 Strategic Learning Plan.
- b. Are you ready to scale up any initiatives that were piloted this year? If so, please present the evidence that these initiatives are effective and describe your plans for expanding them.
- Our original proposal was based on an intentional plan to bring to scale the three selected strategies. Each strategy had been piloted and studied prior to its inclusion in Achieving the Dream. Appendix F illustrates the scaling-up progression plan, with which we are on target.
- c. Have additional resources been committed toward the institution’s Achieving the Dream interventions? If so, what is the source of the resources and to which interventions have they been allocated?

- As part of our original proposal, there was a plan to use college dollars to expand our impact through the AtD initiative and to build ownership and institutionalization capacity for successful strategies. This year, the college committed \$370,000 to the work, or close to 80% of the \$470,000 total. We have used college dollars to support staff, and faculty development for Supplemental Learning (SL) and Learning in Community (LinC); for SL student leader training; and to support individual campus plans and AtD core courses (see appendix G).

6. Modification of work plans

- a. Based on this year's experience, what changes do you propose for next year? Why do you believe the proposed changes will produce better results? Attach updated work plans and note any change in short-term or long-term goals.

- Please refer to answer 3d.

7. Communication

- a. How are you sharing lessons from your Achieving the Dream work with internal and external audiences? Please note any workshops or presentations you have made and/or papers or articles you have disseminated at local, state, or national levels.

- Internal audiences

- August and January individual meetings with all four campus administrative teams.
- Strategy Data Reports shared with each strategy's Coordinating Team.
- Core course departments have seen AtD presentations on background/strategies/data.
- Regular AtD updates in the *Valencia Bulletin*.
- Collegewide campus sharing meetings about campus strategies/plans for next year.
- President's AtD Update in his regular college-wide email communications.

- President shares AtD work at Academic Assembly as one of key college focal points.
- AtD Leadership shares a year-end summary at Academic Assembly.
- AtD Leadership gives regular updates to Student Affairs Leadership Team.
- AtD Leadership shares semester updates with the Black Advisory Committee.
- AtD Leadership is working with Staff Council to discover ways to involve more staff members in Achieving the Dream.
- AtD Leadership gives regular updates to District Board of Trustees.
- Valencia's Achieving the Dream Website: www.valenciac.edu/dream .
- Florida Developmental Education Association (FDEA) best-practice sharing, Fall06.
- National Association for Developmental Education best-practice sharing, Spring07.
- External audiences
 - Valencia's Fast Track to Enrollment (prospective students and parents), July 2006
 - Orlando Hispanic Leadership Institute, July 2006
 - Valencia's efforts to help students like those targeted by AtD were featured on National Public Radio web site:
<http://www.npr.org/templates/story/story.php?storyId=7502107>
 - Achieving the Dream State Meeting, October 2006
 - Presentation to Association of Community College Trustees (ACCT), October 2006
 - Presentation at Valencia's Counselor Day (to high school counselors), October 2006
 - Presentations at Florida Developmental Education Association (FDEA), Oct. 2006
 - Presentation and participation at AtD Mathematics Roundtable, November 2006
 - Presentation and participation in "teach-in" at Carver Middle School, Nov. 2006
 - Presentation at AtD Strategy Institute, January 2007

- Presentation at First Year Experience (FYE) Conference, February 2007
- Presentation at National Association for Developmental Education, March 2007
- Presentations at Valencia's Learning Conversations Conference, April 2007
- Proposals submitted to upcoming AtD Florida Connections Conference, May 2007
- Proposals accepted to upcoming National Institute for Staff and Organizational Development (NISOD) Conference, May 2007

Section II. Financial Report

Please use your most recent budget approved by MDC for this annual interim financial report. If you would like help identifying your institution's latest approved budget, please contact Kate Doom at kdoom@mdcinc.org.

On the most recently approved budget, add a column for expenses through March 31st to the right of year two's budget. List this year's expenses through March 31st in this column.

Unused funds from this year may be carried forward to next year while staying in the same line items.

If there is a need to reallocate carryover funds and/or future funds, a budget modification must be approved by MDC. If a budget modification is needed, please contact Kate Doom at kdoom@mdcinc.org for instructions and a template.

**Lumina Foundation for Education
Interim Report**

Achieving the Dream

Name of Organization: *Valencia Community College Foundation* **Grant No.** *3624* **Date:** *March 31, 2007*

| SUGGESTED BUDGET CATEGORIES | | REQUESTED LUMINA FOUNDATION SUPPORT | | | | | | | | TOTAL LUMINA FDN. SUPPORT REQUESTED | |
|-----------------------------|---|-------------------------------------|---------------------------------|-----------|----------|-----------|--|-------------------------|-----------|-------------------------------------|-----------|
| | | Approved Revised Year 1 | Carryover from Year 1 to Year 2 | Year 2 | Increase | Decrease | Revised Year 2 + Carryover from Year 1 | Year 2 through March 31 | Year 3 | Year 4 | |
| 1 | Direct Costs | | | | | | | | | | |
| | Personnel Expenses | | | | | | | | | | |
| | Salaries (list staff, title, salary, % of time) | | | | | | | | | | |
| | 1. Year One: Faculty release for faculty development program in learning communities 20% release for 32 faculty members. | | | | | | | | | | |
| | Fall 2005 - 16 faculty at \$1610 - 20% release - Fall term | 31,688.00 | 19,152.61 | | | | 6379 | 6379 | | | 31,688.00 |
| | Spring 2005 - 16 faculty at \$1610 - 20% release - Fall term | 12,757.00 | 4,913.50 | | | | | | | | 12,757.00 |
| | College Prep Math MAT 0012, 0024, 1033 - Phase I, and Student Success course Link- Phase II | | | | | | | | | | |
| | See attached chart for phases and courses. (\$1610 is the cost of replacing these faculty for one, three-credit hour course with an adjunct.) | | | | | | | | | | |
| | 2. Year Two: Faculty release for faculty development program in learning communities 20% release for 32 faculty members during one term. (Estimated 3% salary increase over 05-06) | | | | | | | | | | |
| | Fall 2006 - 24 faculty at \$1658 | | | 39,792.00 | | 26,904.00 | 12,888.00 | 11,307.65 | | | 39,792.00 |
| | Spring 2007 - 8 faculty at \$1658 | | | 13,264.00 | 1,235.00 | | 14,499.00 | 0.00 | | | 13,264.00 |
| | Learning Communities Phase I - Supplemental Learning in Communications (ENC 1101), Political Science (POS 2041) and Mathematics (MAC 1105), and Phase II - target course linked to Student Success course | | | | | | | | | | |
| | | Year 1 | | Year 2 | | | | | Year 3 | Year 4 | |
| | 3. Year Three -Faculty release for faculty development program in learning communities 20% release for 24 faculty during one term. (Estimated 3% salary increase over 06-07) | | | | | | | | | | |
| | Spring 2007 - 24 faculty at \$1708 (3% increase over 06-07) | | | | | | | | 40,992.00 | | 40,992.00 |
| | Learning Communities Phase III - Linked Courses - any of six targeted courses linked to another course | | | | | | | | | | |
| | 4. Year Four - Faculty release for faculty development program in learning communities 20% release for 24 faculty during one term. (Estimated 3% salary increase over 06-07) | | | | | | | | | | |
| | Spring 2008 - 24 faculty at \$1759 | | | | | | | | | 42,216.00 | 42,216.00 |

| | | | | | | | | | | | |
|----------|--|-------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|------------------|-------------------|
| | For Learning Communities Phase III - Linked courses - any of six targeted courses linked to other courses | | | | | | | | | | |
| | 5. Student Affairs Staff Supporting Learning Communities/SLS Expansion - All four years | | | | | | | | | | |
| | Four Student Affairs staff to be selected will be replaced for 1600 total hrs with part-time student affairs staff at \$12 per hour, enabling the four full-time staff to support learning communities and Student Success (SLS course) expansion, via co-curricular development. Average of 400 hrs per person, or 19% of FT. | 9,867.00 | 1,577.22 | 19,200.00 | | | 19,200.00 | 9,629.58 | 19,200.00 | 19,200.00 | 67,467.00 |
| | 6. Clerical Support | | | | | | | | | | |
| | Part-time clerical support for Project Director Estimated at \$12.50/hour for 800 hours/ Staff Assistant III Level | 10,000.00 | 567.37 | 10,000.00 | | | 10,472.00 | 9,049.11 | 10,000.00 | 10,000.00 | 40,000.00 |
| | Fringe Benefits (Annual increases are projections) | | | | | | | | | | |
| | Year 1 - 21.53% FT, and 11.59% PT | 8,102.00 | 4,679.04 | | 6006.75 | | | | | | 8,102.00 |
| | Year 2 - 21.73% FT and 11.79% PT | | | 14,971.75 | | | 8,965.00 | 3,594.59 | | | 14,971.75 |
| | Year 3 - 21.94% FT and 12% PT | | | | | | | | 12,497.64 | | 12,497.64 |
| | Year 4 - 22.16% FT and 12.22% PT | | | | | | | | | 12,923.31 | 12,923.31 |
| | Salary Lines 1 - 4 are FT. Lines 5 and 6 are PT. | | | | | | | | | | |
| | SUBTOTAL: Personnel Expenses | 72,414.00 | 30,889.74 | 97,227.75 | 1,235.00 | 32,910.75 | 72,403.00 | 39,959.93 | 82,689.64 | 84,339.31 | 336,670.70 |
| | | Year 1 | | Year 2 | | | | | Year 3 | Year 4 | |
| | Other Direct Expenses | | | | | | | | | | |
| | Materials and Supplies | 4,448.00 | 8.47 | 2,500.00 | | | 5,623.00 | 719.98 | 2,000.00 | 1,848.76 | 10,796.76 |
| | Stipends for faculty/staff | | | | | | | | | | |
| | 1. Year One Stipends for SL and LinC | | | | | | | | | | |
| | Summer Destinations 23 faculty LinC development at \$500 | 13,100.00 | 100.00 | | | | | | | | 13,100.00 |
| | Summer Faculty Training Stipend (10 new faculty) | 1,000.00 | \$ (349.50) | | | | | | | | 1,000.00 |
| | 2. Year Two Stipends for LinC and SL | | | | | | | | | | |
| | Fall 2006 - 17 LinC faculty and \$500 stipend (Phase II) | | | | 8,500.00 | | 8,500.00 | 1,500.00 | | | |
| | 3 terms 2006 collegewide SL coordinator stipend \$800 (Phase I) | | | | 2,400.00 | | 2,400.00 | 800.01 | | | |
| | Spring 2007 - LinC support 5 at \$800 | | | | 4,000.00 | | 4,000.00 | 0.00 | | | |
| | Spring 2007 - 18 LinC faculty at \$500 stipend (Phase II) | | | | 8,000.00 | | 8,000.00 | 0.00 | | | |
| | Summer Destinations 37/40 faculty LinC development at \$500 (Phase III) | | | | 18,500.00 | | 18,500.00 | 0.00 | | | |
| | Fringe Benefits (Annual increases are projections) | 2,982.54 | 1,000.29 | | | | | | | | 2,938.00 |
| | Year 1 - 21.53% FT, and 11.59% PT | | | | | | | | | | |
| | Year 2 - 22.22% FT, and 11.79% PT | | | | 6,775.75 | | 7,423.00 | 0.00 | | | |
| | Travel | | | | | | | | | | |
| | Meetings/Conferences | | | | | | | | | | |
| | Consultants | 3,700.00 | | | | | 5,000.00 | 4,575.00 | | | 3,700.00 |
| | Evaluation (up to 10% Lumina funds may be used for evaluation; other sources may augment that amount) | 10,000.00 | 2,500.00 | 8,000.00 | 2,000.00 | | 10,000.00 | 0.00 | 5,000.00 | 8,750.00 | 31,750.00 |
| | SUBTOTAL: Other Direct Expenses | 35,230.54 | 3,259.26 | 10,500.00 | 50,175.75 | 0.00 | 69,446.00 | 7,594.99 | 7,000.00 | 10,598.76 | 63,329.30 |
| 2 | GRAND TOTAL | 107,644.54 | 34,149.00 | 107,727.75 | 51,410.75 | 32,910.75 | 141,849.00 | 47,554.92 | 89,689.64 | 94,938.07 | 400,000.00 |

Student Course Feedback Form



Course Name and Number: _____

Section Number: _____

Year: 2006 2007 Academic Term: Fall Winter Spring Summer Mini-
mester

Instructor Name: _____

1. In your experiences with *this class* during the current semester, how often did you do the following?

| | Very Often | Often | Sometimes | Never |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Asked questions in class or contributed to class discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Made a class presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Prepared two or more drafts of an assignment before turning it in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Worked on papers that require integrating ideas or information from various sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Worked with other students on projects during class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Worked with classmates outside of class to complete the assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Participated in a community-based project as part of your coursework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Used the internet to work on an assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Used e-mail to communicate with your instructor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Discussed grades or assignments with your instructor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Talked about career plans with your instructor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Discussed ideas from your readings or class with your instructor outside of class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Worked harder than you thought you could to meet the instructor's standards or expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Discussed ideas from the readings or class with others outside of class (students, family members, co-workers, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Skipped class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Received prompt feedback from your instructor about your performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. During this current semester, how much has *this course* emphasized the following?

| | Very Much | Quite a bit | Some | Very little |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Memorizing facts, ideas, or methods from your courses and reading so that you can repeat them in pretty much the same form | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Analyzing the basic elements of an idea, experience, or theory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Synthesizing and organizing ideas, information, or experiences in new ways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Making judgments about the value or soundness of information, arguments, or methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Applying theories or concepts to practical problems or in new situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Using information you have read or heard to perform a new skill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. During this current semester, to what extent did *this course* help you develop in the following areas ?

| | Very much | Quite a bit | Some | Very little | Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Writing clearly and effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Speaking clearly and effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Thinking critically and analytically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Solving numerical problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Using computing and information technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Working effectively with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Learning effectively on my own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Understanding myself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Understanding people of other racial and ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Developing a personal code of values and ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Contributing to the welfare of the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Developing clearer career goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Mark the box that best represents the extent to which you met the learning objectives of the course:

| Completely | Adequately | Minimally | Not at all |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Mark the box that best represents the extent to which this course challenged you to do your best work:

| | | | | | | | | |
|------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------|
| Extremely Challenging | 7 <input type="checkbox"/> | 6 <input type="checkbox"/> | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | Extremely Easy |
|------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------|

6. During this current semester, to what extent did the instructor in *this course* do the following?

| | Completely | Adequately | Minimally | Not at all |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Explained the course requirements and learning objectives clearly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Clearly defined the grading criteria of the course | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Gave assignments that were consistent with the course objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Gave assignments that contributed to my understanding of the subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Connected subject matter to the real world | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Used good examples to clarify points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Led discussions that were helpful to my learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Was available to me when I needed assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Evaluated my work in ways that helped me learn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Provided feedback that gave me direction for improvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Created a comfortable learning environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Created an overall engaging learning experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Outstanding | Very good | Satisfactory | Unsatisfactory |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. My overall rating of the instructor is: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. My overall rating of the course is: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Please provide comments about the instructor or course:

10. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?

| | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| None | 1-14 credits | 15-29 credits | 30-44 credits | 45-60 credits | over 60 credits |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Thinking about the current academic term, how would you characterize your enrollment in this college?

| | |
|--------------------------|--------------------------|
| Full-time | Part-time |
| <input type="checkbox"/> | <input type="checkbox"/> |

12. (Optional) Mark your sex.

| | |
|--------------------------|--------------------------|
| Male | Female |
| <input type="checkbox"/> | <input type="checkbox"/> |

13. (Optional) Mark your age.

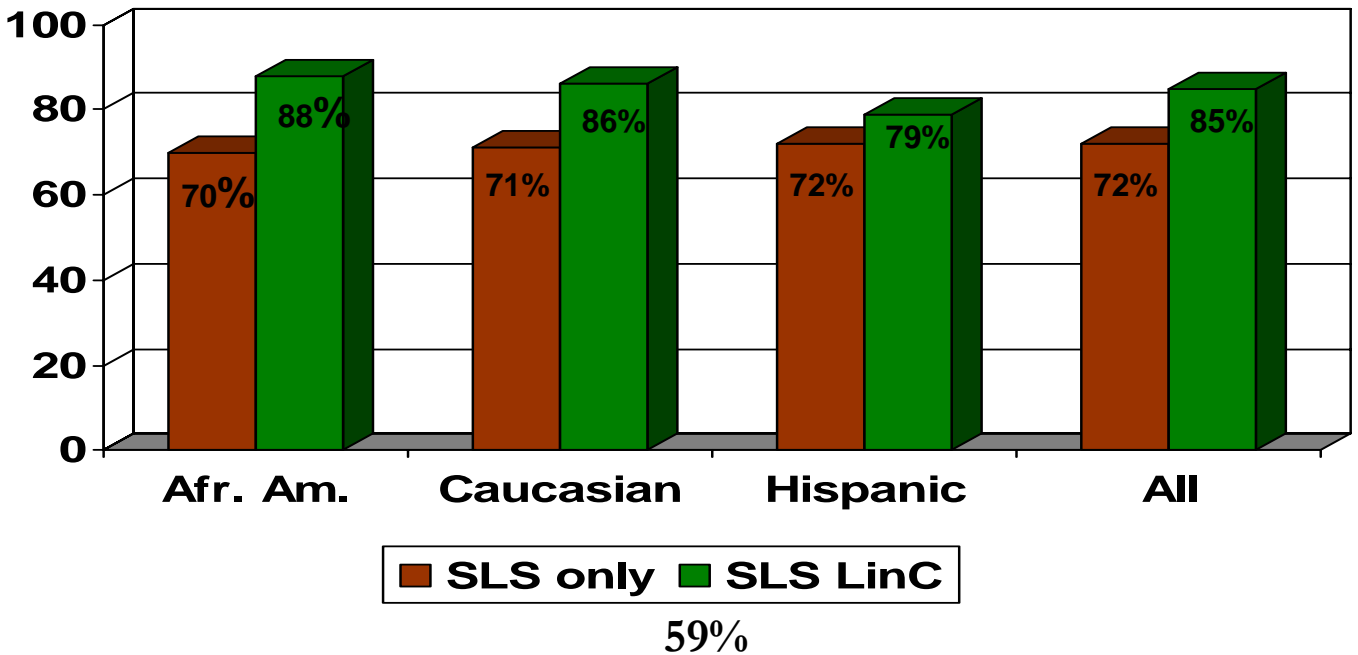
| | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Under 18 | 18 to 19 | 20 to 21 | 22 to 24 | 25 to 29 | 30 to 39 | 40 to 49 | 50 to 64 | 65+ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. (Optional) What is your racial identification? (Mark all that apply)

| | | | | | | |
|---|--|--------------------------|--|--------------------------|------------------------------------|--------------------------|
| American Indian or other Native American | Asian, Asian American or Pacific Islander | Native Hawaiian | Black or African American, Non- Hispanic | White, Non- Hispanic | Hispanic, Latino, or Spanish | Other |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

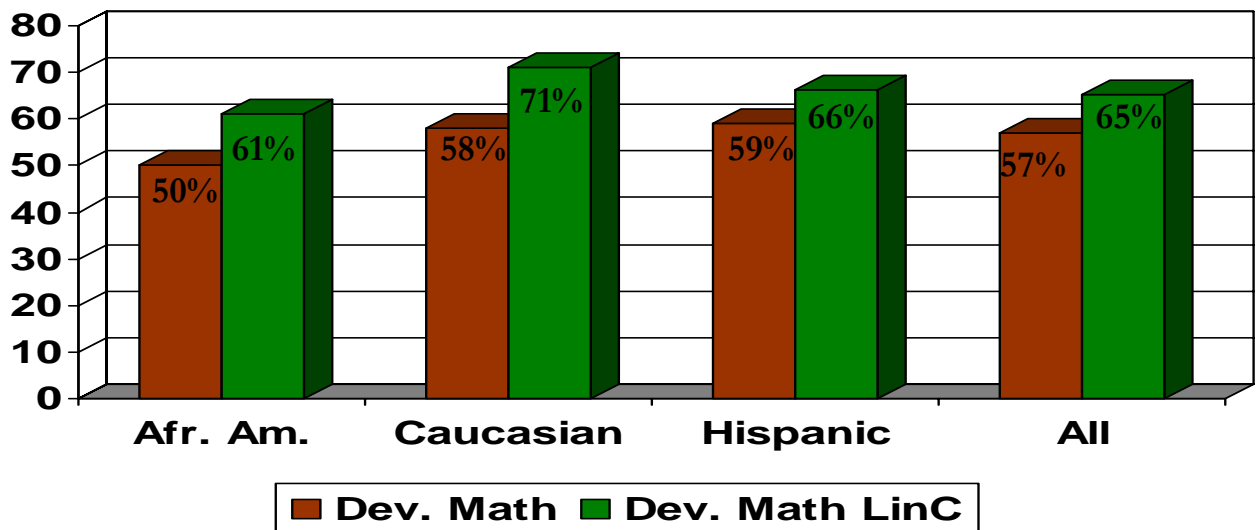
LinC - Student Success Findings, Fall 2006

Degree-seeking FTIC students with a Grade of C or Better in Student Success by Ethnicity



LinC – Developmental Math Findings, Fall 2006

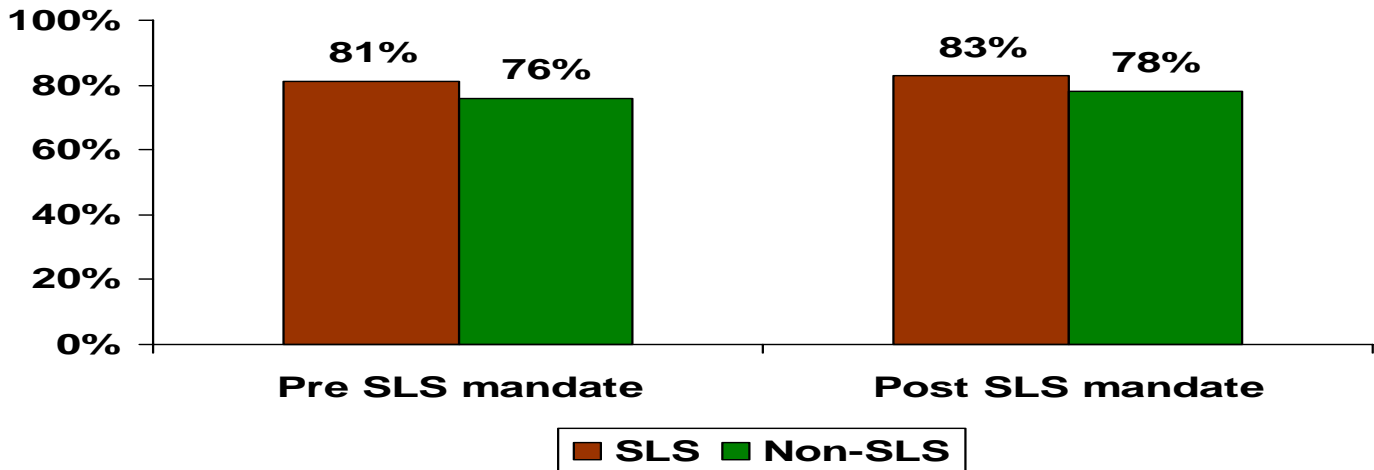
Degree-seeking FTIC students with a Grade of C or Better in Developmental Mathematics by Ethnicity



SLS – Fall to Spring Retention Rates by All FTIC Students

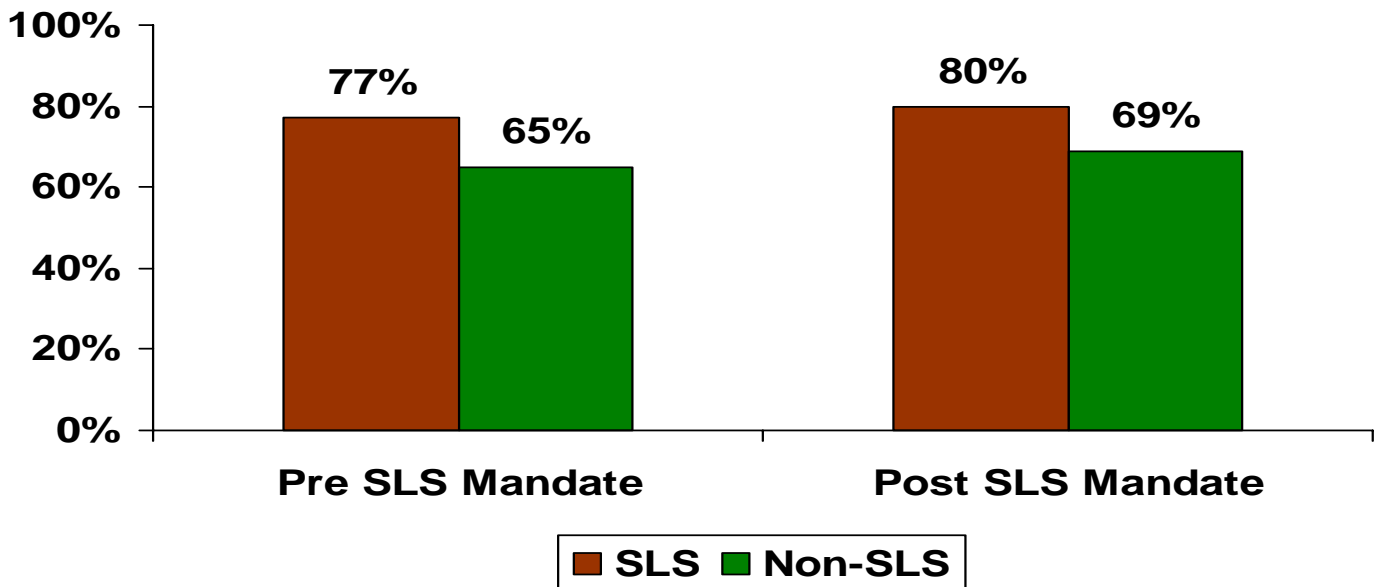


Fall 2004 and Fall 2006 FTIC Cohorts



SLS – Fall to Spring Retention Rates by “3-prep” mandate students

Fall 2004 and Fall 2006 FTIC Cohorts



Evaluation of Valencia Community College's "Achieving the Dream" Program

*Prepared by Hunter R. Boylan, Ph.D.
Professor and Director
National Center for Developmental Education
Appalachian State University*

Introduction

Founded in 1967 and located in Orlando, Florida, Valencia Community College (VCC) is the third largest of Florida's twenty-eight community colleges. VCC is a large, urban, comprehensive institution providing a variety of college transfer, vocational, technical, and career programs as well as strong associate degree and college transfer programs. The college and its constituent campuses serve a diverse student population of nearly 50,000 (head count), with the largest ethnic minority population being Hispanic. This head count makes Valencia not only one of Florida's but also one of the nation's largest community colleges.

In fact, Valencia Community College was cited in the June 19, 2006 issue of *Community College Week* as the leading producer of associate degrees among U.S. community colleges (Borden & Brown, 2006). In 2005, 3996 students graduated with associate degrees from Valencia Community College.

Valencia Community College includes four campus locations - East, Osceola, West, and Winter Park. According to college administrators, Valencia is a single institution with four sites rather than a collection of individual campuses. This suggests that at least some degree of consistency exists among

campus programs, policies, and procedures.¹ Administrative officers also indicated that they attempt to administer the institution as a single unit with separate campuses and encourage individual campuses to see themselves as a part of a system.

College faculty and administrators view developmental education as a major priority for Valencia Community College. According to faculty reports, approximately 80% of incoming students place into one or more developmental courses.

This means that developmental education is probably the largest “hidden curriculum” on campus. As such, student success in developmental education is related to student participation in every other college program - vocational, technical, or college transfer.

Valencia Community College is one of four Florida community colleges participating in the “Achieving the Dream” Project funded by the Lumina Foundation. This is a national project designed to “increase the success of community college students, particularly those in groups that have been underserved in higher education” (Lumina Foundation for Education, 2004, p. 1).

Through this project each participating institution has agreed to implement innovations and to collect data on the efficacy of these innovations with particular emphasis on their applicability to underserved and

¹ The actual level of consistency among programs, policies, and procedures is difficult to ascertain.

developmental students. Valencia's goals for its Achieving the Dream Project participation are to close the performance gaps:

- o Between underprepared and college ready students,
- o Between ethnic groups, and
- o Between math course success rates and success rates in other disciplines (Phelps, 2006).

Following campus wide discussions, consultation with experts, and a review of the research and literature in the field, Valencia has chosen to increase student enrollment in its Student Success courses (SLS1122), develop learning communities, and implement supplemental learning as its primary college wide innovations. Achieving the Dream campus plans also include the enhancement of learning centers and laboratories.

Research indicates that learning centers and laboratories are a very effective means of providing academic support to underprepared students (Casazza & Silverman, 1996; Maxwell, 1997). The use of learning communities for developmental students has been amply documented in the literature (Boylan, 2002; McCabe, 2000; Roueche & Roueche, 1999; Tinto, 1997).

Supplemental learning, is a variation of another well documented technique known as Supplemental Instruction (Martin & Arendale, 1992). Several studies have shown this to be an effective technique for helping students succeed in gatekeeper courses (Martin & Arendale, 1994). All campuses of VCC are implementing these three selected strategies.

In addition, each campus is implementing individual complementary strategies designed to further enhance the impact of the Achievement the Dream Project. The West Campus of Valencia Community College is focusing on developing a comprehensive tutoring and learning center called “CompHouse” and working with the East Campus on developing alternative ways to deliver student success courses. The West Campus is also using linked student success and mathematics courses. The East Campus is also working with the West Campus in developing its own version of a tutoring and learning center to be called the “SPA.” The Osceola Campus is contributing to the college wide effort by expanding student support through its Learning Center. The Winter Park Campus is developing a pilot project for a cooperative learning community involving developmental mathematics, reading, and English.

Each of these projects has its own evaluation plan. The criteria selected for evaluation are, for the most part, consistent with industry standards in the field for evaluation of developmental education and learning assistance programs. Particularly noteworthy is the college’s use of student and community focus groups to gather data to drive formative evaluation efforts.

Strengths

Valencia Community College has a well-deserved national reputation for innovation. Within the past decade it has implemented student success courses, developed and implemented a student life plan, initiated an identification of core competencies, established the “Destinations” faculty development program, pioneered the use of student and community focus

groups to identify issues and problems, designed the "Jump Start" Program, established the "CompHouse" tutoring center, utilized Supplemental Instruction and paired (linked) courses, and is now participating in the ground breaking "Achieving the Dream" Program. The college's history of innovation is the result of what one faculty member described as "a culture of entrepreneurship," allowing and encouraging the application of cutting edge teaching and learning.

The major strength of the college is the demonstrated commitment of faculty, staff, and administrators to student success. As one administrator put it, "there is a very strong culture here of helping students be successful and everyone is a part of it."

Other strengths include the following.

Well maintained laboratories

The West Campus has a mathematics and an English laboratory featuring state-of-the-art hardware and software. The East Campus has established a similar laboratory. These facilities are large, well planned, and comfortable. The laboratories are well lighted and pleasantly appointed. There are informal seating arrangements available as well as work stations and clusters of computers. It is apparent that a great deal of thought has gone into designing and decorating laboratories on both the East and West Campuses of VCC. The atmosphere of these laboratories has been designed to be comfortable, welcoming, and to suggest that "adults learn here."

Laboratories on the West and East Campuses not only had an impressive number of computers available for student and faculty use but, according to laboratory managers, almost 100% of these were consistently functioning. This is due to the fact that both laboratories have their own technical staff. The assignment of technical staff to support learning laboratories on a full-time basis is an idea that has yet to be discovered by many community colleges. This is in spite of the fact that heavy institutional investments in hardware and software are pointless if they do not function properly.

Strong commitment to faculty and staff development

Effective developmental education requires a substantial commitment to training. Faculty and staff training has been consistently recognized as part of a successful developmental education effort (Boylan, 2002; Casazza & Silverman, 1996; McCabe, 2000). Fortunately, Valencia Community College has an excellent on-line training program for adjunct and other faculty in developmental education. Adjuncts are compensated for participation in training activities and rewarded for developing various levels of competency through training. Developed as part of a Kellogg Institute practicum project, the on-line adjunct faculty development program is, in the evaluator's opinion, one of the best of its kind in the nation.

All of the Valencia campuses' professional laboratory personnel are well-trained, enthusiastic, and committed to student learning. Several campuses are participating in the College Reading and Learning Association's Tutor

Certification Program to enhance to knowledge and skills of both professional and paraprofessional tutors.

All of the Valencia campuses are using some form of Supplemental Learning (SL) to promote student success. In keeping with this commitment to the success of SL, these campuses engage in a substantial amount of training for SL leaders. Using well-trained trained SL leaders tends to strengthen the positive Impacts of Supplemental Learning (Arendale & Martin, 1992).

College administrators have also been supportive of training efforts. They have provided funds to support faculty and staff attendance at a variety of conferences and institutes. Developmental educators from Valencia regularly attend the Florida Association for Developmental Education and the National Association for Developmental Education conferences as well as those of the College Reading and Learning Association. Several developmental education professionals have also attended and obtained certification through the Kellogg Institute.

Collaboration in data collection efforts

Although large community colleges typically have institutional research offices, few of them are as connected to the developmental education effort as is the case at Valencia Community College. It is apparent that institutional research personnel really want to work with developmental education faculty and administrators and are eager to provide information that will help them in their work. This is important because the presence of an evaluation

component in developmental education is linked to student success (Boylan, Bliss, & Bonham, 1997; McCabe, 2000; Roueche & Roueche, 1999).

The Institutional Research Office at Valencia has consistently researched issues relevant to developmental education and has gathered a variety of appropriate data. According to administrators, the college has attempted to develop a “culture of evidence” over the past few years. As a result, faculty and administrators are more willing to consider data in developing policies and making decisions.

The institutional research office publishes a variety of standards information reports and is quite responsive to requests for data from faculty and administrators. The office has even established a web based data request form.

Collaboration between student and academic development

A key principle of developmental education is that students are constantly developing in both the personal and academic domains (Chickering, 1969; Chickering, 1981; Kuh, Kinzie, Schuh, & Whitt, 2005; Silverman & Casazza, 2000). This means that student development and academic personnel must collaborate in providing support services for developmental students. This collaboration is present to a greater degree on the Valencia campus than is typical of most American community colleges.

There are strong connections between the advising and placement process and academic faculty teaching developmental courses. There are also strong connections between academic faculty and tutoring centers.

Furthermore, student development personnel and faculty often serve on the same committees related to Achieving the Dream and other innovative projects at Valencia. Although there is still room for improvement in the collaboration between student and academic development, personnel at Valencia are doing a better job in this area than most community colleges of similar size.

Weaknesses

Over-reliance on adjunct faculty to teach developmental courses

It is an unfortunate fact of life in the American community college that the majority of developmental courses are taught by adjunct faculty (Shults, 2000). This is also true for Valencia Community College. Faculty members interviewed report, for instance, that across Valencia campuses more than 70% of the developmental mathematics courses are taught by part-time faculty.

There is some research to suggest that an over-reliance on adjunct faculty has a negative impact on the performance of developmental students. In studies of Texas community colleges Boylan & Saxon (1998 and 2005) found that post-developmental education pass rates on a mandated statewide test of academic skills were the lowest at colleges where more than 60% of the developmental courses were taught by adjuncts.

Furthermore, as the number of full-time faculty in a given area decrease, so also does the amount of faculty time available for student advising, curriculum development, and participation in innovation. In short, an over-reliance on adjunct faculty means that there are fewer full-time faculty members available to conduct the traditional business of academe such as

developing, implementing, and evaluating curricula, and establishing and evaluating progress toward meeting academic standards. This lack of full-time faculty may ultimately lead to a lowering of these standards.²

Inadequate clerical support for developmental education

Like many community colleges, VCC invests comparatively limited funds in clerical positions. Although this is true throughout the college, it is particularly apparent in developmental education activities.

Academic departments, learning centers, and computer laboratories affiliated with developmental education do not have adequate clerical support. As a result, many faculty and professional staff are forced to undertake relatively low level clerical tasks as part of their day-to-day job responsibilities. This limits the amount of time these professionals have to work with students. It also limits the amount of time they have to develop their programs, participate in faculty development activities, and review and evaluate their course and program offerings.

Lack of targeted faculty development

On the one hand, Valencia Community College is commendably supportive of faculty development for full-time as well as part-time and adjunct faculty. There is a great deal of faculty and staff development activity taking place at Valencia but, with the exception of tutor and adjunct training, this activity appears to be random. For the most part, individual faculty and staff members decide what conferences, workshops, institutes, etc. they wish

² This may be compensated for to some extent by the excellent adjunct training program available at Valencia.

to participate in, obtain funding for it, attend and participate, and then engage in little systematic or structured activity to insure that others benefit from their participation. There is little systematic planning put in the selection of activities faculty participate in for professional development purposes. Furthermore, most of those who are funded to attend conferences, for instance, are not required to make presentations based on what they learned when they return.

Lack of communication between English and mathematics faculty

The amount of communication on developmental education taking place within disciplinary units is commendable. However, there appears to be a lack of communication taking place between disciplinary units teaching developmental courses. This is particularly apparent in English and mathematics. Although there is no animosity between these units, there is also little collaboration between these units. The two units rarely hold joint meetings or participate in any formal discussion of the potential connections between developmental English and mathematics instruction. This makes it difficult for instructors in each area to reinforce skills and knowledge that may be mutually related.

Inadequate monitoring of language used to describe courses and students

Boylan, Bonham, Drewes, Saxon, & Clark-Keefe (2004) found that successful developmental programs are extremely careful about the language used in describing their students and their programs. The language used in describing students and the programs that serve them in community colleges

often has negative connotations. Descriptors such as “Bonehead English,” “math for dummies,” “remedial students,” or those students who “don’t belong in college” can have major and demeaning impact on students and the programs that serve them. Similarly, comments made in class such as “You should have learned this in high school,” or “If you studied harder you’d know this” are equally demeaning to students. As Kegan and Lahey (2001) point out, the way we describe things influences the way we deal with them. Although most administrators on campus would agree with this statement, there is little or nothing being done on a systematic basis to monitor and control the language used in discussing developmental education and its students. Even in an age of perceived political correctness, an amazing amount of negative language is still inadvertently used in academe.

Weak theory base for innovation

Although developmental educators at Valencia appear to be well familiar with many “best practices” in the field, they are less familiar with the research and theory supporting these practices. There is a substantial amount of knowledge among professionals at Valencia about what works but considerably less knowledge about why and how something works. This is fairly typical of community colleges which have, traditionally, had a more action-oriented philosophy toward innovation than universities. Unfortunately, this emphasis on action leaves little room for an accompanying emphasis on understanding the research and theory that has led to innovation. One consequence of this is that, when innovations do not work according to plan, it is more difficult to

revise and improve them in a systematic manner because there is limited understanding of what makes them work in the first place.

Inadequate utilization of data for analysis

Institutional researchers and college administrators claim that Valencia is moving toward a “culture of evidence.” In such a culture, decisions are made and resources are assigned based on data. Although this is an improvement of the resource allocation processes historically used in community colleges it still has some shortcomings. The “culture of evidence” usually means that faculty and staff gather and provide data and administrators then decide how to use this data in making decisions.

Innovations associated with the Achieving the Dream Project at Valencia might profit by moving from a “culture of evidence” to a “culture of analysis.” In the latter culture, everyone associated with innovations is involved not only in gathering data but also in analyzing what that data might mean and how that meaning may be applied to program improvement.

Lack of systematic planning for innovation

In a previous visit to Valencia Community College the evaluator observed that the institution was “doing a lot of good things randomly.” Although the college engaged in a number of innovations, many of these innovations declined or disappeared once special funding ran out or once those who were committed to them lost interest or left the institution. This innovation without institutionalization did little to bring about long term or systematic

improvement of services to students. Although Valencia appears to be becoming more systematic in this area, there is still room for improvement.

Recommendations

Increase the number of full-time faculty teaching developmental courses.

Increasing the number of full-time faculty assigned to teach developmental courses will require both time and money. The college is unlikely to have the resources available to reduce the percentage of developmental courses taught by adjuncts in the short term. However, college administrators should plan to increase the number of full-time faculty teaching developmental courses over time. As a mid to long-term target, the college should strive to establish a 50/50 ratio of full-time to part-time faculty by the end of the decade.

Add clerical personnel in critical areas.

Developmental education and learning assistance activities are critical to the success of the college in general and the Achieving the Dream project in particular. Administrators should review the need for clerical assistance in these areas, determine if additional clerical assistance is warranted, and provide it where necessary.

Where professional clerical positions cannot be provided departments and programs should consider the use of *well-trained* student workers. Undergraduate student assistants can do effective work in clerical tasks if they are carefully trained and adequately supervised.

Systematize faculty development.

It is recommended that developmental faculty meet at the beginning of each academic year and decide what sort of professional development they need in order to enhance developmental education. Based on discussions of their needs, appropriate professional development activities should be identified and faculty assigned to participate in them. Each faculty member should have clear cut objectives for participating in any particular activity and these objectives should support the overall goals of the Achieving the Dream Project. Furthermore, each faculty member participating in college sponsored professional development activities should be required to make a presentation to his or her colleagues on what was learned and how it can be applied to improving developmental education.

Increase communication between developmental English and mathematics.

Those teaching developmental English, reading, and mathematics should arrange to meet on a regular basis at least twice each semester under the leadership of a college administrator. The purpose of these meetings should be to determine how the content in English, reading, and mathematics can be mutually reinforcing for developmental students. These meetings should also be used to identify, discuss, and develop solutions to problems encountered in teaching developmental students as well as to share teaching techniques for these students.

Monitor the language used in describing developmental education.

Language used in describing developmental students and programs should be monitored in two ways. First, all written materials published on campus and describing developmental students and activities should be reviewed by a team of faculty and administrators to insure that they do not contain denigrating or de-motivating language toward developmental students. Second, a committee of developmental educators should be established to review all syllabi, materials, and terminology used in describing developmental programs and students. This committee should also develop a series of faculty development workshops to describe the consequences of the language we use and to provide positive and negative examples of language used to describe developmental programs and students.

Read the research and literature on innovations being implemented.

It is easier to refine and improve an innovation if those involved are familiar with the research and theory behind the innovation. It is recommended, therefore, that those involved in the Achieving the Dream Project read some of the theory based literature that undergird innovations such as Supplemental Learning, learning communities, linked courses, etc. Examples of some of these works are included with asterisks (*) in the reference section of this report.

Establish a process for systematizing innovation.

It is recommended that Valencia establish a campus wide review board to study each of the innovations developed through the Achieving the Dream

and other programs. This review board should develop standards for assessing what innovations are most effective and should become a permanent part of institutional programming. Using a combination of quantitative and qualitative data the review board should use data to analyze the impact of innovations, determine their cost-effectiveness, and make recommendations regarding their continuance or discontinuance.

Conclusion

Although Valencia may still do “A lot of good things randomly”, changes are taking place and within the last year or so that comment is becoming less accurate. Valencia is still doing a lot of good things but it is beginning to do them in a more systematic manner.

Participation in the Achieving the Dream Project has contributed to an expanded and more thoughtful discussion of innovation among faculty. It has contributed to greater collaboration among faculty in delivering innovations. It has also contributed to more careful thought about the dissemination and sustainability of innovation among the college’s faculty and administrators. In addition, most of those involved in the Achieving the Dream project are thinking more carefully about how to collect and report the data required to document desired project outcomes. Organizational arrangements also appear to be becoming more innovation friendly.

Two observations are, perhaps most encouraging. The first is that college administrators are, even in the early stages of participation in the Achieving the Dream Project, exploring plans to institutionalize innovations

determined to be successful as a result of the project. The second is that faculty involved in the project are excited about their involvement and committed to bringing about systemic change at the institution.

It remains to be seen if Valencia will be able to reduce the gaps between:

- underprepared and college ready students,
- ethnic groups, and
- math course success rates and success rates in other disciplines.

However, early evidence suggests that progress is being made towards accomplishing these objectives. Furthermore, if the commitment of institutional administrators, faculty, and staff to the success of their students can make a difference, then the future of the Achieving the Dream Project at Valencia Community College is promising.

References

- Borden, V., & Brown, P. (2006, June). Top 100 associate degree producers: Interpreting the numbers. *Community College Week*, 18(23), 6-8.
- Boylan, H., Bliss, L., & Bonham, B. (1997). Program components and their relationship to student performance. *Journal of Developmental Education*, 20(3), 2-9.
- Boylan, H., & Saxon, D.P. (1998). *An evaluation of developmental education in Texas colleges and universities*. Austin, TX: Texas Higher Education Coordinating Board.
- Boylan, H., Bonham, B.S., Drewes, S., Saxon, D.P., & Clark-Keefe, K. (2004). *Forging new partnerships: Adult and developmental education in community colleges*. New York, NY: Council for the Advancement of Adult Literacy.
- Boylan, H., & Saxon, D.P. (2005). *An evaluation of developmental education at Texas community colleges*. Austin, TX: Texas Association of Community Colleges.
- Boylan, H. (2002). *What works: Research-based best practices in developmental education*. Boone, NC: Continuous Quality Improvement Network/National Center for Developmental Education.
- * Casazza, M., & Silverman, S. (1996). *Learning assistance and developmental education*. San Francisco, CA: Jossey-Bass.
- * Chickering, A.W. (1969). *Education and identity*. San Francisco, CA: Jossey-Bass.
- Chickering, A.W. (1981). *The modern American college: Responding to the new realities of diverse students and a changing society*. San Francisco, CA: Jossey-Bass.
- * Kegan, R., & Lahey, L.L. (2001). *How the way we talk can change the way we work*. San Francisco, CA: Jossey-Bass.
- * Kuh, G., Kinzie, J., Schuh, J., Whitt, E., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Lumina Foundation for Education (2004). *Achieving the dream: Community colleges count*. www.achievingthedream.org.

Martin, D., & Arendale, D. (1992). Supplemental instruction: Improving first year student success in high risk courses. Columbia, SC: National Center for the Freshman Year Experience.

* Martin, D., & Arendale, D. (Eds.) (1994). Supplemental Instruction: Increasing achievement and retention. *New directions for teaching and learning # 60*. San Francisco, CA: Jossey-Bass.

Maxwell, M. (1997). *Improving student learning skills*. San Francisco, CA: Jossey-Bass.

McCabe, R. (2000). *No one to waste: A report to public decision makers and community college leaders*. Washington, DC: Community College Press.

Phelps, J. (2006) personal correspondence of June 22.

Roueche, J., & Roueche, S. (1999). *Remedial education: High stakes, high performance*. Washington, DC: Community College Press.

Shults, C. (2000). *Institutional policies and practices in remedial education: A national study of community colleges*. Washington, DC: American Association of Community Colleges.

* Silverman, S., & Casazza, M. (2000). *Learning and development*. San Francisco, CA: Jossey-Bass.

* Tinto, V. (1995). *Leaving college: The causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

* Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599-623.

Achieving the Dream Outside Evaluator's Visit
Dr. Glen Jacobs, Executive Director, International Center for Supplemental Instruction
University of Missouri - Kansas City
March 26 and 27

AtD Goals focus on closing the gap in student success among Caucasian, Hispanic and African-American Students. We propose to measure this through:

- Improved College Prep Course Completion Rates
- Improved Gateway Course Completion Rates
- Improved Fall-to-Fall Retention
- Improved College Prep Program Completion Rates
- Improved Rates of Completion of 15 Credit Hours
- Improved Mathematics Competency
- Strengthened Student Engagement
- Increased Community Awareness and Involvement

Evaluator Outcomes:

- Feedback on progress in meeting performance objectives
- Feedback on the effectiveness of our interventions in meeting our objectives based on Valencia's environment and the goals of Achieve the Dream
- Feedback on improving our ability to create organizational change in order to meet Achieve the Dream goals
- Guidance in designing the evaluation methods
- Guidance in developing future plans for continuous improvement in student outcomes related to Achieve the Dream goals

Materials to be sent Dr. Glen Jacobs for review prior to visit:

- Original full grant proposal, budget
- Year One report and revised budget
- June, 2006 CLC data report materials
- March, 2007 CLC data report materials

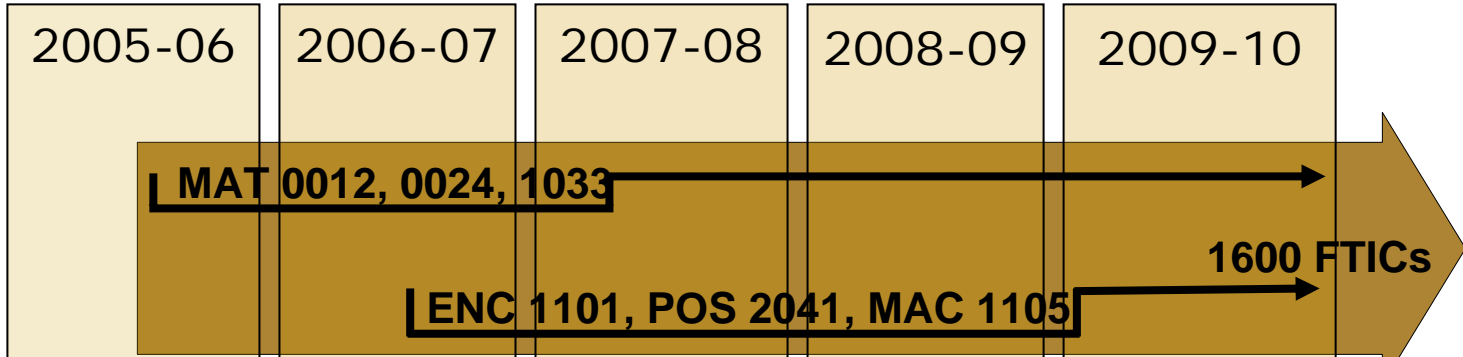
Groups to Meet:

- Meet with the AtD Leadership team, AtD Consultant group and Data Team
- Meet with Dr. Kaye Walter (Chief Learning Officer), Dr. Paula Gastenveld (West Campus Provost), Dr. Ruth Prather (Winter Park and East Campus Provost), and Dr. Silvia Zapico (Osceola Campus Provost)
- Meet with "Community Conversations" organizers
- Meet with Deans of Mathematics, Communications and Social Sciences
- Supplemental Learning (SL) Visits
 - Meet SL coordinators, SL faculty, SL leaders, and SL students
 - Visit SL sessions
- Learning in Community (LinC) Visits
 - Meet with LinC coordinators, faculty, staff and students participating in LinC
 - Visit LinC class
- Student Success Course (SLS1122) Visits
 - Meet with SLS coordinator, faculty and students participating in SLS course
 - Visit SLS class

Strategy Four Year Implementation Timeline

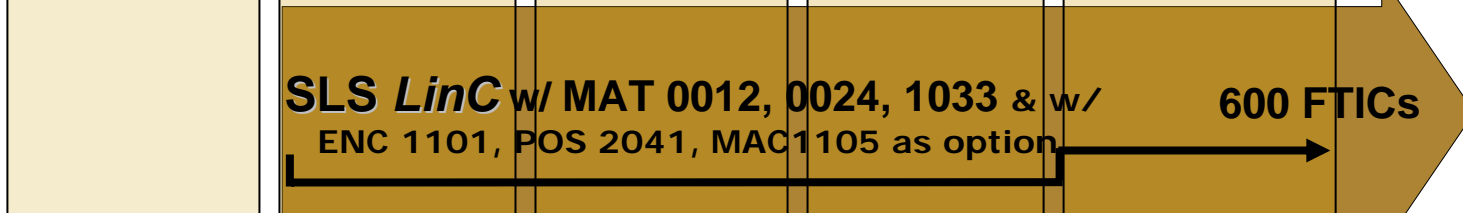
Phase I

Supplemental Learning



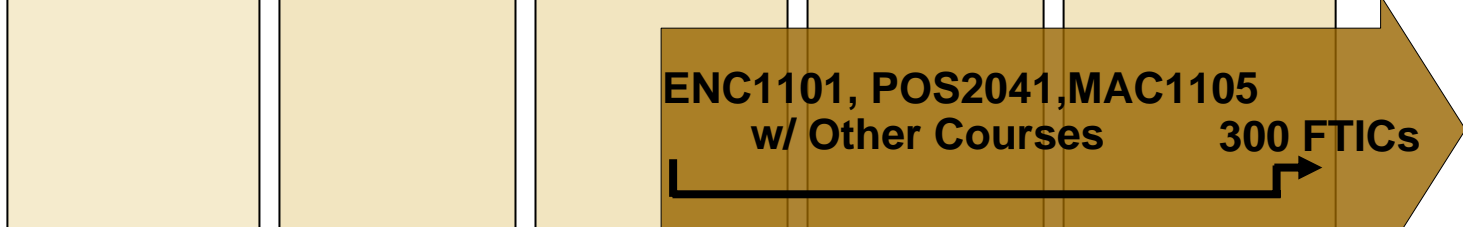
Phase II

Linked SLS Course (*LinC*)



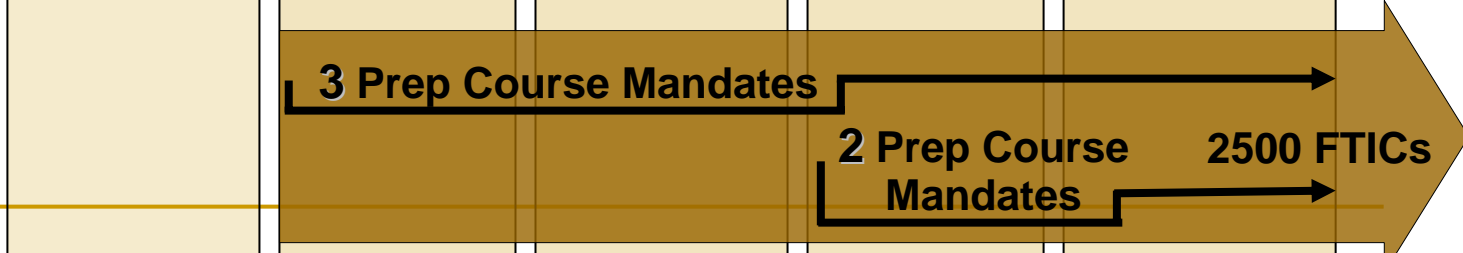
Phase III

Linked Interdisciplinary Courses (*LinC*)



Phase IV

Required SLS Enrollment



Achieving the Dream

College Contributions 2006-07

| | College Cash Used | College Cash Not Used | College In-Kind Used | College In-Kind Not Used |
|---------------------------------------|---------------------|-------------------------------|----------------------|-------------------------------|
| I A. Project Director | | | \$35,000.00 | |
| I B. 1) <u>Priority One</u> | | | | |
| a. Mary Allen | | | \$20,604.40 | |
| b. Patrick Nellis | | | \$26,368.80 | |
| c. Sonya Joseph | | | \$38,347.60 | |
| d. Assessment position search | | | | \$22,961.20 |
| I B. 2) <u>Priority Two</u> | | | | |
| a. Rhonda Glover | | | \$8,500.00 | |
| b. Bill White | | | \$11,800.00 | |
| c. Project Director-SAS | \$36,538.48 | | | |
| d. Systems/Programmer-SAS | \$15,000.00 | \$15,000.00 | | |
| e. IR Specialist-SAS | \$34,085.00 | \$34,085.00 | | |
| f. Daryl Davis | | | \$21,196.20 | |
| g. IR reports coordinator | | | \$16,976.70 | |
| I C. Faculty Release | | | | |
| 1) Lead Team Faculty | \$9,666.00 | | | |
| 2) Faculty and staff - overload, etc. | \$9,200.00 | | | |
| 3) 4-month contract (SL) | \$7,567.00 | | | |
| 1D. Clerical Support | \$6,636.63 | | | |
| I E. Curriculum Assistants | \$150,000.00 | | | |
| I F. Fringe | | | | |
| b. Full Time Staff | \$7,756.00 | \$25,683.00 | \$41,994.29 | |
| | | \$16,032.00 | \$17,635.20 | |
| c. Part Time Staff | \$9,587.00 | | | |
| IIA. Material and Supplies | \$8,976.00 | | | |
| II C. Travel | | | | |
| a. Travel-AtD Meeting | \$56,015.20 | | | |
| b. In-district Travel | \$4,147.00 | | | |
| II F. Student Focus Groups | \$7,360.00 | | | |
| II G. Other Contractual | | | | |
| a. SAS Training for Tech Staff | \$13,500.00 | | | |
| b. Software SAS renewal | \$50,000.00 | | | |
| c. Consultants | \$3,384.66 | | | |
| Hospitality | \$3,200.00 | | | |
| TOTAL | \$432,618.97 | \$90,800.00 | \$238,423.19 | \$22,961.20 |
| DIFFERENCE | -\$41,375.63 | PROJECTED \$391,243.34 | \$14,461.20 | PROJECTED \$252,884.39 |

Actual College Dollars

\$671,042.16

Projected College Dollars

\$644,127.73

\$26,914.43

Valencia spent \$26914.43 more than projected