

# Valencia Community College

Orlando, Florida

<http://www.valenciac.edu>



## 1. Supplemental Learning

- Description

Supplemental Learning (SL) is Valencia's form of Supplemental Instruction (SI). It is a form of peer tutoring that targets "high-risk" courses rather than "high-risk" students. Students voluntarily attend SL sessions that are held twice a week for 50 minutes. These sessions are led by the SL leader who is a paid undergraduate with high grades in the course for which they serve. The SL session is designed to assist students with both content and study skills. The SL leaders' responsibilities include attending course lectures, taking notes, and completing the assignments with the enrolled students. The SL leaders are trained in learning theories, methods of tutoring, and collaborative learning.

- Target group

We are targeting the developmental mathematics courses (MAT0012, MAT0024, and MAT1033) during the first year of implementation of this strategy. These courses have very high enrollments and are among the ten courses with the lowest success rates at Valencia. By targeting these courses we are beginning our efforts to close the achievement gaps that exist between Caucasian, Hispanic, and African American students. In the Spring term of 2006, 45 sections will have SL implemented which will impact approximately 1125 students.

- Insights

Valencia is a multi-campus institution with diverse campus culture. Each campus took the idea for Supplemental Learning and wrote their plans to meet the needs of that campus culture. The faculty and staff on each campus is most knowledgeable about the learning environment on their campuses, therefore the faculty and staff were given the idea with some criteria for Supplemental Learning, but they wrote the plans for implementation for their campus. While the plans reflect the campus culture, the SL training which involves both SL leaders and SL professors is coordinated college-wide.

- **Lessons**
  - **Start with a definition and let the campus culture create the drive and focus for developing the plan for implementation.**
  - **After each campus has developed their plan, create opportunities for sharing lessons and ideas for growing the program not only on the individual campuses, but college-wide.**
  - **Create many opportunities for training and educating the staff and faculty.**
  - **Cultivating a climate of good-will and sharing are key to helping the initiative take on its own shape and focus.**

## **2. CHALLENGE**

**Both Valencia and State of Florida data indicate that students who complete the Student Success course (SLS 1122) have much higher persistence rates from term to term and year to year, and complete more credit hours than similar students who do not take the course.**

**Currently at Valencia, SLS 1122 is a college level elective course (3 credit hours) and about 35% of new students enroll in it. Our AtD proposal includes the plan to increase the percentage of new students who enroll in and complete this course by requiring all degree-seeking students who are required to take college prep courses in all 3 disciplines (math, reading and English) to enroll in and complete it.**

**The challenges in implementing this change include: State of Florida regulatory requirements on the total number of credit hours in the associate in arts and the associate of sciences degrees, determination of how to sequence the course taking requirements of students who enroll in various numbers of courses, consideration of the proficiency level needed to enroll in and successfully complete the course, obtaining approval of this change through the college Curriculum Committee, and identifying sufficient resources (faculty, classrooms, schedule) to add the sections needed to expand.**

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