

STRATEGIC LEARNING GOAL 2:

START RIGHT

Goal Team Report

March 12, 2002



A....students will persist longer and meet with greater success if they can establish both connection and direction at the college as early as possible@ (Puyana and Shugart).

PART A_B STATUS OF ACTION ITEMS & WORK TEAMS

PART B_B BASELINE DATA FOR STRATEGIC INDICATORS

PART C_B RECOMMENDATIONS

Preface

This report was compiled by the Start Right Goal Team. The members of this team are Jackie DiMartino (co-chair), Maiken Murphy (co-chair), Nick Bekas, Chris Borglum, Jenny Britton, Boris Nguyen, Della Paul, Jane Renfroe, Dave Rogers, Ron Nelson (resource), and Bill Castellano (resource). The major charge to the team was to provide a global view of progress toward attainment of the Start Right Goal. Specifically, the work of the team included three main tasks: (1) discerning the status of Work Teams associated with each Action Item, (2) gathering data associated with each Strategic Indicator, and (3) making recommendations for revision to the Strategic Learning Plan (SLP). A complete description of the Start Right Goal, from the SLP, can be found at the end of this report.

PART A: STATUS OF ACTION ITEMS & WORK TEAMS

#1 - Increase sections taught by career faculty

In direct response to this Action Item, 36 new full-time, tenure-track faculty were hired prior to Session I, 2001/02. However, 43 were needed just to maintain the current ratio of full-time to part-time instructors. Therefore, little effect has been seen on percent of sections taught by full-time faculty. The Work Team reviewing this item is currently working on an action plan.

#2 - Dual enrollment review

Valencia Community College has made a significant investment in creating a Dual Enrollment Program that services both Orange and Osceola Counties. It is one of the largest Dual Enrollment Programs in the state. A total of 1,516 students were enrolled in Session I, 2001/02. Even though the college has a strong and successful program, a Dual Enrollment Initiative Work Team has been meeting since Session II of last year to work on improvements. This committee's final report will be completed and available by the end of this semester. The committee is comprised of Valencia faculty and administration, as well as faculty and administration from Orange and Osceola public schools. The main charge of this committee is to establish and implement a learning-centered Dual Enrollment Program, in conjunction with public school partners, which optimizes opportunity for students and effective use of college and school resources and embeds high academic standards in all aspects of the program. To that end, the following is a summary of the areas addressed by the committee as of this date:

- Faculty Support and Quality of Instruction
- 10th Grade Participation
- School District Operations
- Orientation and Advising
- Valencia Operations

#3 - Preparedness of FTIC students

In order to enhance the preparedness of FTIC students, several programs have been identified. Some of these programs have been active for many years; however, the need to evaluate each on a continual basis seems essential to determine effectiveness.

Program Title	Benefits / Expected Outcome
Alcanza	High school completion and college enrollment rates will increase for at-risk Hispanic students.
Bridges to Success	At-risk high school students will complete high school and be ready for college enrollment, including college-level course work.
Career Safari	Students will make informed decisions to enroll in college after high school in a career field that meets their interests. 1000 students have participated in Career Safaris during the current academic year.
College Board Tutoring Initiative	Students and their parents will save time and money by not taking remedial courses in college. Valencia will not have to offer as many sections of college preparatory English and reading.
Dual Enrollment	Students and their parents save money and time in obtaining a college degree, and Valencia enrolls more high-ability high school graduates.
Fast Track	Enrollments of traditionally under-represented high school graduates are equal to or greater than their representation in their high school class.
GEAR UP	High school graduation rates and college attendance rates will increase for at-risk students. 2,800 students are currently being served by the GEAR UP program.
Mock College	Students gain a more realistic understanding of the college experience. Aspirations are increased and planning is enhanced.
College Reach Out Program (CROP)	At-risk high school students will complete high school and be ready for college enrollment, including college-level course work.

Program Title	Benefits / Expected Outcomes
Senior Presentations	High school graduates will make informed choices and enroll in postsecondary education.
Students in Industry	Students gain a more realistic understanding of the skills that are needed in the workplace and clarify their career interests.
Teach In	Strengthened partnership between Valencia and OCPS. Increase in enrollments from OCPS student graduates.
Tech Prep	Increase college attendance at Valencia of OCPS high school graduates. 20,000 students in Orange and Osceola counties are enrolled in Tech Prep for the current academic year.
Theater Performances	High school curriculum is enhanced through participation in Valencia events. Teachers and students learn about Valencia programs.
Transitions	Increase the percentage of students who complete high school and enter college ready to pursue their career and educational goals.
Upward Bound	High school graduation rates and college attendance rates will increase for underrepresented, at-risk students. 100 students participate in Valencia's Upward Bound program.

#4 - Student Success course review

Student Success (SLS 1122), a 3-credit elective that is highly recommended to first-time-in-college students, and especially to those who test into a college preparatory course, is being transitioned from Student Services, where it began as part of a Title III Grant in the 1980s, to Academic Affairs. This shift in identity seems appropriate because the course is credit-bearing and a key success component in the academic curriculum, often linked now with other college courses to form learning community cohorts under our Start Right goal. As part of the transition process, a Work Team will be formed to review the Student Success course, including its rigor, content, staffing, connection to LifeMap, and level of student participation. Recommendations will also be made to further strengthen the learning outcomes for students. Projected completion date for the review: March 2003.

#5 - Implement EAP and measure impact

Considerable progress has been made in implementing the new EAP program since the start of Session I, 2001/02. We know little about the success of these classes at present because, while measurement is taking place and data collected, it is still too close to the start date to have significant results. However, student services, counseling, testing, faculty, and deans have all met to make necessary changes in the program in order to ensure better implementation of the curriculum. The following are some of the changes that have been made.

- An on-line testing program for reading and grammar diagnostics has been piloted on West Campus.
- The procedures for testing have been clarified so that there are common standards in place across campuses.
- East Campus has successfully piloted a testing process for exempting qualified students from the next level of EAP. This allows students who have made tremendous progress to complete the EAP curriculum at a faster pace. This process will be adopted college-wide and will replace current diagnostic tests being given the first week of classes.
- The course pre-requisites and co-requisites for EAP 0440, 1520, 1540, 1620, and 1640 have been changed so that the requirements are less restrictive on student placement. The result will be greater flexibility in placing students in the appropriate courses.

Considerable work still remains in implementing the EAP curriculum. The following are some areas of concern.

- Reliable and valid exit tests still need to be developed and analyzed especially in reading.
- More qualified full-time faculty, especially on West Campus, need to be hired.
- An effective speaking and listening diagnostic is needed for placement and exit purposes.
- Students Support Centers for EAP staffed with qualified instructional assistants are needed college-wide.

#6 - Learning-Centered review of marketing and recruitment strategies

Valencia's Marketing and Media Relations Director, Joan Andrek, reports that a document, titled "Proposal for Learning-Centered Review of Marketing Materials and Campaigns," has been drafted and passed along to the Faculty Association Board. It calls for a group of faculty (to be selected through the Faculty Association) and students to meet regularly to review marketing materials and ad campaigns to ensure that they are consistent with Valencia's mission and goals. The group would discuss such materials/campaigns at the conceptual stage and would have a later opportunity to provide feedback soon before launch. Faculty especially would be asked to provide a post-campaign analysis in order to determine its effectiveness. The overall purpose of the review is to provide opportunities for stakeholders to point out any aspects of our marketing that might appear contrary to our learning-centered principles.

#7 - Learning - Centered educational services delivery system

To meet the goal of helping students start right, the Work Team on Action Item 7 addresses the improvement of each student's beginning here at Valencia by thoroughly integrating campus facilities, services, and staff, including changes in (1) the physical presence and visibility of offices serving students, (2) organization of staff to meet the students' needs, (3) integration of assessment/admission procedures, core competencies, and LifeMap, and (4) long-term monitoring after placement.

- **Reorganized Offices:** The Primus= report recommends changing the names of the offices that currently serve students during the registration process. These Across-functional@ facilities will be centrally located so they will be accessible to students. The names of these offices will be AWelcome Center@ (general information), AThe Depot@ (enrollment), AOn Track Center@ (providing computer training for and access to ATLAS for each student to monitor his/her progress), AHome Offices@ (specialized assistance to students who need more than the AOn Track Center@ can provide), and ADistrict Offices@ (responsible for administrative process and on-going staff training for those working directly with students).
- **Reorganization and Training of Staff:** The Primus= report recommends staffing changes that include cross-training and improving the ratio of professional advising support for

students, which will make it possible for every new degree-seeking student to have an assigned personal advisor during his/her first 15 hours of enrollment

- **Assessment/Admission Procedures:** Also, the Primus= report recommends making the assessment process more Ameaningful@ to students by providing detailed and timely interpretations of the assessment results, integrating LifeMap through required orientation or registration in SLS 1122, and introducing students to the Learning Support System (including the Learning Portfolio).
- **Long-Term Monitoring:** Finally, the Primus recommends the establishment of an Aon-going feedback system@ that will allow students to monitor Atheir own progress towards degree completion and document learning outcomes@ and the administration to create student process and performance indicators provide routine feedback to staff on students= progression.

The above changes predict a number of results, including assessment of learning styles/skills, appropriate placement, extended orientation in first term, documented career and educational goals and financial plans, feedback systems, referrals for support as needed, and individual learning portfolios documenting learning outcomes. The underlying assumption of the Work Team for Action Item 7, Goal 2, is clear: Students will be prepared to learn when they are assessed and placed appropriately, receive support when they need it, have clear goals and a plan for achieving those goals, get constant feedback, and can prove their learning outcomes.

#8 - Student mastery and success in prep courses

Prep Communications Programs

Recognition of the importance of addressing under-prepared students at Valencia Community College was brought sharply into focus with the Under-Prepared Student Initiative in 1997-1998. The Start Right Strategic Initiative has consolidated many of the efforts by establishing College-Wide Coordinators to work with the Deans and Campus Coordinators to improve faculty training and mentoring, as well as overall success rates on the State Competency Exams. Some of the projects now underway college-wide include a Start Right Grant Initiative of stipends for faculty projects and a series of Reading Workshops on West, Winter Park, and Osceola campuses designed to integrate the college Core Competencies into the Reading courses.

Prep Math Program

Two major initiatives were undertaken during the past year to improve the future performance of students enrolled within the Prep Math Program. These were (1) the Prep Math Institute and (2) the Kellogg Institute

- The Prep Math Institute expects to achieve its goal by reconfiguring the curriculum of the MAT0012C and the MAT0024C courses into three modules per course. A diagnostic test will be used to place students assigned to a course by the Computerized Placement Test (CPT) into a course module. Students with some prior knowledge of the course materials will be placed in an advanced module, thus minimizing the time required for them to complete the course.
- The Kellogg Institute, conducted at Appalachian State University, Boone, NC, is the nation=s oldest continuous, advanced training program for developmental educators and learning skill specialists. As the first step towards achieving certification of the Valencia Prep Program, a team of Valencia faculty and staff will attend the Kellogg Institute during July 2002.

PART B: BASELINE DATA FOR STRATEGIC INDICATORS

Goal Team Two (Start Right) has examined the data relevant to the indicators identified for Goal Two and has selected the information presented below as that which is most revealing of the college's progress in meeting the goal.

2.1 Orientation, Assessment, and Enrollment

- In Fall 2000 and Fall 2001, 99% of degree-seeking First-Time-in-College students (FTIC's) attended the mandatory student orientation to the college.
- In Fall 2000 and Fall 2001, 96% of degree-seeking FTIC's were assessed using an entry-level test (ELT) approved by the state of Florida.
- From Fall 2000 to Fall 2001, the college experienced an appreciable increase in the number of correct enrollments of college preparatory reading, which is the foundation of the mandated remediation program:

Session	Percent Correctly Enrolled in College Preparatory Reading 1	Percent Correctly Enrolled in College Preparatory Reading 2
Fall 2000	79%	92%
Fall 2001	95%	97%

When a student is required to take college preparatory reading, and does register for either college preparatory reading or for the appropriate EAP (English for Academic Purposes) course, she or he is considered "correctly enrolled."

2.2 Level of Remediation Required for FTIC's

While there are seven individual college preparatory courses (not including English for Academic Purposes, or EAP), few students are mandated into only one area. To give an overview of the number of students requiring remediation in each combination of areas, the table below is provided.

Year	No Mandate	Math Only	Writing Only	Writing & Math	Reading Only	Reading & Math	Reading & Writing	Reading, Writing & Math	Total
Fall 2000	1,035 26.9%	878 22.8%	59 1.5%	201 5.2%	238 6.2%	444 11.5%	150 3.9%	842 22%	3,847
Fall 2001	1,086 27.9%	876 22.5%	45 1.2%	157 4%	226 5.8%	559 14.4%	125 3.2%	819 21%	3,893