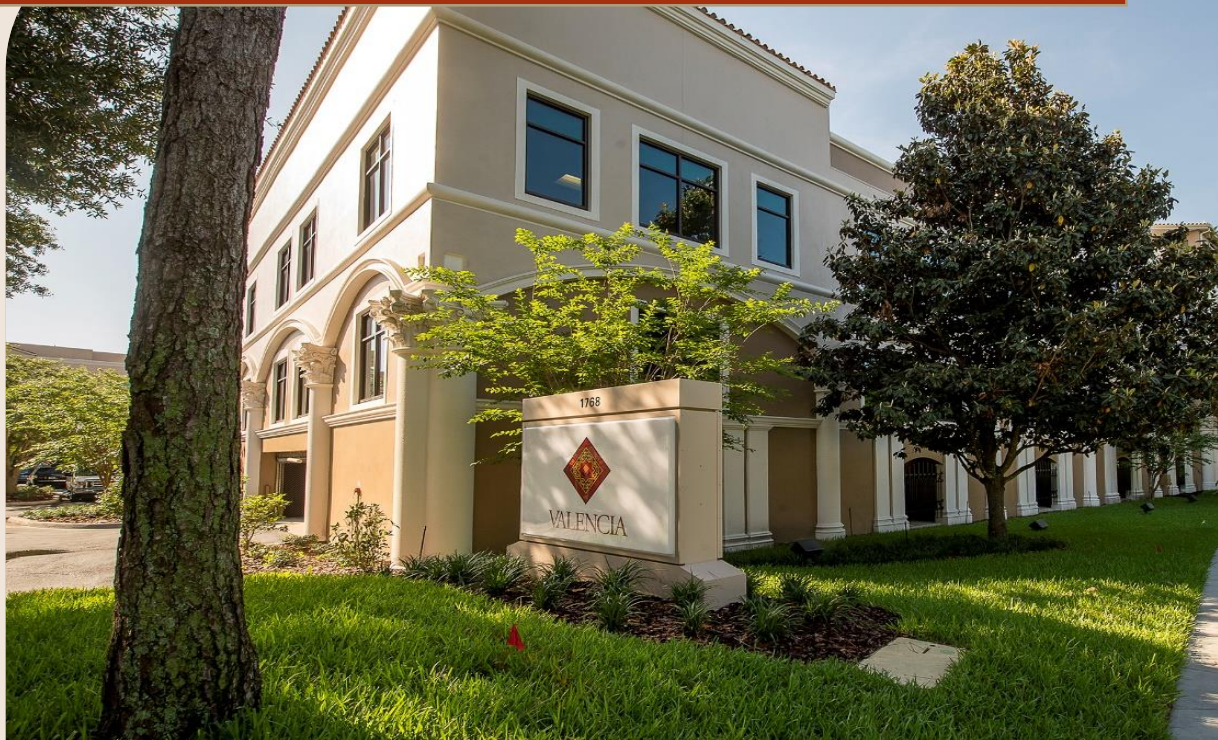


# Office of Curriculum Initiatives

## *2015-2016 Annual Report*



**Robyn M. Brighton**

*Director of Curriculum Initiatives*

Study Abroad & Global Experience · LinC · Service Learning

Valencia College

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## Executive Summary

The Office of Curriculum Initiatives supports teaching and learning practices that are systematically integrated across disciplines and offered college-wide. In 2016, the department was restructured to include oversight of Study Abroad and Global Experiences (SAGE), Learning in Community (LinC), and Service Learning initiatives. Among these larger initiatives includes Valencia's Global Distinction (VGD) certificate, Internationalizing the Curriculum (INZ), and the First 30 learning community.

Throughout the 2015-2016 academic year, the Office of Curriculum Initiatives was successful at increasing the number of students and faculty directly engaged in the work centered around meaningful community engagement. This year's department highlights include the completion of the Academic Initiative Review (AIR) process for LinC, designing a comprehensive year-long learning community for first-year students, called First 30, building a framework for offering international Service Learning and Internship trips, closing out year three of the USFIL grant, and expanding the number of professional development opportunities for faculty across multiple initiatives within the department.

The following report provides a description for each of the initiatives that fall under the Office of Curriculum Initiatives in addition to student enrollment numbers, professional development, key accomplishments, and data.

Sincerely,

Robyn Brighton  
Director, Curriculum Initiatives



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## Curriculum Initiatives Staff

### **Robyn Brighton**

Director, Curriculum Initiatives

### **Kara Parsons**

Manager, Study Abroad

### **Leila Ayala Camacho**

Administrative Assistant

### **Vannia Ruiz**

Administrative Assistant

### **Lisandra Jimenez**

Staff Assistant II

### **Joanna Branham**

Staff Assistant II



From left: Vannia Ruiz, Joanna Branham, Leila Ayala Camacho, Kara Parsons, Lisandra Jimenez, and Robyn Brighton

## Study Abroad & Global Experiences

International education is a comprehensive approach to the students' academic plan that intentionally prepares them to be active and engaged participants in a multicultural, interconnected world through internationalization of the campus and curriculum. It transcends borders and connects our students to countries, people, customs, cultures, values, languages, political and economic systems, religions, geography, history, and current events of the world; and it engages students in a variety of ways to achieve a deeper understanding through examination and inquiry. Internationalizing the curriculum is a key component to prepare our students to be global citizens of the 21<sup>st</sup> century, and it involves integrating global concepts for cross-cultural understanding across all disciplines and creating international curricular and co-curricular activities for our students.



The SAGE office provides oversight of Study Abroad, Valencia's Global Distinction (VGD) program, Internationalizing the Curriculum (INZ), and International Education Week (IEW). Although each smaller initiative differs slightly in their intended outcomes, they are intertwined when it comes to supporting international education efforts at the college.

## Student Enrollment

### Short-term Study Abroad

This year the college offered seven programs for a total of 99 students participating in Study Abroad throughout the 2015-2016 academic year.

Program	Term	Course(s)	Leader(s)	Fee
<b>India</b>	Spring	PCB 2340 Field Biology	Steve Myers	\$3,200
<b>Swit &amp; France</b>	Summer	MCB 2930 Health Education	Melissa Schreiber	\$4,000
<b>Spain</b>	Summer	SLS 2940 Service Learning	Sarah Melanson	\$1,500
<b>Ireland</b>	Summer	HUM 2250 20th Century Humanities	Kevin Mulholland James McDonald	\$3,250
<b>Italy</b>	Summer	HUM 2220 Greek and Roman Humanities	Tammy Gitto-Kania Christy Cheney	\$3,950
<b>England</b>	Summer	CGS 2038C IT for Int. Business Travel	Gerald Hensel Heith Hennel	\$2,550
<b>China</b>	Summer	GEB 1350 & BCT2930 Intro to International Business, & Alternate & Renewable Energy	Jennifer Robertson Andrew Ray	\$4,100

Program	Students	East Winter Park	Osceola Lake Nona	West	Online	Total Males	Total Females
India	10	5	3	2	0	2	8
Swit. & France	19	10	2	7	0	6	13
Spain	4	4	0	0	0	0	4
Ireland	9	2	4	3	0	1	8
Italy	16	4	10	2	0	2	14
England	25	13	2	9	1	9	16
China	16	5	2	8	1	9	7
<b>Total</b>	<b>99</b>	<b>43</b>	<b>23</b>	<b>31</b>	<b>2</b>	<b>29</b>	<b>70</b>

### Semester Study Abroad

Program of Study	Location	Students
Culinary	Italy	4
Dentistry	Malaysia	1
Liberal Arts	Sweden	1
<b>Total</b>		<b>6</b>

### VGD

With Valencia's Global Distinction certificate, students become prepared to live and work in an interdependent and multicultural world and have the knowledge, skills, and attitudes of a competent global citizen. Students earning VGD recognition take 15 credits in international content, attend 15 hours of co-curricular activities, and complete a final capstone project. The following students participated in VGD throughout the 2015-2016 year.

East	Osceola	West	Winter Park	Total
<b>45</b>	30	24	10	<b>109</b>

### Trip Cancellation

On June 16, 2016, the college was made aware of threats impacting a scheduled region of travel in France and notified by the federal government to proceed with a 'high degree of caution'. On this same day, a group of administrators, faculty, and staff made the decision to cancel the Study Abroad trip. It is understood that certain risks are associated with international travel, and Valencia College is committed to maintaining the highest safety standards for students, faculty and staff.



## Professional Development

In partnership with the Office of Faculty and Instructional Development, SAGE successfully offered four different professional development courses throughout the 2015-2016 year. Course offerings include: Designing a Study Abroad Experience, Roles and Responsibilities of the Study Abroad Program Leader, INZ the Curriculum at Home, and Cross-Cultural Awareness.

### SAGE

Course	Name	PD Hours	Facilitator	Enrollment
<b>LCTS 3214</b>	Designing a Study Abroad Experience	20	Jerry Hensel Heith Hennel	10
<b>PRFC 3210</b>	Roles and Responsibilities of the Study Abroad Program Leader	4	Melissa Shreiber	21
<b>INDV 3351</b>	INZ the Curriculum at Home	20	Tina Tan Beth King	7
<b>INDV 3353</b>	Cross-Cultural Awareness	6	Sarah Melandon	10
<b>Total</b>				<b>48</b>

### International Travel

Each year faculty and staff register with the SAGE office to participate in international conferences and seminars, study abroad, and visit colleges and universities abroad. This year 60 faculty participated in international travel and 43 countries were visited.

### USFIL Grant

Two professional development events were developed under the USFIL grant with the goal of increasing awareness of INZ at Valencia. These specialized workshops were developed in partnership with the community and are not intended to be on-going workshops.

Name	Enrollment
Globalwise	26
Business INZ	20
<b>Total</b>	<b>46</b>

## Photos



## Key Accomplishments



### Enrollment

7 Programs  
99 Students



### VGD & INZ

109 Students  
7 Student Graduates  
7 New Toolkits



### FCIE

32 Member Institutions  
New Executive Board  
Annual Conference: 21  
Presentations, 2 Keynotes



### IEW

5 Campuses  
63 Events, college-wide  
International Soccer  
Tournament, Osceola



## Learning Communities

Student-centered support embraces a variety of teaching and learning practices that are often referred to as high-impact methodologies (Achieving the Dream, 2016). These practices have been tested and have been shown to benefit college students from many backgrounds (AAC&U, 2008). Learning communities are one type of active learning practice that institutions of higher education across the nation implement with the intention of increasing student retention and engagement in college (AAC&U, 2008). To help students build stronger connections with their peers, including faculty, staff, and fellow students, Valencia College offers learning communities for first-year students. The Learning in Community (LinC) initiative at Valencia College strategically pairs courses together to offer students a pathway to degree completion.



## Learning Community Models

### LinC

In 2006 and under the direction of the Achieving the Dream (AtD) grant, Valencia institutionalized Learning in Community (LinC). With the LinC initiative, students enroll in two courses that are linked together. During the semester, the same cohort of students take both courses and experience an integrated curriculum. In most cases, two instructors teach LinC pairings and a Success Coach visits periodically throughout the term.

### R.E.A.C.H

R.E.A.C.H. (Reaching Every Academic Challenge Head-On) consists of a small group of students who take their first year of college together, with the same courses and instructors. Students begin in developmental education and progress to college-level courses by their second semester. This learning community helps students connect with their classmates and professors, providing more individualized instruction, increased student success, and higher graduation rates.

### First 30

In 2016, Valencia College developed and implemented a new learning community model called First 30. The First 30 model offers students a clear academic pathway and a plan to graduate in their college career. Students are guaranteed courses for their declared major and are pre-registered in thirty college-level credits throughout the first three terms. Through co-curricular and community-based learning, students engage in real-world application of content to strengthen their academic, pre-professional and personal learning goals.

## Student Enrollment

Term	LinC Pairs	Faculty	Enrollment
Fall 2015	14	19	333
Spring 2016	12	10	134
Summer 2017	2	4	27
<b>Total</b>	<b>28</b>	<b>33</b>	<b>494</b>

## Professional Development

This year 15 faculty and 2 staff representing East and West campuses were selected to participate in Valencia's Destination program. In preparation for the new First 30 cohorts, the Office of Curriculum Initiatives and Office of Faculty and Instructional Development created a new track titled, Learning in Your Community: Effective Practices for Curriculum Integration. After completing the five-week professional development workshop, participants were able to:

1. Explain the theoretical basis for creating learning communities.
2. Explore ways to integrate faculty and staff interactions with resources currently provided by Student Services and Learning Support.
3. Learn strategies to create integrated lessons to improve student learning of course outcomes.
4. Select a theme for their learning community that is supported with community-based learning and co-curricular activities.
5. Develop a communication plan to enhance peer-to-peer collaboration and foster a community of learning in their classroom.

Campus teams were also successful at developing campus action plans that provide a framework for faculty/staff teams preparing to teach for the First 30 cohort. Together, teams built on prior knowledge and past experiences in order to develop strategies that will be applied in the following areas:

- Overarching themes
- Student learning objectives and outcomes
- Co-curricular activities
- Community engagement experiences
- Faculty and student communication plan
- Student retention strategy

In addition to the Destination program, 9 faculty successfully completed the LinC: Implementing a High Impact Practice course in the Fall 2015 term.

## Academic Initiative Review (AIR)

### Overview

In 2013, The Florida Senate approved Senate Bill 1720 (SB1720). The bill requires Florida College System Institutions to change post-secondary general education requirements, restructure developmental education and revise common placement tests for incoming students (CS/CS/SB 1720 – Education, 2013). As a result, the number of developmental courses historically offered through the Learning in Community (LinC) initiative has significantly declined at Valencia College since SB1720 went into effect. The Academic Initiative Review process was developed at Valencia College in 2015 under the direction of the Office of Institutional Assessment in order to assist academic initiatives with understanding the impact of their work and to inform decisions and plans being made at the college. The evaluation process was designed to generate recommendations to assist the LinC initiative with overcoming challenges brought on by legislative mandates and, as a result, develop strategies that will help with scaling curriculum initiatives in a meaningful way. The following components were included in the final AIR report and presented to the Learning Leadership Council (LLC) in September, 2016:

1. Overview of AIR
2. Initiative Under Review
3. Evaluative Questions and Findings
4. Summary and Recommendations
5. Conclusions
6. Contributors
7. References
8. Examples of Measures of Success

### Data Team

The Director of Curriculum Initiatives co-chaired the implementation of AIR for LinC with the Director of Institutional Assessment throughout the Spring, Summer, and Fall 2015 terms. Campus and college administrators, faculty, and staff closely connected to the LinC initiative formed the Data Team that analyzed existing data on LinC and generated recommendations for the final report. The First 30 learning community model was developed in the Fall 2015 and Spring 2016 terms based on the recommendations that emerged from the AIR report on LinC.

### Activities

- 11 Data Team members
- Faculty survey (N=74)
- Student Focus group (N=24)
- SWOT: Success Coaches
- IR reports
- 2009 LinC report for AtD
- Dr. Byron McClenney and Dr. Theodore (Ted) Wright, AtD Leadership Coaches
- Abby Parcell, MDC consultant “More to Most: Scaling Up Effective Community College Practices”

## Student Success

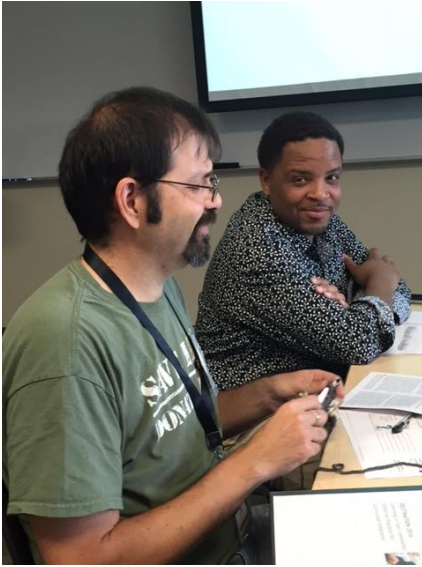
Percent Increase of Success in LinC vs. Non-LinC Courses (Within limited range of front door credit courses)	
PSY2012	24.5% (N=45)
ECO2013	12.4% (N=94)
SPC1608	10.1% (N=413)
SLS1122	9.1% (N=2,819)
MAC1105	7.8% (N=303)

Percent Successful of LinC Pairs (Within the limited range of front door credit courses)	
SLS1122 + MAC1105	91% (N=89)
ECO2013 + MAC1105	88% (N=125)
SLS1122 + SPC1608	83% (N=81)
ENC1101 + MAC1105	82% (N=44)
ENC1101 + HUM1020	80% (N=149)

## Cost-Return Analysis

Category	Year 1	Year 2	Year 3	3-Year Average
Total program expenses per FTE student (including estimated indirect costs)	\$438	\$366	\$337	\$380
Additional number of students retained that may be associated with participation in the program	40	107	103	83
Total net tuition and state/local appropriations revenue from additional students retained	\$237,932	\$620,505	\$601,831	\$486,756
Percentage of program expenses recouped by "additional" students retained	66%	189%	209%	155%

## Photos



## Key Accomplishments



### Enrollment

28 Pairs  
33 Faculty  
494 Students



### First 30

30 College-level Credits  
Integrates Multiple Initiatives  
Tuition Scholarship



### AIR

389 LinC Pairs  
6,773 Students  
\$486,786 Tuition Revenue



## Service Learning

The Office of Curriculum Initiatives is committed to helping students develop the values and skills of active citizenship through participation in public and community service. Service Learning follows a problem-based approach to learning by identifying the underlying issues our community faces and developing service-oriented projects that address the needs of underserved populations. Students benefit from hands-on learning and, as a result, develop academically, pre-professionally, civically, and personally.



Essential competencies:

1. **Academics:** Students will improve their higher order thinking skills through analysis and understanding of complex problems. Students will connect the learning in the classroom to the service experience.
2. **Pre-professional:** Students will connect service to career exploration. Students will analyze their skill set growth related to potential careers.
3. **Civic Engagement:** Students will gain an understanding of the community organization and those it serves. Students will gain an understanding of their role as an active member of the society.
4. **Personal:** Students will experience personal growth through challenges and will develop new skills.

## Service Learning Courses

### Integrated Service Learning

Faculty are provided the tools to develop and integrate a service project into their existing curriculum. By doing so, students work with their peers and interact with the local community. Projects typically range from 5 to 10 hours and can be completed through in-direct, direct, or advocacy projects.

### Independent Service Learning (SLS2940 & SLS2940H)

Students meet the direct needs of the community and work one-on-one with a mentor at the college to assist in the development of a service project that is unique to the student's goals. Students can earn a maximum of 4 credits and complete 20 service hours for each credit they enroll in.

## Student Enrollment

Percentage growth and number of service hours

Term	Sections		Faculty		Enrollment	
	Integrated	SLS2940 & SLS2940H	Integrated	SLS2940 & SLS2940H	Integrated	SLS2940 & SLS2940H
Fall 2015	33	13	15	10	467	18
Spring 2016	25	24	14	15	427	30
Summer 2016	11	18	3	14	161	25
Totals	69	55	18	39	1,055	73
Totals (combined)	124 sections		57 faculty		1,128 students 17,590 hours	
Note: Faculty and student enrollment may be duplicated from term to term.						

## Professional Development

In partnership with the Office of Faculty and Instructional Development, a new course was developed in the Fall 2015 term called Introduction to Service Learning. The course was designed to certify faculty to teach the independent study courses: SLS2940 and SLS2940H in addition to integrating an existing Curriculum Integration Plan into their course. This course replaced the previously scheduled Service Learning mentorship meetings and, as a result, makes professional development for Service Learning more efficient and accessible.

Additionally, faculty and staff met to complete a course review for the Service Learning Across the Curriculum course. Curricular modifications included updating the format of the Curriculum Integration Plan, adding video testimonials from faculty who have previously integrated service projects, and more interactive modules. Each term the Introduction to Service Learning and the Service Learning Across the Curriculum courses are offered on a rotating campus.

Course	Name	PD Hours	Facilitator	Enrollment
<b>LCTS 7220</b>	Introduction to Service Learning	2	Christie Miller Robyn Brighton	12
<b>LCTS 3213</b>	Service Learning Across the Curriculum	20	Christie Miller	17
<b>Total</b>				<b>29</b>

## Photos



## Key Accomplishments



### Enrollment

1,128 Students  
57 Faculty  
17,590 Service Hours  
61 Distinguished Graduates



### Presentations

West Campus Welcome Back  
FL Campus Compact Conf.  
Leadership & Division Mtgs.



### Integrated Service

Educator Prep., East  
Honors NSE, college-wide  
Fire Science, CJI  
English Composition  
Humanities



### Global Service

Service in Italy: 4 Students  
Model for International  
Service- Learning  
United Planet Partnership

## College Connections

The Office of Curriculum Initiatives provides on-going support for administrators, faculty, and staff at the college and campus levels. Support often includes finding innovative ways to leverage existing initiatives to support the growth and development of new practices. It may also include collaborating with other departments to design new tools to evaluate and improve existing initiatives. The diagram below represents many of the initiatives and departments the Office of Curriculum Initiatives currently collaborates with.

