

VALENCIA COMMUNITY COLLEGE
INSTRUCTIONAL EFFECTIVENESS SYSTEM

PROGRAM REVIEW AND EVALUATION

GENERAL EDUCATION AND A.A. Program Review

February 23, 2012

CLC, FC, CCC, IAC, SALT

Purpose Statement: Valencia's Program Review process serves as the Level II review process for the Divisions of Community College. The review includes the Associate of Arts and General Education programs, and is scheduled on an established, five year cycle. The review provides for planning, assessment, and evaluation for the continuous improvement of programs and addresses state and national, and professional accountability measures, as well as regional accreditation core requirements and comprehensive standards based on the *Principles of Accreditation, Foundations for Quality Enhancement*, Commission on Colleges, Southern Association of Colleges and Schools (SACS).

Section 1: The Principle of Integrity 1.1 The institution operates with integrity in all matters.

(Note: This principle is not addressed by the institution in its Compliance Certification.)

Integrity, essential to the purpose of higher education, functions as the basic contract defining the relationship between the Commission and each of its member and candidate institutions. It is a relationship in which all parties agree to deal honestly and openly with their constituents and with one another. Without this commitment, no relationship can exist or be sustained between the Commission and its member and candidate institutions.

Integrity in the accreditation process is best understood in the context of peer review, professional judgment by peers of commonly accepted sound academic practice, and the conscientious application of the *Principles of Accreditation* as mutually agreed upon standards for accreditation. The Commissions requirements, policies, processes, procedures, and decisions are predicated on integrity.

The Commission on Colleges expects integrity to govern the operation of institutions and for institutions to make reasonable and responsible decisions consistent with the spirit of integrity in all matters. Therefore, evidence of withholding information, providing inaccurate information to the public, failing to provide timely and accurate information to the Commission, or failing to conduct a candid self-assessment of compliance with the *Principles of Accreditation* and to submit this assessment to the Commission, and other similar practices will be seen as the lack of a full commitment to integrity. The Commission's policy statement "Integrity and Accuracy in Institutional Representation" gives examples of the

application of the principle of integrity in accreditation activities. The policy is not all-encompassing nor does it address all possible situations. (See Commission policy “Integrity and Accuracy in Institutional Representation.”) Failure of an institution to adhere to the integrity principle may result in a loss of accreditation or candidacy.

	Core Requirements	Yes	No	Needs Further Study
2.1	The institution has degree-granting authority from the appropriate government agency			
	Florida Statute 1004.65: Florida College System Institutions: Governance, Mission, and Responsibilities.			
2.4	The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning.	XXXXX		
	<p>Mission: Valencia provides opportunities for academic, technical and life-long learning in a collaborative culture dedicated to inquiry, results and excellence.</p> <p>Valencia is a publicly supported, comprehensive Florida college that continually identifies and addresses the changing learning needs of the communities it serves. The College provides:</p> <ul style="list-style-type: none"> • Associate-degree programs that prepare learners to succeed in university studies • Courses and services that provide learners with the right start in their college careers 			
2.5	The institution engages in ongoing , integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission	XXXXX		
	<p>Design Principles for the Strategic Planning Process</p> <p>The College Planning Council established the following principles to guide the strategic planning work: (These are numbered for ease of reference, but are not listed in any priority order.)</p>			

	Core Requirements	Yes	No	Needs Further Study
	<ol style="list-style-type: none"> 1. The planning process and the plan that it yields will be learning-centered, will be grounded in the College's history of excellence, innovation, and community, and will support the quality and aspiration that bequeath the College with its distinctive place in higher education. 2. The process will be strategic by impacting the results the college aims to provide to society and to students as they progress in their programs of learning. 3. The planning process will be collaborative by operating within our shared governance structure that ensures broad-based participation and by providing a means for stakeholder groups to be heard and to influence the plan. 4. The process will build trust through effective communication and negotiation, by making it safe to identify and challenge assumptions, and by supporting agreements on shared values and the making of mutual commitments that are the basis for the strategic plan, and that are honored as the plan is implemented. 5. The process will be meaningful in that it will help the College to establish a vision of the future that shapes, defines, and gives meaning to its strategic purpose, and in that it will help to shape strategic decisions, some of which are identified in advance. 6. The process will be data-driven, using qualitative and quantitative data, routinely reviewed as the plan is implemented, with the aim of continuous improvement. 7. The plan will include formative and summative evaluation components that evaluate the planning process itself, as well as the implementation of the plan, using agreed upon performance indicators. 8. The process will have a clear cycle of activities, with a beginning and an end, and timed and structured to coordinate well with SACS accreditation requirements. 9. The process will be as simple as possible while yielding a viable plan, avoiding the trap of imposing more order than the College can tolerate, and integrating planning into permanent governing structures and collegewide meetings, rather than creating a separate set of activities removed from the governance and life of the College. 10. The process will support the integration of fiscal, learning, and facilities plans with the strategic plan of the college, through careful timing and by clearly connecting each of these plans to the College's revised Vision, Mission, and Values. 11. The strategic plan will be useful to and therefore used by councils, campuses and departments as 			

	Core Requirements	Yes	No	Needs Further Study
	<p>they prepare their plans, and will encourage a future orientation to their work.</p> <p>12. The process, its language, its products, and the results of the plan will be communicated to all employees internally.</p> <p>13. The plan will be expressed clearly, with language that is understood by stakeholders and with clear means of measuring progress.</p> <p>14. The process will be truly comprehensive, and will have clearly assigned roles for individuals and groups, including students.</p>			
	<p>Projected Products of the Planning Process</p> <p>The work products envisioned in 2006 included:</p> <ol style="list-style-type: none"> 1. needs assessment/situational analysis/environmental scan, providing a common understanding of the present and the anticipated future, including information about our competitors and clearly defined gaps in results at the mega, macro, and micro levels 2. reviewed/revised mission (the role we will play), vision, and values statements 3. a set of college strategies (the ways in which we will play our role and get results), goals (what results we want to accomplish within our role), measurable outcomes objectives and related activities to achieve the objectives within an agreed upon timeframe, an evaluation plan, including indicators/measures of institutional effectiveness, revised as needed, and a means of assessing the extent to which College decisions are consistent with the plan 4. a recommended assignment of responsibilities for objectives to the governing councils 5. list of major decisions to be impacted by the plan <p>Strategic Goals</p> <p><u>Goal One</u>, Build Pathways, includes measurable objectives aimed at assisting students in transitioning to college, persisting in college, and achieving their academic and career goals. It</p>			

	Core Requirements		Yes	No	Needs Further Study
	<p>also includes objectives that address the alignment of the college programs with regional economic development needs, and providing access to associate degree and higher level programs.</p> <p><u>Goal Two</u>, Learning Assured, includes measurable objectives that address learning outcomes, college-level writing, mathematics completion, completion of college level credit courses, and closing achievement gaps among students from diverse backgrounds.</p> <p><u>Goal Three</u>, Invest in Each Other, includes measurable objectives that address advancing the college in its mission through collaboration, and support for employee and faculty professional development and wellness.</p> <p><u>Goal Four</u>, Partner with the Community, addresses measurable objectives that provide for student, alumni, faculty, and staff engagement with public service, for the fulfillment of community workforce needs, and for community investment in the college.</p> <p>We invited 166 guests to last year’s meeting, and had 129 guests checked in a registration</p> <p>We are having another Big Meeting on June 15 to share the results of our work over the last year, and to keep us informed as to where our focus should be now that the College Planning Council made the decision to extended our Strategic Learning Plan to 2015. Over 150 faculty, staff, and administrators are expected to attend.</p>				
2.6	The institution is in operation and has students enrolled in degree programs		XXXXX		
	CREDIT ENROLLMENT (Annual)				
	Fact Book - Statistical History 2010-2011 Annual Updated 1/20/2012	Credit Students			
		59,018			

	Core Requirements		Yes	No	Needs Further Study
	GENDER	NUMBER			
	Female	33,168			
	Male	25,639			
	Not Indicated	211			
	ETHNICITY	NUMBER			
	Asian	2,733			
	Black Non-Hispanic	10,277			
	Hawaiian/Pacific Islander	140			
	Hispanic of any Race	17,222			
	Multi-Race Non-Hispanic	577			
	Indian/Alaskan Native	175			
	White Non-Hispanic	22,468			
	Unknown Ethnicity	5,426			

	Core Requirements		Yes	No	Needs Further Study
	DEGREE STATUS	NUMBER			
	A.A. Degree	28,112			
	A.S. Degree	9,712			
	A.A.S. Degree	1,341			
	Awaiting Acceptance	8,399			
	Non-Degree Seeking	11,454			
2.7.1	The institution offers one or more degree programs based on at least 60 semester credit hours.		XXXXX		
	Catalog Pages 103-118				
2.7.2	The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education		XXXXX		
	Valencia targets its Transfer Plans and Pre-Majors to focus on the common prerequisites located at facts.org. Every year the Transfer Plans and Pre-Majors are reviewed to ensure that they are up-to-date with the appropriate common prerequisites. The Articulated Pre-Majors are based upon agreements with four-year institutions that have specific program requirements				
2.7.3	The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural		XXXXX		

	Core Requirements						Yes	No	Needs Further Study
	science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.								
	http://valenciacollege.edu/curriculumcommittee/GeneralEducation.cfm								
2.8	<p>The number of full-time faculty members is adequate to support the mission of the institution.</p> <p>COMMENTS: Why are the Humanities numbers so high? The Developmental Education courses reflect that it is easier to credential Dev Ed faculty since those courses require a Bachelors, and in math the same curriculum is taught in middle school as in Dev Ed, so those faculty are better suited to teach these courses. Where does MAT 1033C fit in this analysis?</p> <p>An area of concern is the A.A. in Art; there are no full-time faculty members in PGY courses. There is also a disturbing number of full-time faculty in developmental math, but that is a credentialing issue.</p> <p>We are not meeting demand which means we don't hire part-time faculty and the full-time ratio gets inflated.</p>							X	XXXX
		CRN Count	FT	%FT	PT	%PT			
	AA Architecture (Articulated) UCF (100%WC)	18	7	38.88%	11	61.11%			
	AA Architecture (Articulated) UF (100%WC)	18	7	38.88%	11	61.11%			
	AA Art (Pre-major) (19%WC, 58%EC, 15%OC, 6%WP, 2%LN)	48	8	16.66%	40	83.33%			

	Core Requirements						Yes	No	Needs Further Study
	AA Computer Science (Articulated) UCF (38%WC, 38%EC, 23%OC)	13	11	84.61%	2	15.38%			
	AA Dance Performance (Pre-major) (100%EC)	25	15	60.00%	10	40.00%			
	AA Engineering FIT (Articulated) (100%WC)	15	8	53.33%	7	46.66%			
	AA Engineering PU (Articulated) (46%WC, 41%EC, 12%OC, 1%LN)	81	54	66.66%	27	33.33%			
	AA Engineering UCF (Articulated) (100%WC)	23	10	43.47%	13	56.52%			
	AA Engineering UF (Articulated) (100%WC)	20	9	45.00%	11	55.00%			
	AA Engineering UM (Articulated) (100%WC)	17	10	58.82%	7	41.17%			
	AA Music Performance (Pre-major) (100%EC)	20	7	35.00%	13	65.00%			
	AA Sign Language Interpretation (Pre-major) (100%EC)	16	8	50.00%	8	50.00%			
	AA Theatre, Drama and Dramatic Arts (Pre-major) (74%EC, 26%OC)	23	7	30.43%	16	69.56%			
	Developmental Mathematics (33%WC, 36%EC, 23%OC, 6%WP, 3%LN)	268	63	23.50%	205	76.49%			
	Developmental Reading (40%WC, 34%EC, 21%OC, 5%WP)	105	46	43.80%	59	56.19%			
	Developmental Writing (51%WC, 28%EC, 19%OC, 3%WP)	79	14	17.72%	65	82.27%			

	Core Requirements	Yes	No	Needs Further Study
	<p>Nona). The current library collections include Books (volumes) 193,706, Periodicals (subscriptions) 529, AV Materials 20,523, E-Books 38,208, and E-Reference Sources/Services 258. All students, including those predominantly engaged in distance learning, have access to online databases, e-book collections and online library instruction tutorials. Through a statewide reciprocal agreement, students also have access to library materials from Florida public colleges and universities.</p> <p>Each library has computer workstations with Internet access available for library instruction, student research, and LINCC (Library Information Network & Cooperative Content) Web access. Through permanent, recurring funding from the Florida Legislature, registered users of the Florida College System enjoy online access to a shared collection of 89 e-Resources from the statewide college library information portal, LINCCWeb. Librarians and other qualified staff located at each campus location assist with research for course assignments, documentation, using library resources and other services and technologies (a full list of the resources available can be found on the Campus Library websites – East, Osceola, West, Winter Park, and Lake Nona). Students, faculty, and staff can use and check out materials from any campus location. Valencia students also have reciprocal borrower privileges at all Florida state universities and colleges. Interlibrary loan is available to all borrowers.</p>			
2.10	<p>The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student Support Services)</p> <p>COMMENTS: Not all testing centers are open 6 days a week.</p>	XXXXX		
	<p>Valencia College is dedicated to helping students define and meet their life, career and educational goals. LifeMap is Valencia's name for the system of services, programs, and interventions designed to help students achieve these goals. LifeMap is based on Valencia's Developmental Advising model, which is a learning-centered approach that fosters an advising alliance among students, faculty, and other college professionals. This alliance develops through mutual trust, shared responsibilities, and a commitment to helping students identify, clarify and realize their life, career, and educational goals. Developmental advising integrates Valencia's core competencies (Think, Value, Communicate, and Act) in an ongoing growth process which assists students in making realistic choices based on self-awareness of abilities,</p>			

	Core Requirements	Yes	No	Needs Further Study
	<p>interests, and values. The results for students are social integration, life career and educational plans, and acquisition of study and life skills.</p> <p>LifeMap is integrated throughout students college experience at Valencia from New Student Orientation, Advising, curricular and co-curricular experiences, promotional campaigns and visible campus signage, directed communications with students throughout their college experience, and especially through Atlas (Valencia's learning support system portal) which provides direction and connection to students through informational channels (links to college services and resources, prompts and resources on enrollment processes), transactional functions (degree audit, registration, financial aid) and the My LifeMap tools (on line personalized support for goal setting and planning). These include My Career Planner, My Education Plan, My Financial Planner, My Portfolio and My Job Prospects. Me in the Making is a separate channel that gathers together every topic useful to students from Valencia's website and other websites and organizes them into categories such as College Survival, Money Matters, Career Planning, and Making Connections, and also provides a search function, and a view of sites based on common student perspectives.</p> <p>Intramural Sports at Valencia College provide an opportunity for students to participate in an athletic or recreational activity on a voluntary basis. Intramural Sports is funded by college wide Student Development through the Student Activity Fee and is open to all Valencia students.</p>			
	<p>Valencia recognizes that students have many factors outside of the classroom that may impact their success in school. The College has contracted with BayCare Behavioral Health to provide personal counseling and support to students. Students simply call the toll free phone number and a BayCare staff member will triage the student's situation, determine the urgency of the situation and the presenting problem, and will refer the student to a private mental health professional for up to three individual counseling sessions. This service is funded through the Student Activity Fee so there is no cost to the student. If the student requires more than three sessions, the contracted professionals will work with the students on a sliding fee scale in order for treatment to continue. Mental health services are provided through the Student Assistance Services program that is a contract with a national mental health provider, Baycare Health System. The College provides an effective health education program through the campus Peer Educator program and on line resources. (For a listing, go to</p>			

	Core Requirements	Yes	No	Needs Further Study
	<p>http://www.valenciacollege.edu/student-services/resources.cfm)</p> <p>Learning support centers are available to assist students who need help in reading skills, math skills and/or mathematical skills. Tutoring services are also available to all students for academic courses in which they are currently enrolled at no cost to the student, as well as instructional software materials , and other instructional support materials. Computer labs are available for use in completing Valencia course work at no charge to the student except for printing. There are numerous Wi-Fi hotspot locations for students using their own laptops.</p> <p>Testing Centers are available on all campuses. Services in the Testing Center include proctoring distance learning exams, make-up testing for students who miss a test in class, testing services for hybrid courses where all face-to-face time is spent in instruction and offering extended time testing for students with disabilities. The Testing Centers are open 6 days a week to conveniently serve students.</p> <p>The Office for Students with Disabilities (OSD) exists to determine and ensure reasonable and appropriate accommodations for qualified students with documented disabilities, to assist students in self-advocacy, to educate the Valencia community about disabilities, and to ensure compliance with the ADA and Section 504. Services may include academic advising and educational planning, career advising and planning, classroom accommodations such as: extended time on exams, materials in alternative formats, class notes, sign language interpreters, readers, and scribes. Deaf and Hard of Hearing Services and assistive technology services are also available. The OSD communicates with faculty to help coordinate accommodations and also acts as the liaison with community agencies such as the Division of Rehabilitative Services.</p> <p>Skillshops is a workshop series offered each term to students that includes personal and educational issues topics such as time and stress management. The Peer Educator program provides training to students to work as a peer educator that includes health programming, mental health screening, and various other programs.</p> <p>Student Development offers opportunities for campus and community involvement. Student Development</p>			

	Core Requirements	Yes	No	Needs Further Study
	<p>provides outcome-oriented, quality learning opportunities by:</p> <ul style="list-style-type: none"> • providing programs, support services, and tools for learning • fostering a sense of community on the campuses • advocating for and empowering students • inspiring students to do/be more • creating opportunities for personal development and growth, leadership development, and exploration of varied interests • encouraging civic responsibility • building diverse, inclusive communities and modeling appreciation of difference • leading by example; modeling behaviors <p>Additionally, Student Development provides both programs and funding for special activities that actively engage students in the learning process. Each year, instructors may apply for funding to support special activities which are not normally a part of the course syllabus. Examples of past activities include cultural field trips to museums or the opera, guest speakers on academic topics, film rentals, and canoe trips for ecology classes to study natural riverine habitats. Student Development may also host programs of interest to all academic areas.</p>			
2.11.2	<p>The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)</p> <p><u>COMMENTS:</u> Osceola students have no quiet place to study or for Student Affairs. Osceola has doubled up on faculty office space leaving no room for conferring with students privately. The Winter Park campus needs offices to confer with students.</p>	XXXX	X	
	<p>http://valenciacollege.edu/oit/tss/cts/tierclass/</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
3.1.1	The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.	XXXXX		
	<p>Mission: Valencia provides opportunities for academic, technical and life-long learning in a collaborative culture dedicated to inquiry, results and excellence.</p> <p><u>Cross Reference Core Requirement 2.4</u></p>			
3.2.9	<p>The institution defines and publishes policies regarding the appointment and employment of faculty and staff.</p> <p>COMMENTS: There isn't a definition of insubordination, and we need a policy to differentiate between professor and instructor.</p>	XXXX	X	
	<p>Policy: 6Hx28:3E-02 Award of Tenure and Evaluation of Tenured and Tenure Track Faculty</p> <p>Policy: 6Hx28:3B-04.1 Recruitment of Administrative and Instructional Employees</p> <p>All full-time administrative and instructional job openings will be advertised for four weeks beginning on a Friday and ending on a subsequent Thursday, unless otherwise approved by the president or a designee.</p>			
3.2.14	The institution policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty and staff.			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>Policy: 6Hx28:5-09.1 This policy governs the respective ownership rights of the College and all of its employees, both academic and non-academic, in copyrightable material produced within the scope of employment or otherwise arising out of the participation of individuals, including students, in the activities of the College. While the College will not assert its ownership interest in scholarly and academic Works created by members of the faculty who use generally available College resources, the College does assert ownership of copyrightable Work where significant College resources are utilized in the creation of the Work or in other circumstances as required pursuant to an agreement with a third party or where the Work is a work made for hire. Generally available resources include one's office, office computer, telephone (excluding long-distance charges), library and other similar resources. This Policy is specifically applicable to the creation of technology-mediated courseware in any form and format, including but not limited to video and Internet-based materials. However, this Policy is not intended to affect the compensation of faculty and other College personnel involved in the delivery of instruction independent of the ownership of the courseware that may underlie such instruction.</p>			
3.3.1.1	<p>The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes and provides evidence of improvement based upon the analysis of the results of each of the following areas: Educational outcomes to include student learning outcomes</p> <p><u>COMMENTS:</u> We need to start work on the A.A. Program Learning Outcome.</p> <p>The learning outcomes are done, but assessment is not done. We have not used the assessment plans as part of IE, and we are missing departmental action plans.</p>	XXX	X	X
	<p>General Education Outcomes (Adopted in 2007)</p> <ul style="list-style-type: none"> • Cultural and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and an individual's place in it. • Quantitative and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions. 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<ul style="list-style-type: none"> • Communication Skills: Engage in effective interpersonal, oral, written communication. • Ethical Responsibility: Demonstrate awareness of personal responsibility in one's civic, social, and academic life. • Information Literacy: Locate, evaluate, and effectively use information from diverse sources. • Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. <p>A.A. Program Outcome (Adopted in 2011)</p> <p>The A.A. Program Learning outcomes are the General Education outcomes and that students will demonstrate the readiness for transfer to a bachelor's degree program.</p> <p>A.A. Pre-Major: Art, Studio/Fine Art (Adopted in 2010)</p> <ul style="list-style-type: none"> • Distinguish the principles and elements of two-dimensional and three-dimensional Design, including color theory • Draw from observation of objects, nature, and figure • Develop a particular field of concentration within Studio/Fine Art • Examine aesthetics relating to art historical periods and their influences on contemporary art • Develop a working vocabulary of fine art media, tools, and processes within each artistic medium <p>A.A. Pre-Major, Dance Performance (Adopted in 2010)</p> <ul style="list-style-type: none"> • Demonstrate technical proficiency in dance technique and performance. • Demonstrate an individual choreographic voice through the development of abstract and structured creative work. 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<ul style="list-style-type: none"> Show evidence of performance elements <p>A.A. Pre-Major, Theatre/Drama/Dramatic Arts (Adopted in 2010)</p> <ul style="list-style-type: none"> Examine the distinctive nature of live theater. Distinguish the various components of dramatic literature Dramatize believable characters on stage through classroom or public performance Critically evaluate staged theater performances Analyze the work performed by theater practitioners Appraise different musical performance practices based on musical style and history Perform in a recital or concert setting as both soloist and member of an ensemble Develop a working vocabulary of musical terminology Practice competencies of sight signing and ear training <p>A.A. Pre-Major, Sign Language (Adopted in 2010)</p> <ul style="list-style-type: none"> Demonstrate competency and proficiency in the use of ASL Effectively critique issues related to ASL and Deaf Community Produce visual/audio materials demonstrating work in ASL including presentations <p>A.A. Articulated Pre-Major, Architecture (Adopted in 2010)</p> <ul style="list-style-type: none"> Implement architectural principals, vocabulary, and technical facts to describe design solutions Prepare drawings and models to solve three-dimensional design problems Synthesize data in written and graphic form to effectively communicate spatial concepts and historical facts Evaluate architectural precedents both historical and concurrent to contemporary practice Operate computer software related to the architecture profession Demonstrate fundamental knowledge of the systems and processes used to construct the built 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>environment</p> <p>A.A. Articulated Pre-Major, Engineering (Adopted in 2010)</p> <ul style="list-style-type: none"> • Use computer software related to engineering profession. • Implement engineering principles and processes. • Solve engineering problems using physics and mathematics. • Accept professional and ethical responsibilities of the engineering profession. • Engage effectively in interpersonal, oral, visual, and written communication. <p>A.A. Articulated Pre-Major, Information Technology(Adopted in 2010)</p> <ul style="list-style-type: none"> • Solve problems using computer programs. • Implement a database from a logical design • Apply various methods of proof and disproof • Analyze technical problems that can be solved with procedural and object oriented computer programs • Design specifications for procedural and object oriented computer programs • Implement software solutions using current procedural and object oriented programming language • Test and debug software solutions <p>http://valenciacollege.edu/instassess/PLOA/assessment_plans.cfm</p> <p>Honors IDH Track (Adopted 2012)</p> <ul style="list-style-type: none"> •Apply principles of dialogic argument in written and verbal communication. •Compare, contrast, and explain the significance of different historic ages. 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<ul style="list-style-type: none"> •Compare, contrast, and integrate knowledge of diverse cultures and disciplines. <p>Honors Leadership Track (Adopted 2012)</p> <ul style="list-style-type: none"> •Develop a working, evolving and individual leadership theory or style. •Practice leadership principles through their campus activities and continued community involvement. •Identify opportunities to make social change. <p>Honors Undergraduate Research Track (Adopted 2012)</p> <ul style="list-style-type: none"> •Complete a discipline-specific research project. •Present research in a peer-reviewed, academic setting. <p>Honors Jeffersonian Track (Adopted 2012)</p> <ul style="list-style-type: none"> •Recognize and weigh different perspectives in primary and secondary sources. •Produce original work and scholarly research. •Connect learning across academic disciplines. 			
3.3.1.3	Academic and student support services			
	http://valenciacollege.edu/studentservices/unitplans/			

	Comprehensive Standards	Yes	No	Needs Further Study
3.4.1	The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.	XXXXX		
	The offering of degree programs is the joint responsibility of faculty, discipline leaders, appropriate academic administrators, the College Curriculum Committee, the College Learning Council, the President and the District Board of Trustees. Degree and certificate programs consist of a specific sequence of college-level credit courses to be completed by students prior to awarding of the degree and certificates. Determination of degree and certificate requirements involves a review of state laws and rules, accreditation requirements, needs of the graduates, intended application of the degree after graduation, university requirements, and business and industry needs. It is the responsibility of the academic administration to ensure that proper college procedures are followed for all curriculum matters and to provide supervision to the instructional process at the college. The faculty and administration work closely with the Faculty Council, the Instructional Affairs Committee (IAC), the Curriculum Committee, the College Learning Council, and the President to provide leadership and support for an excellent curriculum that meets the needs of Valencia students. <i>Collegewide Curriculum Manual, 2011-2012</i>			
3.4.4	The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement and professional certificates	XXXXX		
	<p>Policy: 6Hx28:4-06 The District Board of Trustees and the President have determined that the award of college credit (from regionally accredited institutions) shall be based on the standards of good practice in accordance with the Commission on Colleges, the Southern Association of Colleges and Schools, the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Administrators. Coursework taken on a noncredit basis will be awarded when there is documentation that the noncredit coursework is equivalent to a designated credit experience.</p> <ul style="list-style-type: none"> •Based on the information in our student support system, Valencia has accepted credit from over 9,439 colleges. 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<ul style="list-style-type: none"> •During the period from Fall 2006 to Fall 2011, Valencia has awarded 1094 credits to 88 students who sought credit through a variety of experiential learning opportunities including: experiential learning portfolio, departments challenge exams, articulation agreements, and industry certification. •When accepting credit for transfer course work Valencia will typically award based on institutions who have shown an affiliation in one of the following categories: <ul style="list-style-type: none"> • Regional Accreditation: Valencia will typically award credit to students who have attended one of the 8 Regional Institutional Accrediting Organizations: Middle States Association of Colleges and Schools – Commission on Higher Education, Northwest Commission of Colleges and Universities, North Central Association of Colleges and Schools – The Higher Learning Commission, New England Association of Schools and Colleges – Commission on Institutions of Higher Education, New England Association of Schools and Colleges – Commission on Technical and Career Institutions, Southern Association of Colleges and Schools – Commission on Colleges, Western Association of Schools and Colleges – Accrediting Commission for Senior Colleges and Universities, and Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges. Based on course descriptions courses are typically equated to a Valencia course or used as a general elective for a degree program. • State (Florida) Course Numbering System (SCNS): Valencia will award credit for all courses taken that appear as part of the Florida common course numbering system. Participant in SCNS includes all state public universities and colleges as well as private and independent colleges and universities who have met the requirements established by the state articulation coordinating committee to participate in the SCNS. Course work identified as part of the SCNS is evaluated as equivalents at all participating institutions. • Non-Regionally Accreditation: Valencia will award credit from non-regionally accredited institutions if the student solicits a request for credit through Valencia's Request for Substitution of Credit (from non- regionally accredited institutions) Process. The process requires an academic analysis of course work which includes review of 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>course syllabus, faculty credentials, catalog descriptions, and text books used (title/publisher of book) in the course. Upon receipt of the required documentation, the Academic Dean of the content area reviews the materials based on content and learning outcomes then makes an appropriate recommendation regarding the substitution. Typically substitution credit is awarded if the review indicates that the content and learning outcomes are align with Valencia's.</p> <ul style="list-style-type: none"> • NACES: Valencia will award credit form institutions affiliated with the National Association of Credential Evaluation Services. These institutions evaluate foreign credentials and identify the US equivalencies for many foreign educational systems. 			
3.4.6	<p>The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.</p> <p>COMMENTS: We need to explore how we come up with contact hours in relation to credit hours.</p> <p>The CCC wants to have a discussion regarding a trend towards reducing credit hours and increasing contact hours. We need to establish principles for contact hours.</p> <p>We still need a discussion about contact versus credit hours.</p>	XXX		XX
	<p>Florida Statute 1007.25 An associate in arts degree shall require no more than 60 semester hours of college credit, including 36 semester hours of general education coursework. Except for college-preparatory coursework required pursuant to s. <u>1008.30</u>, all required coursework shall count toward the associate in arts degree or the baccalaureate degree.</p> <p>http://valenciacollege.edu/curriculumcommittee/LabManual.cfm (Lab Manual)</p> <p>http://valenciacollege.edu/curriculumcommittee/CurriculumProcess.cfm (Curriculum Process)</p> <p>Administrative Rule 6A-10.033 (a) College credit states, "College credit is the type of credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a graduate, baccalaureate, or associate degree. One (1) college credit is based on the learning expected</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	from the equivalent of fifteen (15) fifty-minute periods of classroom instruction;			
3.4.9	The institution provides appropriate academic support.			
	<p><u>Cross Reference Core Requirement 2.10:</u></p> <p><u>East Campus Foreign Language</u> 1 Full-time and 3 Part-Time</p> <p><u>East Campus Communications</u></p> <p>Senior Instructional Assistants Part-time: Tatiana Aquino Reyes, Kevin Scott, Kaitlin Martinez</p> <p><u>East Campus Math</u></p> <p>Senior Instructional Assistants: Richard Weinsier (math support day); Alina Stefanov (math support evening-SPA); Diane Vargas (math lab day); Yasir Khan (math lab evening)</p> <p>Jennifer McCormick-SL Coordinator</p> <p><u>East Campus Science</u></p> <p>Instructional Assistant Sr. Biological Sciences: Connie Orcutt</p> <p>Part time lab assistants (Biology and Geology): Ashley Hunt, Chris Cudney, Cheng-Chung Chow, Macarena Small, Karyn Meekins</p> <p>Instructional Assistant Sr. Biological Sciences: Krista Verali</p> <p>Part time lab assistants (Biology and Geology): Annemarie Wess, Hannah Wooten, Laurel Martin, Leif</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>Boman, Nadine Kraze</p> <p><u>Instructional Assistant Sr.</u> Physical Sciences (Chemistry and Physics): Ryan Hodges</p> <p><u>Part time lab assistants</u> (Physical Sciences): Chemistry: Joshua Bass, Joshua Edwards, Christine Rodriguez, Victor Diaz</p> <p>Physics: Bilal Karaze, Wendell Levister, Shawn Pope</p> <p><u>West Campus Communications</u></p> <p><u>Instructional Assistants, Sr.:</u> Rudy Darden, Debra Hodges, Ellen Hart, Gregg Heinkel, Kelly Knauth, Denise McKnight, Alex Nagy, Jude Simeus, Allison Smith, Michael Winters, Claudine Benthams, Scott Bokash, Anthony Brown, Kevin Cowell, Rochelle Davis, Amy Downs, Danielle Jones, Lisa Lippet, Sarah Lockard, Kathleen McOwen, Rhonda Oelrich, Luis Pagan, James Paradiso, Sarah Perkins, Yesenia Santiago, Crystal Smith, Peg Spelmen, Jon Stalma, Meena Udho, Milena Zaleckaite</p> <p><u>West Campus Science</u></p> <p><u>Lab Manager, Instructional Assistant, Sr. for Physics:</u> William Stillwell</p> <p><u>Lab Manager, Instructional Assistant, Sr. for Chemistry:</u> Wanda Davilla</p> <p><u>Instructional Assistant, Sr. Chemistry:</u> Iris Rosario</p> <p><u>Lab Manager, Instructional Assistant, Sr. for Biology:</u> Shivani Persaud</p> <p><u>West Campus Math</u></p> <p><u>Part Time Instructional Assistants, Sr. :</u>Robert Bates, Jeanette Beilharz, Steven Bolyard, Laila Botros,</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>Marvin Campbell, Oscar Cartaya-Sainz,Lindsay Carter, Stephen Cox, Robert Crabbs, Oanh Dang, Joshua Dodge,George Fin, Adam Gagan, Doris Holloway, Katie Korell, Lisa Martin, Lee Matheny,Shella Mesa, Johnny Mickael, Keith Noon, Jack Pinnock, Rene Rodriguez, George Rogers, Carrie Scarborough, Meridith Simeone, Raymond Tripp, Benjamin Vera, Courtney Watson, Kimberly Ziegler</p> <p><u>Full Time Career Service Instructional Assistants, Sr.</u></p> <p>Nicolas Navarro, Aditi Batra, Diana Antolinez, Luis Stevanovich</p> <p>Boris Nguyen-SL Coordinator</p> <p><u>Winter Park</u></p> <p><u>Support Staff in the Communication Student Support Center are:</u></p> <p>Jason Balserait – Instructional Assistant, Sr. (Full time)</p> <p>The part time staff members are:</p> <p>Michelle Hair – Instructional Assistant, Karlee Kuehn – Instructional Assistant, Casee Taylor Kon – Learning Assistant II, Victoria Rosa – Learning Assistant II, Frederick Lambert – Learning Assistant I</p> <p><u>Support Staff in the Math Support Center are:</u></p> <p>Linda Hidek – Instructional Assistant, Sr. (Full time)</p> <p>The part time staff members are Curriculum Assistants and they are:</p> <p>Julian Duncan, Julian Kopa, Marianne Catangay, Anita Jeffrey, Justin Pflieger</p> <p>Damion Hammock- SL Coordinator</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p><u>Osceola Campus</u></p> <p><u>Full-time Instructional Assistants, Sr.:</u> Rand Miller, English, Keith Hafford, English/EAP, Tanyi Colon, EAP, Hector Alfaro, Math, Angel Miranda, Math</p> <p><u>Part-time Instructional Assistants, Sr.:</u> Carmen Delgado, EAP, Evelyn Ruiz, EAP, Sergio Estrella, Math*, Stephanie Melzer, Math*, John Calderon, Math*, Andres Abad, Math*, Maurice Morten, Math*</p> <p>*Part-time senior instructional assistants in the math area only work around 8-10 hours per week so that is why there are always several of them each semester.</p> <p>Al Groccia- SL Coordinator</p>			
3.4.10	The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.			
	<p>“Every credit course is broadly defined by a college course outline developed and approved by the designated, credentialed faculty who teach the courses on the various campuses.” 2011/2012 Curriculum Manual</p> <p>Policy: 6Hx28:4-02</p> <p>Academic freedom and responsibility as they apply to teaching, research, and creativity are essential to Valencia College. In the development of knowledge, research endeavors, and creative activities, a college faculty and student body must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. Consistent with the exercise of academic responsibility, a professor must have the opportunity to study a full spectrum of ideas, opinions, and beliefs in acquiring maturity for analysis and judgment; the professor must present such matters objectively and skillfully. The faculty member must fulfill his or her responsibility to society and to his or her profession by manifesting academic competence, scholarly discretion, and good citizenship. The college professor is a citizen, a member of a learned profession, and an academic officer of an educational institution. He or she should be constantly mindful that these roles may be inseparable in the public</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	view, and he or she should therefore at all times exercise appropriate restraint and good judgment.			
3.4.11	For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration			
	http://valenciacollege.edu/faculty/forms/credentials/ http://valenciacollege.edu/faculty/forms/voterlists/ <u>West Campus Communications Discipline Chairs:</u> Dawn Sedik, Reading Marilyn Curall, Developmental English Mailin Barlow, English Katie Shepherd, Speech Wendy Wish Bogue, EAP <u>West Campus Math Coordinators</u> Claudia Genovese-Martinez, Director of Developmental Mathematics, Amy Comerford, West Campus Tutor Training Coordinator Montez Bates Manager, Learning Support Services			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>Boris Nguyen, SL Campus Coordinator</p> <p><u>West Campus Science Chairs</u></p> <p>Javier Garces, Program Director for Horticulture</p> <p>Lois Crichlow, Department Chair for Biology</p> <p>Irina Sturganova, Department Chair for Physical Science</p> <p><u>Winter Park</u></p> <p>Chris Borglum, Discipline Coordinator, English</p> <p>John Niss, Discipline Coordinator, Math</p> <p><u>East Campus Math Coordinators</u></p> <p>Joel Berman, Prep Math Coordinator</p> <p>Sidra VanDeCar, College Level Math Coordinator</p> <p><u>East Campus Science Chairs</u></p> <p>Lynn Dorn, Biological Science Coordinator</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>Renee Becker, Physical Sciences Coordinator</p> <p><u>East Campus Communications Program Chairs:</u></p> <p>James May, EAP</p> <p>Kim Long, Speech</p> <p>James Leonard, Composition</p> <p>Jane Maguire, Developmental reading and Writing</p>			
3.4.12	The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology			
	<p>http://valenciacollege.edu/oit/tss/computerlab/lab_mgr_contacts.cfm (Lab Manager Contacts)</p> <p>http://valenciacollege.edu/oit/tss/cts/tierclass/?SmartClassroom=true (Tiered Classrooms)</p> <p>http://valenciacollege.edu/oit/ltad/studentResources/ (Student Resources Link)</p>			
3.5.1	<p>The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.</p> <p><u>COMMENTS:</u> Add 5/4/12/ Assessment Day information.</p> <p>There is no data on how students are actually doing. The map of Gen Ed is not completed.</p>		XXXX	X
	Valencia College has reviewed the report of the visiting committee and is in agreement with its recommendation. While we have identified college-level competencies within the general education core, developed college-wide assessment procedures, and used these			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>procedures to improve our assessment process, we are not yet in a position to provide evidence of graduate attainment of those competencies. Valencia is currently in partial compliance with the CR 3.5.1 and is working to come into full compliance.</p> <p>The faculty of Valencia College have established four Core Competencies that describe the learning outcomes for a Valencia graduate. They are: THINK, VALUE, COMMUNICATE, ACT. These general competencies can be applied in many contexts and must be developed over a lifetime. They were intended to specify how learning can be expressed and assessed in practice. They were intended to enable students and faculty to set learning goals and assess learning within and across the many disciplines of human inquiry.</p> <ul style="list-style-type: none"> • Think <ul style="list-style-type: none"> - Think clearly, critically, and creatively, analyze, synthesize, integrate and evaluate in many domains of human inquiry • Value <ul style="list-style-type: none"> - Make reasoned judgments and responsible commitments • Act <ul style="list-style-type: none"> - Act purposefully, effectively, and responsibly • Communicate <ul style="list-style-type: none"> - communicate with different audiences using varied means <p>Early attempts at college-wide assessment of the Core Competencies revealed that the competencies were not easily measurable. In December 2007, the faculty at Valencia College began a process of developing program specific learning outcomes starting with General Education – the General Education Student Learning Outcomes (and all program learning outcomes articulated for Valencia students) are understood to be tangible / measurable</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>manifestations of the more global Core Competencies.</p> <p>The General Education at Valencia is an integral part of the A.A. and A.S. Degree Programs and is designed to contribute to the student's educational growth by providing a basic liberal arts education. A student who completes the General Education Core should have achieved the following outcomes:</p> <ul style="list-style-type: none"> •Cultural and Historical Understanding: Demonstrate understanding of the diverse traditions of the world, and an individual's place in it. •Quantitative and Scientific Reasoning: Use processes, procedures, data, or evidence to solve problems and make effective decisions. •Communication Skills: Engage in effective interpersonal, oral, and written communication. •Ethical Responsibility: Demonstrate awareness of personal responsibility in one's civic, social, and academic life. •Information Literacy: Locate, evaluate, and effectively use information from diverse sources. •Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines. <p>The assessment of the General Education Learning Outcomes occurs on a yearly basis. Assessment plans are developed in the Summer/early Fall, approved by faculty in the Fall and</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>implemented in the Spring.</p> <p>In May of 2010 – 7 college-wide assessment plans were implemented focused on General Education Learning Outcomes– student artifacts were collected, reviewed by faculty and staff who developed formal and informal plans for improvement in both program content and the assessment process. The following General Education outcomes were assessed:</p> <ul style="list-style-type: none"> •English Composition – <i>Written Communication</i> •Humanities – <i>Cultural and Historical Understanding</i> •Mathematics – <i>Quantitative Reasoning</i> •New Student Orientation (Student Affairs) – <i>Critical Thinking</i> •Science – <i>Scientific Reasoning</i> •Political Science – <i>Ethical Responsibility</i> •Speech – <i>Oral Communication</i> <p>In May 2011, the following General Education outcomes were assessed.</p> <ul style="list-style-type: none"> •Science – <i>Scientific Reasoning</i> •History – <i>Cultural and Historical Understanding</i> •Math - <i>Quantitative Reasoning</i> •Student Affairs – <i>Ethical Responsibility</i> •English Composition – <i>Information Literacy</i> <p>Assessment Plans for May 2012 include the following:</p> <ul style="list-style-type: none"> •Humanities – <i>Cultural and Historical Understanding</i> 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<ul style="list-style-type: none"> •History – <i>Cultural and Historical Understanding</i> •Library – <i>Information Literacy</i> •Math - <i>Quantitative Reasoning</i> •Political Science– <i>Ethical Responsibility</i> •Science – <i>Scientific Reasoning</i> •Speech – <i>Oral Communication</i> •English Composition – <i>Information Literacy</i> •Economics – <i>Scientific Reasoning</i> <p>Copies of assessment plans for 2012 (and the assessment plans for all programs of study at Valencia) can be found at http://valenciacollege.edu/instassess/PLOA/assessment_plans.cfm</p> <p>To date, the majority of our work on the assessment of general education has focused on the development of commonly accepted indicators of student performance for each outcome and on faculty agreement on the nature of student artifacts allowing for a shared understanding of student competence. We have developed procedures for the collection of student artifacts college-wide and have used college-wide assessment activities to improve our process. The nature of our general education assessment efforts thus far has not yet yielded data on generalizable student competence.</p> <p>By May 1, 2013, Valencia will have finalized interdisciplinary faculty agreement on the indicators of student competence for each general education learning outcome. Also completed, will be the curricular map detailing the placement of general education learning outcomes within general education courses. The curricular map will ensure that each student will have at least two intentional (assessable) experiences of each outcome by the time they complete their</p>			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>general education requirements. The completion of these two activities, in conjunction with our annual Spring assessment of general education outcomes, will allow us to come into full compliance with Comprehensive Standard 3.5.1.</p> <p>Complicating our planned efforts is the passage of Florida House Bill 7135. When signed by Governor Rick Scott, HB 7135 will reduce the general education requirements for the Associate and Bachelor of Arts degrees from 36 to 30 hours. The adjustment in hours will coincide with the identification of a maximum of 5 courses per discipline area (Communication, Humanities, Mathematics, Science and Social Science), with common competencies, to be shared by all State institutions. The implication of these changes is not yet clear and until they are clarified, Valencia will proceed as described above. When the implications of HB 7135 are clear, Valencia will notify the Commission and will provide additional information on our efforts attain and document full compliance with CR 3.5.1.</p>			
3.5.3	The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.			
	http://valenciacollege.edu/catalog/			

	Comprehensive Standards	Yes	No	Needs Further Study
3.7.1	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.			
	http://valenciacollege.edu/facultyreports/			
3.7.2	The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.			
	Valencia has a policy on tenure policy: 6Hx28:3E-02 , and as of May 15, 2012 the DBOT adopted a new policy : 6Hx28:3E-01 which states all full time college personnel shall have their performance reviewed on an annual basis, or more frequently as deemed necessary and appropriate in a process approved by the college president. The purpose of the evaluation will be for purposes including without limitations: 1. To inform each employee of the quality of his/her performance and job progress, 2. To discuss ways to improve job performance, if required, 3. To provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.			
3.7.3	The institution provides of ongoing professional development of faculty, teachers, scholars, and practitioners.			
	http://valenciacollege.edu/faculty/development/			
3.7.4	The institution ensures adequate procedures for safeguarding and protecting academic freedom.			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>Policy: 6Hx28:4-02</p> <p>Valencia College subscribes to the following statement regarding academic freedom: Academic freedom and responsibility as they apply to teaching, research, and creativity are essential to Valencia College. In the development of knowledge, research endeavors, and creative activities, a college faculty and student body must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. Consistent with the exercise of academic responsibility, a professor must have the opportunity to study a full spectrum of ideas, opinions, and beliefs in acquiring maturity for analysis and judgment; the professor must present such matters objectively and skillfully.</p> <p>The faculty member must fulfill his or her responsibility to society and to his or her profession by manifesting academic competence, scholarly discretion, and good citizenship. The college professor is a citizen, a member of a learned profession, and an academic officer of an educational institution. He or she should be constantly mindful that these roles may be inseparable in the public view, and he or she should therefore at all times exercise appropriate restraint and good judgment.</p>			
3.7.5	The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.			
	http://dl.dropbox.com/u/39889774/Valencia%20Inquiry%20Report%20091511.pdf			
3.8.1	The institution provides facilities, services, and learning/information resources that are appropriate to support its teaching, research, and service mission.			
	<u>Cross reference 2.9</u>			
3.8.2	The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.			
	http://valenciacollege.edu/library/			

	Comprehensive Standards	Yes	No	Needs Further Study
3.8.3	<p>The institution provides a sufficient number of qualified staff-with appropriate education or experiences in library and other learning/information resources to accomplish the mission of the institution.</p> <p>COMMENTS: This needs further study due to Lake Nona.</p> <p>We need a librarian at Lake Nona since Osceola is presently sharing</p> <p>We need a definition of learning support, tutoring , testing, and labs.</p>	X		XXXX
	<p>Librarians and other qualified staff located at each campus location assist with research for course assignments, documentation, using library resources and other services and technologies (a full list of the resources available can be found on the Campus Library websites – East, Osceola, West, Winter Park, and Lake Nona)</p> <p>http://valenciacollege.edu/curriculumcommittee/A.A.ProgramReviewRepository.cfm</p>			
3.9.1	The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.			

	Comprehensive Standards	Yes	No	Needs Further Study
	All of Valencia's policies and procedures are listed on the College's web site. More specifically, Valencia publishes the Student Code of Conduct policy and the Academic Dispute and Administrative Complaint Resolution policy in the annual College Catalog, the Student LifeMap Handbook, and on the College's web site. In addition to the Student Code of Conduct policy, the College Catalog includes a statement of Expected Student Conduct. The Student LifeMap Handbook includes a chapter on Valencia Policies and Procedures that encompasses students' rights, responsibilities and conduct. It includes a broader section of policies that relate to students' rights and responsibilities than the catalog in a more condensed manner than the College's web site. The students' privacy rights under the Family Educational Rights and Privacy Act (FERPA) is published in the College Catalog and on the College's web site and are included in College policy published in the Student LifeMap Handbook and on the College's website.			
3.9.2	The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data.			
	Federal statutes require colleges to protect the privacy rights of student records. Valencia College does not fax documents to institutions, agencies, or individuals because documents transmitted utilizing fax technology cannot be secured. http://valenciacollege.edu/ferpa/			
3.9.3	The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.	XXXXX		
	http://valenciacollege.edu/curriculumcommittee/A.A.ProgramReviewRepository.cfm			

	Comprehensive Standards	Yes	No	Needs Further Study
3.11.3	The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other			
	Cross Reference 2.11.2			
3.13.4	Distance and Corresponding Education			
	<p>The Alternative Delivery Standards Committee has created a preamble to our Alternative Delivery Standards plan to address academic integrity:</p> <p>Academic integrity, essential to the purpose of higher education, functions as the basic contract defining the expected relationship between an institution and its students, faculty and staff. It is a relationship in which all parties agree to function honestly and openly in all contexts related to teaching, learning and academic process.</p> <p>All Valencia students access college records and registration, fee payment and online course systems and tools through a unique username and password which is set and controlled by the student. When setting up their username at Valencia, students provide personally identifiable information to create their own secret password. Students are required to follow institutional policy for resetting their password on a regular basis with an appropriate level of password complexity. Students are only able to access their accounts and their information when logging onto Valencia systems. It is the responsibility of the student to maintain the integrity and confidentiality of their password.</p> <p>Valencia also employs diverse mechanisms and strategies to promote academic integrity in our students including:</p> <ul style="list-style-type: none"> • Software to detect and prevent plagiarism • Required syllabi elements that promote awareness and expectations related to academic 			

	Comprehensive Standards	Yes	No	Needs Further Study
	<p>integrity and ethical responsibility</p> <ul style="list-style-type: none"> Regularly reviewed Student Code of Conduct and updates as required Faculty use of various instructional strategies to detect and prevent academic dishonesty Faculty development opportunities to support implementation of instructional strategies and software for plagiarism prevention Awareness campaigns for students to ensure the security of their username and passwords <p>Online Student Experience course offered to students which addresses issues related to plagiarism, netiquette, security, copyright, academic research, and related institutional policies and procedures.</p>			

	Federal Requirements	Yes	No	Needs Further Study
4.1	<p>The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.</p> <p><u>COMMENTS:</u> The degree completion data is good, but we need success by course.</p> <p>We should add the UCF success data of our students.</p>	XXXX		X
	<p><u>Cross Reference Core Requirement 2.5</u></p> <p><u>Cross Reference Comprehensive Standard 3.3.1.1</u></p>			

	Federal Requirements	Yes	No	Needs Further Study
	<u>Cross Reference Comprehensive Standard 3.5.1</u> http://valenciacollege.edu/curriculumcommittee/A.A.ProgramReviewRepository.cfm			
4.2	The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.	XXXXX		
	<u>Cross Reference Core Requirement 2.7.2</u>			
4.4.1	Program length is appropriate for each of the institution's educational programs. COMMENTS: We should do a study to investigate the additional core requirements added to program length.	XXXX		X
	<u>Cross Reference Core Requirement 2.7.1</u>			
4.8.1	Demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification. COMMENTS: We do A and some of B	XXXXX		
	The Alternative Delivery Standards Committee has created a preamble to our Alternative Delivery Standards plan to address academic integrity: Academic integrity, essential to the purpose of higher education, functions as the basic contract defining the expected relationship between an institution and its students, faculty and staff. It is a			

	Federal Requirements	Yes	No	Needs Further Study
	<p>relationship in which all parties agree to function honestly and openly in all contexts related to teaching, learning and academic process.</p> <p>All Valencia students access college records and registration, fee payment and online course systems and tools through a unique username and password which is set and controlled by the student. When setting up their username at Valencia, students provide personally identifiable information to create their own secret password. Students are required to follow institutional policy for resetting their password on a regular basis with an appropriate level of password complexity. Students are only able to access their accounts and their information when logging onto Valencia systems. It is the responsibility of the student to maintain the integrity and confidentiality of their password.</p> <p>Valencia also employs diverse mechanisms and strategies to promote academic integrity in our students including:</p> <ul style="list-style-type: none"> •Software to detect and prevent plagiarism •Required syllabi elements that promote awareness and expectations related to academic integrity and ethical responsibility •Regularly reviewed Student Code of Conduct and updates as required •Faculty use of various instructional strategies to detect and prevent academic dishonesty •Faculty development opportunities to support implementation of instructional strategies and software for plagiarism prevention •Awareness campaigns for students to ensure the security of their username and passwords <p>Online Student Experience course offered to students which addresses issues related to plagiarism, netiquette, security, copyright, academic research, and related institutional policies and procedures.</p>			

	Federal Requirements	Yes	No	Needs Further Study
4.8.2	<p>Has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.</p> <p><u>COMMENTS:</u> We should spell out for distance education.</p>	XXXXX		
	<p>The College maintains Student Records policy and procedure that safeguards student records. Federal statutes require colleges to protect the privacy rights of student records. Valencia College does not fax documents to institutions, agencies, or individuals because documents transmitted utilizing fax technology cannot be secured. http://valenciacollege.edu/ferpa/</p> <p>Additionally, the College maintains Acceptable use of Information Technology Resources policy and procedure that encompasses security measures for the student's online accounts through user authentication requirements.</p>			
4.9.1	<p>The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.</p> <p><u>COMMENTS:</u> Refer back to Comprehensive Standard 3.4.6</p>	XXXX		X
	<u>Cross Reference Comprehensive Standard 3.4.6</u>			