

Office of Curriculum Initiatives

2016-2017 Annual Report



Dr. Robyn 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. The department includes 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), Internationalizing the Curriculum (INZ), and the First 30 learning community.

Throughout the 2016-2017 academic year, the Office of Curriculum Initiatives was successful at increasing the number of students and faculty directly engaged in high impact educational practices. This year's department highlights include the development of a comprehensive professional development certificate program for SAGE, the expansion of the First 30 program to include four cohorts at the East and West campus locations, and the growth of international Service Learning program proposals being submitted and approved by Study Abroad program leaders.

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 and data.

Sincerely,

Robyn Brighton, Ed.D.
Director, Curriculum Initiatives



Contents

Executive Summary	1
Curriculum Initiatives Staff.....	3
Study Abroad & Global Experiences.....	4
Learning Communities	7
Service Learning.....	10
College Connections	13



Curriculum Initiatives Staff

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From top left: Ashley Linder, Robyn Brighton, Bonnie Clum, Ayana Bernard, Vannia Ruiz, Lindi Kourtellis, and Julianna Burchett

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. The SAGE office works in partnership with administrators and faculty college-wide to offer short-term and semester abroad programs. These experiences allow students to complete their coursework in another country. Additionally, all faculty at the college are provided the knowledge and tools to internationalize their curriculum at home. In doing so, they help students transcend borders and build connections to countries, people, customs, cultures, values, languages, political and economic systems, religions, geography, history, and current events of the world; while engaging in a variety of ways to achieve a deeper understanding through examination and inquiry. 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 initiative differs slightly in their intended outcomes, they are intertwined when it comes to supporting international education efforts, college-wide.



Short-term Study Abroad

In 2017, the SAGE office offered eight programs and had a total of 109 students participate in a short-term Study Abroad. The percentage increase in enrollment from 2016 was 10%.

Program	Students	East/WP	OSC/LNC	West	Online	Total Males	Total Females
Netherlands	14	5	1	8	0	3	11
France & Switzerland	16	10	1	5	0	0	16
Spain	11	8	2	1	0	1	10
Peru	15	4	5	6	0	3	12
Chile	15	6	6	2	0	6	9
Italy	22	6	12	4	0	6	16
France & Belgium	5	2	11	1	1	2	13
Peru	11	6	2	3	0	1	10
Total	109	47	40	30	1	22	97

Semester Study Abroad

In 2017, the SAGE office had one student participate in a semester abroad program.

Program	Location	Students
Service Learning	Colombia	1
Total		1

Valencia Global Distinction (VGD) Graduates

The following data reflects the number of students who participated in VGD and earned distinction at graduation throughout the 2016-2017 year.

East	Osceola	West	Winter Park	Total
4	1	3	1	9

International Travel

This year 17 faculty and staff participated in an international-themed conference, 21 faculty either lead a short-term Study Abroad program or were a Program Leader in Training (PLIT) for one of the eight programs that were offered in 2017, and 34 employees participated in international travel for work-related purposes.

Florida Consortium for International Education (FCIE) Annual Conference

Robyn Brighton is the Executive Director of FCIE and is responsible for providing supervision of staff to support the coordination of the annual FCIE conference. The 16th annual conference was held between September 29th-30th in 2016 at the Valencia College West Campus Special Events Center and was co-hosted by Valencia College and Seminole State College. The conference hosted 21 program workshops and keynote addresses and had 66 participants in attendance. This was the first year that the FCIE conference welcomed students to attend to either co-present with a faculty or staff member, or showcase a poster presentation related to international education.

Professional Development

In partnership with the Office of Faculty and Instructional Development, the Office of Curriculum Initiatives successfully offered four professional development courses throughout the 2016-2017 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.

Course	Name	PD Hours	Facilitator	Enrollment
LCTS 3214	Designing a Study Abroad Experience	20	Jerry Hensel	8
PRFC 3210	Roles and Responsibilities of the Study Abroad Program Leader	4	Melissa Schreiber Scott Creamer	5
INDV 3351	INZ the Curriculum at Home	20	Tina Tan Beth King	9
INDV 3353	Cross-Cultural Awareness	6	Sarah Melanson	8
Total				30

International Education Week (IEW)

International Education Week (IEW) is an opportunity to celebrate the benefits of international education and exchange worldwide. It is a joint initiative of the U.S. Department of State and the U.S. Department of Education and part of the country's efforts to promote programs that prepare Americans for a global environment and attract future leaders to study abroad. This event promotes global citizenship and cross-cultural awareness through a variety of co-curricular activities college wide. In 2016, IEW took place the week of November 14th-18th and spanned four campus locations.

Campus	Number of Events
East	14
West	4
Osceola	5
Winter Park	2
Total	25

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
Fall 2016	12	20
Spring 2017	15	22
Summer 2018	3	6
Total	30	48

Professional Development

This year 10 faculty and 3 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 track titled, First 30: Strengthening the Foundation for Meta Major Pathways. Three track facilitators, Christy Cheney, Joshua Guillemette, and Roberta Carew worked together to deliver the following learning outcomes:

1. Explain the theoretical basis for offering learning communities for students that have been identified as being at-risk at the college
2. Build community with a LinC partner and/or campus team
3. Develop a comprehensive Campus Action Plan that includes an overarching theme, communication plan, co-curricular events, and Service Learning activities
4. Create integrated lessons to improve student learning of course outcomes

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

Success by Course (A, B, C) – Fall 2016

Campus	Course	CRN	Total Enrolled	Total Successful	Percent Successful	Total Withdrew	Percent Withdrew
East First 30	ENC 1101	13871	26	22	84.62%	1	3.85%
East First 30	HUM 1020	16686	26	19	73.08%	1	3.85%
East First 30	MAT 1033C	10394	26	16	61.54%	4	15.38%
East First 30	SLS 1122	10543	26	18	69.23%	1	3.85%
West First 30	ENC 1101	10193	24	22	91.67%	1	4.17%
West First 30	HUM 1020	11016	24	21	87.50%	1	4.17%
West First 30	STA 1001C	14247	24	12	50.00%	2	8.33%
West First 30	SLS 1122	13956	24	18	75.00%	2	8.33%
Comparison	ENC 1101		8955	6703	74.85%	780	8.71%
Comparison	HUM 1020		3824	3012	78.77%	276	7.22%
Comparison	MAT 1033C		5096	3146	61.73%	701	13.76%
Comparison	STA 1001C		451	331	73.39%	43	9.53%
Comparison	SLS 1122		6856	5340	77.89%	619	9.03%

*Comparison Group excludes LinC Courses, REACH cohorts, First 30 East CRNs, and First 30 West CRNs.

Success by LinC Pair – Fall 2016

Campus	LinC Pair	Total Enrolled	Total Successful	Percent Successful	Percent Withdrew
East First 30	ENC 1101 HUM 1020	26	22	84.62%	3.85%
East First 30	MAT 1033C SLS1122	26	16	61.54%	15.38%
West First 30	ENC 1101 HUM 1020	24	22	91.67%	4.17%
West First 30	STA 1001C SLS 1122	24	12	50.00%	8.33%

*Total Success count comes from Total Successful in first course in LinC Pair.

Fall 2016 to Spring 2017 Retention in First 30

Campus	Total Enrolled, Fall 2016	Retained, Spring 2017	% Retained, Spring 2017
East First 30 Cohort	26	22	84.62%
West First 30 Cohort	24	22	91.67%
Comparison Group	16132	12796	79.32%

*Comparison Group excludes LinC Courses, REACH cohorts, First 30 East CRNs, and First 30 West CRNs.

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 indirect, 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

Term	Sections		Faculty		Enrollment	
	Integrated	SLS2940 & SLS2940H	Integrated	SLS2940 & SLS2940H	Integrated	SLS2940 & SLS2940H
Fall 2016	31	20	18	20	623	32
Spring 2017	29	36	16	21	567	40
Summer 2017	7	36	2	16	100	35
Totals	67	92	36	57	1290	107
Combined Totals	159 sections		93 faculty		1,397 students 16,375 hours	

Note: Faculty and student enrollment may be duplicated from term to term.

Night of Distinction

On April 28, 2017, student graduates from the Seneff Honors College, Service Learning, and VGD were invited to a night recognition at the West Campus, Special Events Center. Students who completed a minimum of 40 service hours were awarded a medallion to wear with their cap and gown at graduation.

Bronze 40-55 hrs.	Silver 60-75 hrs.	Gold 80-95 hrs.	Platinum 100+ hrs.	Total Graduates
77	21	20	2	120

Professional Development

In partnership with the Office of Faculty and Instructional Development, the Office of Curriculum Initiatives successfully offered six professional development courses for Service Learning throughout the 2016-2017 year. There was a 50% increase in the number of faculty participants engaged in pd courses for Service Learning from the 2015-2016 academic year.

Course	Name	PD Hrs.	Facilitator	Enrollment
LCTS 7220	Intro to Service Learning	2	Christie Miller Robyn Brighton	40
LCTS 3213	Service Learning Across the Cur.	20	Christie Miller Robyn Brighton Nichole Miller	18
Total				58

International Service Learning

In 2017, three of the eight short-term Study abroad programs incorporated an international Service Learning component.

Program	Program Leader	Course	Service Hours	Project Theme
Peru	Marie Trone	EVR1001	5	Education
		SLS2940	20	Education
Chile	Heith Hennel	SLS2940	20	IT
Peru	Marsha Butler	SLS2940	20	Education Social Entrepreneurship Veterinary Science

Special Recognition

In November of 2016, Robyn Brighton was awarded the *Community Engagement Educator Award* through Florida Campus Compact. The award recognizes and honors outstanding individuals (staff or faculty who serve as the primary campus contact to Florida Campus Compact) for significant contributions to the institutionalization of community engagement by inspiring a vision for service on the campus and supporting faculty, students, and campus-community partnerships. Robyn was one of three college administrators throughout the State of Florida to accept the award.

AmeriCorps VISTA

AmeriCorps VISTA members are placed with colleges, universities, and community-based organizations to combat poverty through leveraging higher education resources to build the capacity of local non-profit organizations and through recruiting and training college students to provide college access mentoring for youth. VISTA members are successfully building bridges between the classrooms and communities by connecting educators, students, and community partners to improve education and address societal needs through campus-community partnerships, applied civic education, and engaged citizenship. AmeriCorps VISTA is a full-time AmeriCorps Program, with members serving full-time yearlong terms.

The Office of Curriculum Initiatives welcomed its first AmeriCorps VISTA member in the summer of 2017 following an extensive interview process. Ms. Julianna Burchett will support faculty and students in the development of service projects for both independent and integrated courses, college-wide.

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.

