

# Office of Curriculum Initiatives

## *2017-2018 Annual Report*



**Dr. Robyn Brighton**

*Director of Curriculum Initiatives*

Study Abroad & Global Experience · LinC · Service Learning

Valencia College

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## Message from the Director

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. Additionally, the office provides leadership and support for the Florida Consortium for International Education (FCIE) by holding positions on the FCIE Executive Board and leading the coordination and planning of the annual statewide FCIE conference.



Throughout the 2017-2018 academic year, the Office of Curriculum Initiatives was successful at increasing the number of students and faculty directly engaged in high impact practices; including, short-term Study Abroad programs, the First 30 learning community, and Service Learning coursework. This year's department highlights include the implementation 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, the redesign of the SAGE website, increase in the number of participants attending the FCIE annual conference (54%), and the number of service hours students completed as part of a Service Learning course (19,999 hrs.).

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

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## Curriculum Initiatives Staff

### **Dr. Robyn Brighton**

Director, Curriculum Initiatives

### **Lindi Kourtellis**

Manager, Study Abroad Programs

### **Vannia Ruiz**

Administrative Assistant, SAGE

### **Bonnie Clum**

Administrative Assistant, Service Learning and LinC

### **Julianna Burchett**

AmeriCorps VISTA

### **Ayana Bernard**

Accounting Specialist

### **Ashley Linder**

Staff Assistant II



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 2018, the SAGE office offered ten programs to eight destinations and had 126 students participate in a short-term Study Abroad. The percentage increase in enrollment from 2017 was 6%.

Program	Students	EAC/WP	OSC/LNC/PNC	WEC	Online	Total Males	Total Females
Spain Honors	15	4	5	6	0	1	14
Belize	16	1	0	15	0	2	14
Italy & Greece	24	9	6	9	0	0	24
Peru	10	6	3	1	0	3	7
Spain	19	7	5	7	0	6	13
UK	13	4	3	6	0	0	13
Italy & Sicily	19	1	13	4	1	2	17
France & Switzerland	10	4	4	2	0	2	8

### Growth of Student Participation in Short-term Study Abroad

2016	2017	2018
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99 students	119 students	126 students
<b>Percentage increase over three years = 27%</b>		

### Semester Study Abroad

In 2018, the SAGE office had one student participate in a semester abroad program.

Program	Location	Students
Culinary Internship	Italy	1
<b>Total</b>		<b>1</b>

### Valencia Global Distinction (VGD) Graduates

The following data reflects the number of students who participated in VGD and earned distinction at graduation throughout the 2017-2018 year.

East	Osceola	West	Winter Park	Total
1	1	2	1	5

### International Travel

This year 18 faculty and staff participated in an international-themed conference, 16 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 2018, and 31 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. Ashley Linder served as the staff assistant for FCIE between December 2016 and January 2018 and was responsible for coordinating FCIE board meetings and the annual conference. The 17<sup>th</sup> annual conference was held between October 5-6 in 2017 at Miami Dade College, Wolfson Campus. The conference hosted 20 program workshops and keynote addresses and had 102 participants in attendance, which was a 56% increase in attendance from the previous year. A total of 18 faculty and staff from Valencia College participated in the conference with support from the SAGE Office.

### Professional Development

In partnership with the Office of Faculty and Instructional Development, the Office of Curriculum Initiatives successfully implemented a new SAGE certificate program for faculty interested in leading study abroad. The professional development courses offered throughout the 2017-2018 year included: Introduction to SAGE, Stewardship as a Study Abroad Leader, Designing a Study Abroad Proposal, and Internationalizing the Curriculum. With a focus on mitigating risk abroad, the SAGE Office asked all veteran study abroad leaders to complete the Stewardship as a Study Abroad Leader course so that they would be better prepared to identify and prepare for foreseeable risks.

Course	Name	PD Hours	Facilitator	Enrollment
LCTS 3315	Introduction to SAGE	6	Jerry Hensel	11
INDV 3356	Stewardship as a Study Abroad Leader	5	Christy Cheney and Dr. Jeremy Bassetti	20
LCTS 3316	Designing a Study Abroad Proposal	10	Christy Cheney and Dr. Jeremy Bassetti	7
INDV 3351	Internationalizing the Curriculum	20	Beth King and Tina Tan	8

### INZ Toolkits

In May, the SAGE Committee formally voted on and approved five course internationalization toolkits. These toolkits are posted to the INZ SharePoint, and the following courses have been added to the VGD Internationalized Course List.

Course	Name	Professor	Internationalized Unit
ENC 1101	Freshman Composition I	Aby Boumarate	Global Research
POS 2041	U.S. Government	Jonathan Lair	U.S. Congress and Comparative Perspectives
STA 2023	Statistical Methods	Upasana Santra	World of Data
BSC 1010C	General Biology I	Ricardo Silva	Internationalized General Biology Unit
EDF 2005	Into to Teaching Profession	Dr. Yasmin Qadri	Developing Prejudice Reduction Strategies and Inclusion

### International Education Week (IEW)

IEW is a joint initiative of the U.S. Department of State and the U.S. Department of Education to promote programs that prepare Americans for a global environment. IEW promotes global citizenship and cross-cultural awareness through of co-curricular activities. In 2017, IEW took place the week of November 13<sup>th</sup>-17<sup>th</sup> and spanned six campus locations.

Campus	Number of Events
East	14
West	7
Osceola	8
Winter Park	4
Lake Nona	1
Poinciana	4
College wide	1
<b>Total</b>	<b>39</b>

## 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 often targeting students throughout their first-year in college. The Learning in Community (LinC) initiative at Valencia College strategically pairs courses together to offer students a pathway to degree completion.



## Learning Community Models at Valencia College

### 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 learning community model called First 30. The First 30 model offers first-time in college students a clear academic pathway and a plan to graduate in their college career. Students are guaranteed ten courses for their declared major and are pre-registered in thirty or more 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. The First 30 model aims to retain more students at the college by providing a plan to complete their fifteen credits within their first year at the college.



### Year in Review

This year saw an increase in the number of First 30 cohorts offered at the East and West campus locations. In addition, \$15,000 from the Valencia Foundation was secured to develop Alternative Break Programs for the 18/19 academic year.

### Enrollment

Term	LinC Pairs	Faculty	Students
Fall 2017	12	23	147
Spring 2018	15	30	150
Summer 2018	4	8	35
<b>Total</b>	<b>31</b>	<b>61*</b>	<b>302*</b>

*\*May include duplicates since faculty and students are permitted to teach and enroll in LinC over multiple terms throughout the year.*

### Professional Development

This year 25 faculty and 6 staff representing East, West, and Winter Park campuses participated in a LinC professional development course or annual retreat for First 30.

Course	Name	PD Hours	Facilitator(s)	Enrollment
INDV 2910	First 30 Winter Park Summer 2018 Cohort Development	20	Dr. Joshua Guillemette and Christy Cheney	10
INDV 2910	First 30 Summer Retreat	3	Dr. Robyn Brighton, Dr. Joshua Guillemette, Roberta Carew, and Chauntel Copeland	16
INDV 3259	LinC: Integrating a High Impact Practice	20	Dr. Joshua Guillemette	5

## 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.

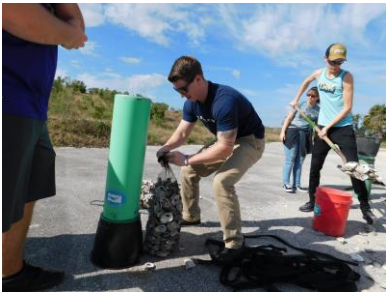
### Year in Review

More students enrolled in independent Service Learning courses throughout the 17/18 academic year than in past years. Additionally, students across the college served 3,624 more hours this year than in the 16/17 academic year, for 19,999 service hours overall.

## Student Enrollment

Term	Sections	Faculty	Enrollment
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	Integrated	SLS2940 & SLS2940H	Integrated	SLS2940 & SLS2940H	Integrated	SLS2940 & SLS2940H
Fall 2017	29	37	12	19	532	48
Spring 2018	26	56	15	27	448	74
Summer 2018	10	33	5	18	127	32
<b>Totals</b>	<b>65</b>	<b>126</b>	<b>32</b>	<b>64</b>	<b>1,107</b>	<b>154</b>
<b>Combined Totals</b>	<b>191 course sections</b>		<b>96 faculty*</b>		<b>1,261 students*</b>	
<b>Total Service Hrs. College-wide (Fall 17 – Summer 18)</b>			<b>19,999 hrs.</b>			
<i>*Faculty and student enrollment may be duplicated from term to term.</i>						



### Graduation with Distinction

On April 28, 2018, 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.

<b>Bronze 40-55 hrs.</b>	<b>Silver 60-75 hrs.</b>	<b>Gold 80-95 hrs.</b>	<b>Platinum 100+ hrs.</b>	<b>Total Graduates</b>
47	17	12	4	<b>80</b>

### 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 2017-2018 year.

<b>Course</b>	<b>Name</b>	<b>PD Hrs.</b>	<b>Facilitator(s)</b>	<b>Enrollment</b>
LCTS 7220	Intro to Service Learning	2	Robyn Brighton Lauri Lott Adrienne Mathews Heather Ramsier	28
LCTS 3213	Service Learning Across the Curriculum	20	Nicole Valentino Michael Robbins	17
<b>Total</b>				<b>45</b>

### International Service Learning

In 2018, seven short-term Study abroad programs incorporated an international Service Learning component into their program. This was a significant increase from the three programs offered throughout the 2017 year.

Program	Program Leader	Course	Service Hours	Project Theme
Spain	Jane Maguire Michelle Foster	IDH2955	5	Human service
Belize	Pam Sandy	SLS2940	20	Dental hygiene
Belize	Betsy Brantley	SLS2940	20	Biology
Italy & Greece	Marsha Butler	SLS2940	20	Social entrepreneurship
Italy & Greece	Melissa Schreiber	SLS2940	20	Health sciences
Peru	Marie Trone	EVR1001	5	Environmental biology
Italy/Sicily	Tammy Gitto	HUM2220	6	Human service

### 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 supported faculty and students in the development of service projects for both independent and integrated courses, college-wide. Additionally, she increased the number of community partnerships and assisted the office with securing funding to offer alternative break programs the following year.