





# 2012-2013

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## LIFEMAP FACULTY GUIDE DAILY PLANNER





Dear Colleagues,

Welcome to the 2012-13 edition of the LifeMap Faculty Guidebook! This resource was created to support your work with students in their academic courses by aligning their personal motivations, behavioral intentions, and actual practice to focus on learning, successful course completion and progression towards their degree completion goals.

Our recent discussions about helping students find “purpose” are embedded within LifeMap. As I have reflected on “purpose” and the professional literature on student development theory, it seems to me that discovering one’s purpose is an important component of the learning process that includes self-knowledge, values clarification, decision-making and planning. While students are developing purpose, the focus within LifeMap of “having a plan” supports their cognitive development as concrete thinkers, especially early in their college career.

Through LifeMap we create a culture at Valencia that lets students know early in their Valencia experience that they should have a plan to graduate, what to do when, and that there are many resources available to support them in clarifying and accomplishing that plan. You can direct students to the [meinthemaking.com](http://meinthemaking.com) site to tap into the resources at Valencia that support LifeMap.

Purpose is discerned and discovered in relationship. The most important LifeMap resource is you! As we conduct interviews and focus groups with students, again and again it is a “person” that they name as the important support for them in their academic and life success. There is nothing more powerful than an individual educator taking interest in an individual student and asking about his/her plans.

Look for new resources to support faculty with LifeMap on the faculty development website. We are developing a LifeMap Certificate that faculty can earn with a set of required and elective courses to enhance your professional practice.

We hope you will find this Guidebook useful in your work with students. Please let me know if there is anything I can do to help!

Sincerely,

A handwritten signature in cursive script that reads "Joyce C. Romano". The signature is written in dark ink on a light-colored background.

Dr. Joyce C. Romano

Vice President for Student Affairs

*“What you get by achieving your goals is not as important as what you become by achieving your goals”.*

*—Zig Ziglar*

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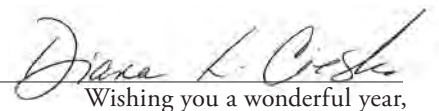
Faculty represent the connection between college innovations, curriculum and learners. On our cover, is James May, an example of the talent and dedication found throughout Valencia College. James was recognized by the Carnegie Foundation for the Advancement of Teaching as the 2011 Florida Professor of the Year. It is this sort of commitment among all faculty and staff that leads to great institutions of higher education.

Valencia has been held as a leader among colleges. This was made most obvious when we won the inaugural Aspen Prize for Focus on College Completion, Job Preparation. The Aspen Award focused on Community College Excellence. The process took a year to complete and we were competing with many excellent community colleges.

As a college, Valencia is demonstrating a commitment to graduation for all students. This is made obvious by the overall increase in completion rates, particularly among minorities. The achieving of our goals to be successful has directly impacted the achievability of goals for our learners.

Through innovative programs such as the development of the LifeMap advising model, integration of Supplemental Learning, LinC classes, Bridges to Success and our Direct Connect program with the University of Central Florida, we have positioned ourselves to not only meet our goals, but more importantly, the goals of our students.

Through the focus on learning-centeredness and the assessment of learning, we have been driven to pursue excellence throughout the college in all matters. This excellence, in turn, helps our students to attain the success they seek as the next generation of learners takes its place in the world.

  
Wishing you a wonderful year,

Diana L. Ciesko, Editor  
2012-2013

# TABLE OF CONTENTS

## Planning-Calendar

2012/2013 Calendar Year .....6-137

## Important Dates and Deadlines

Academic Calendar 2012-2013–Fall. .... 138-139  
 Academic Calendar 2012-2013–Spring ..... 140-141  
 Academic Calendar 2012-2013–Summer..... 142-143  
 2013-2014 Calendar Year ..... 144

## Classroom Connection

What is LifeMap? ..... 146  
 Faculty LifeMap Projects ..... 147-154  
 James M. and Dayle L. Seneff Honors College. .... 155  
 Valencia’s New Bachelor’s Degree Program ..... 155  
 Life Goals Assessment ..... 156  
 Interpreting Your Responses ..... 157-158  
 Career Environment Assessment..... 159  
 Educational Plan Assessment ..... 160  
 Quality Enhancement Plan..... 161  
 Valencia’s Learning Day ..... 162  
 Valencia Smoke Free ..... 163  
 Learning in the Community..... 164  
 Supplemental Learning ..... 165  
 Service Learning ..... 166  
 Skillshops ..... 167  
 Learning Technology Services..... 168-169  
 Web Resources & Tools for Faculty ..... 170  
 Classroom Management ..... 171-175  
 Internal Fact Sheet for Valencia Faculty ..... 176-182

## Faculty/Staff Resources

The Office for Organizational Communication and Development . . . . 184-185  
 Faculty Council. .... 186  
 Career Center ..... 187  
 Family Education Rights and Privacy Act ..... 188-189  
 SAGE..... 190  
 Office for Students with Disabilities. .... 191-192  
 Valencia Resources and Learning Assistance ..... 193-198  
 OIT – Office of Information Technology ..... 199-201  
 Resource Development ..... 202  
 Marketing and Strategic Communications..... 203  
 Valencia College Foundation ..... 204-205  
 Association of Florida Colleges (AFC) ..... 206-208  
 Peace & Justice Initiative ..... 209-210  
 Wellness Program ..... 211  
 Valencia College Safety..... 212-214  
 Continuing Education ..... 215  
 Campus Directory..... 216-218

### LifeMap Faculty Guide and Planner Committee

Joyce Romano  
 Sonya Joseph  
 Chanda Torres  
 Diana L. Ciesko, Editor

This LifeMap Faculty Guide and Planner is available online under Faculty Resources in Atlas.

Valencia College is accredited by the Southern Association of Colleges to award the Associate of Arts, Associate of Applied Science and Associate of Science degrees.  
**Southern Association of Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, (404) 679-4500**

# ASPEN PRIZE FOR COMMUNITY COLLEGE EXCELLENCE

## **Purpose**

According to the Aspen Institute website, the purpose of the Aspen Prize is to recognize community colleges that have demonstrated outstanding academic and workforce outcomes. The award is made to those colleges that demonstrate improvement over time; focusing on student success and commitment to the provision of academic programs and support services that have proven to be successful. The Aspen Prize promotes and honors excellence in two year institutions that stimulate innovation, and create benchmarks for measuring progress.

## **Vision**

The Aspen Institute recognizes that community colleges have been and continue to be a critical aspect as America continues to educate its populace to prosperity and equality. According to the Aspen Institute's website, "community colleges account for most of the growth in college enrollment over the last decade; they disproportionately educate students of color and first-generation college students who most need higher education to get a foothold in the new economy, and community colleges are the primary source of skills training for workers in many sectors of the economy."

Please note: All information regarding the Aspen Award was taken from [aspeninstitute.org/policy-work/aspens-prize](https://aspeninstitute.org/policy-work/aspens-prize)

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						Visual Arts: Curator's Choice: Small Works by Central Florida Artists
19 Eid-al-Fitr	20	21 Faculty Report Due Faculty Work Day (Credit Classes Do Not Meet Collegewide)	22 Faculty Work Day (Credit Classes Do Not Meet Collegewide)	23 Academic Assembly (Collegewide) Faculty Work Day (Credit Classes Do Not Meet Collegewide)	24 Faculty Work Day (Credit Classes Do Not Meet Collegewide)	25
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
26	27 Day and Evening Classes Begin	28	29	30	31 PAYDAY	1
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
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Visual Arts: Curator's Choice: Small Works by Central Florida Artists		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

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Moving from promising innovation to large-scale pilot, to sustained solution - leading to institutionalizing the work, depends on a practice that is shaped by common ideas.

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The idea that "Anyone can learn under the right conditions" is a shift in idea that focuses on the partnering with students to create the best conditions for success.

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**THURSDAY**

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PAYDAY  
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 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**18**

**SATURDAY**

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 Artists - Anita S. Wooten Gallery  
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**19**

**SUNDAY**

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 Artists - Anita S. Wooten Gallery  
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Creating authentic and meaningful strategic plans identifies the most important areas of focus and outcomes.

**JULY**

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**AUGUST**

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**OCTOBER**

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Memo

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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TUESDAY

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Memo

**Faculty Report Due**  
**Faculty Work Day** (Credit Classes Do Not Meet  
 Collegewide)  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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WEDNESDAY

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Memo

**Faculty Work Day** (Credit Classes Do Not Meet  
 Collegewide)  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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2012

JANUARY

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JUNE

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Memo

Academic Assembly (Collegewide)  
 Faculty Work Day (Credit Classes Do Not Meet Collegewide)  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

24

FRIDAY

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Memo

Faculty Work Day (Credit Classes Do Not Meet Collegewide)  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

25

SATURDAY

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 Artists - Anita S. Wooten Gallery  
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SUNDAY

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Goals are short expressions that capture the spirit of intention. This includes "Start Right", "Learning First", "Build Pathways" and "Learning Assured".

JULY

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**27 MONDAY**      **28 TUESDAY**      **29 WEDNESDAY**

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**Memo**  
**Day and Evening Classes Begin**  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

**Memo**  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

**Memo**  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE																				
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**THURSDAY**

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**Memo**

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

**31**

**FRIDAY**

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**Memo**

PAYDAY  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

**1**

**SATURDAY**

8 am Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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**2**

**SUNDAY**

8 am Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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Valencia utilizes the Regional Target Occupations list to verify the appropriateness of degrees, certificates and credentials earned through its academic programs. This is in keeping with demands of the regional labor market.

**JULY**

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**AUGUST**

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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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## RATIONALE FOR ASPEN PRIZE

According to the Aspen Institute website (<http://www.aspeninstitute.org/sites/default/files/content/docs/ccprize/AspenCCPrizeOverview.pdf>) the importance of postsecondary education and training as a way to secure economic stability for both individuals and our nation cannot be overrated. Historically, those with a college education have maintained status as middle class citizens where those with no college have been more likely to end up with either a low-paying wage with little hope of improvement or in poverty. “Despite these trends, supply has not kept up with demand: labor economists at Georgetown University project that, by 2018, the U.S. will face a shortfall of at least 3 million workers with college degrees (associate or higher) and at least 4.7 million workers with postsecondary certificates by 2018.”

The push for student success in community colleges and higher education in general continues to be the focus of national leaders. “President Obama articulated a bold national goal for the U.S. to regain the international lead in postsecondary education by 2020, and leading national foundations and nonprofit organizations have embraced similar goals.” The role of community colleges continues to be one of great importance. “According to the Aspen Institute, more than 6,000,000 students – youth and adult learners – enroll in America’s nearly 1,200 community colleges every year.”

**[aspeninstitute.org/sites/default/files/content/docs/ccprize/aspencprizeoverview.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/ccprize/aspencprizeoverview.pdf)**

# SEPTEMBER 2012

S	M	T	W	T	F	S
26	27	28	29	30	31 <small>PAYDAY</small>	1
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
2	3 <small>College Closed Labor Day</small>	4	5	6	7	8
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
9	10	11	12	13	14 <small>PAYDAY</small>	15
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
16	17 <small>Rosh Hashana</small>	18	19	20	21	22
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
23	24	25	26 <small>Yom Kippur</small>	27	28 <small>PAYDAY</small>	29
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
30	1 <small>First day of Sukkot</small>	<i>Notes</i> <u>No Show Reporting Period, September 5-14</u> <hr/> <hr/> <hr/> <hr/>				
Visual Arts: Curator's Choice: Small Works by Central Florida Artists		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

**3 MONDAY**

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**Memo**

**College Closed**  
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 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**4 TUESDAY**

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**Memo**

Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**5 WEDNESDAY**

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**Memo**

**No Show Reporting Period**  
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 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**JANUARY**

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Memo

No Show Reporting Period

Curator's Choice: Small Works by Central Florida

Artists - Anita S. Wooten Gallery

7

FRIDAY

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Memo

No Show Reporting Period

Curator's Choice: Small Works by Central Florida

Artists, Opening Reception @ 6:30-8:30 p.m. -

Anita S. Wooten Gallery

8

SATURDAY

8 am **No Show Reporting Period**  
 9 Curator's Choice: Small Works by Central Florida  
 10 Artists - Anita S. Wooten Gallery  
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9

SUNDAY

8 am **No Show Reporting Period**  
 9 Curator's Choice: Small Works by Central Florida  
 10 Artists - Anita S. Wooten Gallery  
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The Workforce Estimating Conference develops Florida's official information set for use by the state planning and budgeting offices to ascertain the personnel needs of current, new and emerging industries.

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AUGUST

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OCTOBER

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**10 MONDAY**      **11 TUESDAY**      **12 WEDNESDAY**

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**Memo**  
**No Show Reporting Period**  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

**Memo**  
**No Show Reporting Period**  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

**Memo**  
**No Show Reporting Period**  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

2012

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE							
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13

THURSDAY

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Memo

No Show Reporting Period

Curator's Choice: Small Works by Central Florida

Artists - Anita S. Wooten Gallery

14

FRIDAY

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Memo

No Show Reporting Period

PAYDAY

Curator's Choice: Small Works by Central Florida

Artists - Anita S. Wooten Gallery

15

SATURDAY

8 am Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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16

SUNDAY

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 Artists - Anita S. Wooten Gallery  
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Valencia Deans and Faculty complete a comparative analysis of its degrees and certificate programs, and the Regional Targeted Occupations List. Programs that do not have a correlated occupation appearing on the list are reviewed more deeply to project short and long-term viability.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**17 MONDAY**      **18 TUESDAY**      **19 WEDNESDAY**

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**Memo**  
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 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**Memo**  
 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**Memo**  
 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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Memo

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

21

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Memo

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

22

SATURDAY

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 Artists - Anita S. Wooten Gallery  
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SUNDAY

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 Artists - Anita S. Wooten Gallery  
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Detailed review of student learning outcomes, curriculum, and program performance measures such as completion, placement, and transfer to baccalaureate results in an action plan that guides practice and curriculum.

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AUGUST

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SEPTEMBER

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OCTOBER

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DECEMBER

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**24**

**MONDAY**

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**Memo**

Curator's Choice: Small Works by Central Florida

Artists - Anita S. Wooten Gallery

**25**

**TUESDAY**

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**Memo**

Curator's Choice: Small Works by Central Florida

Artists - Anita S. Wooten Gallery

**26**

**WEDNESDAY**

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**Memo**

Yom Kippur

Curator's Choice: Small Works by Central Florida

Artists - Anita S. Wooten Gallery

2012

**JANUARY**

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**APRIL**

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Memo

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

28

FRIDAY

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Memo

PAYDAY  
 Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

29

SATURDAY

8 am Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery  
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SUNDAY

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 Artists - Anita S. Wooten Gallery  
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Demonstrate understanding of the diverse traditions of the world, and the individual's place in it.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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# ASSESSMENT:

## **Program Learning Outcomes**

All programs of study at Valencia have learning outcomes that have been approved by faculty. Program learning outcomes for each of the A.S.S./A.S. degree and certificate programs can be found in the college catalog or on the college's website at [valenciacollege.edu/asdegrees](http://valenciacollege.edu/asdegrees).

In February 2008, the College Learning Council approved the six student learning outcomes for our general education program. The development of collegewide plans for the assessment of these outcomes has begun.

# OCTOBER 2012

S	M	T	W	T	F	S
30	1 First day of Sukkot	2	3	4	5	6
Visual Arts: Curator's Choice: Small Works by Central Florida Artists						
7 Last day of Sukkot	8	9 College Night (Osceola Campus) Faculty Work Day (Credit Classes Do Not Meet, Osceola & Lake Nona)	10	11 College Night (West Campus) Faculty Work Day (Credit Classes Do Not Meet, West, East & Winter Park)	12 PAYDAY	13
14	15	16	17	18 Spirit Day	19	20
					Theater: Urinetown	
21	22	23	24	25	26 PAYDAY Eid-al-Adha	27
				Visual Arts: Selected Fine Art Faculty		
Theater: Urinetown				Theater: Urinetown		
28	29	30	31 Halloween	1	2	3
Theater: Urinetown				Visual Arts: Selected Fine Art Faculty		
4	5	Notes _____ _____ _____ _____				
Visual Arts: Selected Fine Art Faculty		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

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**Memo**

First day of Sukkot  
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 Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**Memo**

Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**3** **WEDNESDAY**

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**Memo**

Curator's Choice: Small Works by Central Florida  
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 Artists - Anita S. Wooten Gallery  
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**JANUARY**

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Memo

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

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FRIDAY

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Memo

Curator's Choice: Small Works by Central Florida  
 Artists - Anita S. Wooten Gallery

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Use processes, procedures, data, or evidence to solve problems and make effective decisions.

JULY

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AUGUST

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OCTOBER

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DECEMBER

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MONDAY

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Memo

College Night (Osceola Campus)  
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 Faculty Work Day (Credit Classes Do Not Meet,  
 Osceola & Lake Nona)  
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WEDNESDAY

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2012

JANUARY

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FEBRUARY

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APRIL

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MAY

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JUNE

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THURSDAY

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Memo

College Night (West Campus)  
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 Faculty Work Day (Credit Classes Do Not Meet,  
 West, East & Winter Park)  
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FRIDAY

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SATURDAY

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Engage in effective interpersonal, oral and written communication.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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DECEMBER

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**15 MONDAY**      **16 TUESDAY**      **17 WEDNESDAY**

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2012

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE													
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18

THURSDAY

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Memo

Spirit Day

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Memo

Urinetown @ 7:30 p.m. - Performing Arts Center

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SATURDAY

8 am Urinetown @ 7:30 p.m. - Performing Arts Center  
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SUNDAY

8 am Urinetown @ 2:00 p.m. - Performing Arts Center  
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Demonstrate awareness of personal responsibility in one's civic, social and academic life.

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**22**

**MONDAY**

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**23**

**TUESDAY**

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**WEDNESDAY**

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2012

**JANUARY**

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**FEBRUARY**

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**APRIL**

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**MAY**

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**JUNE**

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THURSDAY

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Memo

Urinetown @ 7:30 p.m. - Performing Arts Center

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FRIDAY

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Memo

PAYDAY

Eid-al-Adha

Urinetown @ 7:30 p.m. - Performing Arts Center

Selected Fine Art Faculty, Opening Reception @ 6:30-

8:30 p.m. - Anita S. Wooten Gallery

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27

SATURDAY

8 am Urinetown @ 7:30 p.m. - Performing Arts Center  
 9 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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SUNDAY

8 am Urinetown @ 2:00 p.m. - Performing Arts Center  
 9 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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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.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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## ASSESSMENT OF SUCCESS

Roadblocks to meaningful assessment of success exist within colleges because of little or no “accepted measures of student success.” This leads to difficulty when trying to evaluate what works, what practices meet with the most success and what makes a field leader, just that, a leader in community college education. Because of this inability to identify accomplishments, many times, great strides and achievement go unseen and therefore, not shared.

The Aspen Prize is designed to allow colleges that lead through proven success be visible and as a result, increase the completion rates. According to the Aspen Institute’s website, the focus is to develop a “process that respects the vital diversity of community colleges while prioritizing the most important markers of success – student learning, degree and credential attainment, transfer, and career and earnings outcomes.”

Taken from:

[www.aspeninstitute.org/policy-work/aspen-prize](http://www.aspeninstitute.org/policy-work/aspen-prize)

# NOVEMBER 2012

S	M	T	W	T	F	S
28	29	30	31 Halloween	1	2 Music: House Band Concert	3
Visual Arts: Selected Fine Art Faculty						
4 Daylight Saving Time ends	5	6 Election Day	7	8	9 PAYDAY	10
Visual Arts: Selected Fine Art Faculty						
11 Veterans Day	12	13	14	15 Muharram	16 Dance: Choreographers' Showcase	17
Visual Arts: Selected Fine Art Faculty						
18	19	20 Dance: Evening of Dance	21 College Closed	22 College Closed Thanksgiving Day	23 College Closed PAYDAY	24
Visual Arts: Selected Fine Art Faculty						
25	26	27	28	29 Music: Winter Choral Concert	30	1
Visual Arts: Selected Fine Art Faculty						
2	3	<i>Notes</i> _____ _____ _____ _____ _____				
Visual Arts: Selected Fine Art Faculty		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

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MONDAY

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

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TUESDAY

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

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WEDNESDAY

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Memo

Halloween

Selected Fine Art Faculty - Anita S. Wooten Gallery

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2012

JANUARY

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**Memo**

Selected Fine Art Faculty - Anita S. Wooten Gallery

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**Memo**

House Band Concert @ 7:30 p.m. - Black Box Theater

Selected Fine Art Faculty - Anita S. Wooten Gallery

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**3 SATURDAY**

8 am Selected Fine Art Faculty - Anita S. Wooten Gallery  
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**4 SUNDAY**

8 am Daylight Saving Time ends  
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 9 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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Valencia's learning-centered work includes strong faculty development in support of the assessment of learning in the classroom (Outcomes-Based Practice).

**JULY**

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**AUGUST**

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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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**Memo**  
 Selected Fine Art Faculty - Anita S. Wooten Gallery

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**6 TUESDAY**

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**Memo**  
 Election Day  
 Selected Fine Art Faculty - Anita S. Wooten Gallery

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**7 WEDNESDAY**

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**Memo**  
 Selected Fine Art Faculty - Anita S. Wooten Gallery

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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE											
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THURSDAY

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

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9

FRIDAY

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Memo

PAYDAY

Selected Fine Art Faculty - Anita S. Wooten Gallery

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10

SATURDAY

8 am Selected Fine Art Faculty - Anita S. Wooten Gallery  
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11

SUNDAY

8 am Veterans Day  
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 9 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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A culture shift in assessment has taken place to develop and approve Program Learning Outcomes for each program of study.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**12 MONDAY**      **13 TUESDAY**      **14 WEDNESDAY**

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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE													
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Memo

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Selected Fine Art Faculty - Anita S. Wooten Gallery

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Memo

Choreographers' Showcase @ 8:00 p.m. - Performing

Arts Center

Selected Fine Art Faculty - Anita S. Wooten Gallery

17

SATURDAY

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Plans for assessment of program outcomes are designed, approved, and implemented by faculty with support of Valencia's College Learning Council, the Learning Assessment Committee, the Offices of Institutional Assessment, Institutional Research and Faculty Development.

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AUGUST

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**19 MONDAY**      **20 TUESDAY**      **21 WEDNESDAY**

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**Memo**  
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**Memo**  
 Evening of Dance @ 7:00 p.m. - Performing Arts  
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 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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**Memo**  
**College Closed**  
 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE						
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THURSDAY

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Memo

College Closed

Thanksgiving Day

Selected Fine Art Faculty - Anita S. Wooten Gallery

23

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Memo

College Closed

PAYDAY

Selected Fine Art Faculty - Anita S. Wooten Gallery

24

SATURDAY

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SUNDAY

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Yearly assessment plans are guided by a common Program Learning Outcomes Assessment Template and an approval process flow-chart. Assessment plans rely on embedded assessments and collection of student artifacts throughout student progress toward the completion of degree or certificate.

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OCTOBER

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

27

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

28

WEDNESDAY

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

2012

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Memo

Winter Choral Concert @ 7:30 p.m. - Performing Arts Center  
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 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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FRIDAY

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery  
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SATURDAY

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SUNDAY

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Qualitative methods were used to study the impact of various strategies. An example is a semester long study of Student Success. An analysis of the data was completed, leading to curriculum changes.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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## DEVELOPMENTAL EDUCATION INITIATIVE

The Developmental Education Initiative (DEI, 2009) is a national effort to increase the number of students who complete their developmental education courses successfully and move on to college-level courses. DEI, 2009 at Valencia expands the reach to an ever increasing number of students.

Strategies include:

- Increasing the number of Supplemental Learning (SL) leaders in classrooms and disciplines
- Increasing the number of Learning in Community (LinC) sections
- Expanding the number of students in the Bridges Program

# DECEMBER 2012

S	M	T	W	T	F	S
25	26	27	28	29	30	1
Visual Arts: Selected Fine Art Faculty						
2	3	4	5	6	7	8
		Music: Fall Symphonic/ Jazz Band Concert			Music: Fall Opera Workshop	
Visual Arts: Selected Fine Art Faculty						
9	10	11	12	13	14	15
Day and Evening Classes End  Faculty Final Date to Enter Withdrawal  First Day of Chanukah	Final Exams	Final Exams	Final Exams	Final Exams	Final Exams	Final Exams
Visual Arts: Selected Fine Art Faculty						
16	17	18	19	20	21	22
Final Exams Term Ends  Last day of Chanukah	Grades Due (9 am)	Final Grades viewable in Atlas			College Closed  PAYDAY	College Closed
23	24	25	26	27	28	29
College Closed	College Closed  Christmas Eve	College Closed  Christmas Day	College Closed	College Closed	College Closed	College Closed
30	31	Notes _____ _____ _____ _____				
College Closed	College Closed  New Year's Eve					
For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.						

### 3 MONDAY

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**Memo**

Selected Fine Art Faculty - Anita S. Wooten Gallery

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### 4 TUESDAY

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**Memo**

Fall Symphonic/Jazz Band Concert @ 7:30 p.m. -

Performing Arts Center

Selected Fine Art Faculty - Anita S. Wooten Gallery

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### 5 WEDNESDAY

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**Memo**

Selected Fine Art Faculty - Anita S. Wooten Gallery

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**JANUARY**

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**FEBRUARY**

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**MARCH**

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**JUNE**

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Memo

Selected Fine Art Faculty - Anita S. Wooten Gallery

7

FRIDAY

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Memo

PAYDAY

Fall Opera Workshop @ 7:30 p.m. - Black Box Theater

Selected Fine Art Faculty - Anita S. Wooten Gallery

8

SATURDAY

8 am Fall Opera Workshop @ 7:30 p.m. - Black Box  
 Theater  
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 10 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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9

SUNDAY

8 am Day and Evening Classes End  
 9 Faculty Final Date to Enter Withdrawal  
 10 First Day of Chanukah  
 11 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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In the 2010-2011 academic year, we expanded Supplemental Learning to an additional 69 sections, for a total of 410 sections. This represented a 20% increase in the number of courses. Supplemental Learning continues to have a positive impact on student success overall; in particular, it has shown success in our six gateway courses: MAT0012C (Pre-Algebra), MAT0024C (Beginning Algebra), MAT1033C (Intermediate Algebra), ENC1101 (English Composition I), POS2041 (US Government) and MAC1105 (College Algebra).

Taken from:

[valenciacollege.edu/instantassess/documents/DEI2011AnnualReportingValencia.pdf](http://valenciacollege.edu/instantassess/documents/DEI2011AnnualReportingValencia.pdf)

JULY

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AUGUST

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OCTOBER

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NOVEMBER

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DECEMBER

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**10 MONDAY**      **11 TUESDAY**      **12 WEDNESDAY**

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**Memo**  
**Final Exams**  
 Selected Fine Art Faculty - Anita S. Wooten Gallery  
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**Memo**  
**Final Exams**  
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**Memo**  
**Final Exams**  
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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE						
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13

THURSDAY

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Memo

Final Exams

Selected Fine Art Faculty - Anita S. Wooten Gallery

14

FRIDAY

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Memo

Final Exams

Selected Fine Art Faculty - Anita S. Wooten Gallery

15

SATURDAY

8 am **Final Exams** \_\_\_\_\_  
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16

SUNDAY

8 am **Final Exams** \_\_\_\_\_  
 9 **Term Ends** \_\_\_\_\_  
 10 Last day of Chanukah \_\_\_\_\_  
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Supplemental Learning continues to show success in gateway courses and in the upcoming year we'll be continuing to increase classes with SL leaders so more students can benefit from SL in these critical courses that traditionally show low success. While students in our gateway courses who attend SL sessions show the greatest success (12.4% to 18.56% greater success rates), the success rate for all students in SL courses is higher (1.4% to 3.94%) even if they don't attend SL.

Taken from:  
[valenciacollege.edu/instantassess/documents/DEI2011AnnualReportingValencia.pdf](http://valenciacollege.edu/instantassess/documents/DEI2011AnnualReportingValencia.pdf)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**17 MONDAY**      **18 TUESDAY**      **19 WEDNESDAY**

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**Final Grades viewable in Atlas**  
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Memo

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SATURDAY

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SUNDAY

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Bridges targets low socioeconomic, at risk graduates of high school.

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**MONDAY**

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**Memo**

College Closed

Christmas Eve

**25**

**TUESDAY**

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**Memo**

College Closed

Christmas Day

**26**

**WEDNESDAY**

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**Memo**

College Closed

2012

**JANUARY**

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**APRIL**

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**MAY**

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**JUNE**

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Memo

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Memo

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SATURDAY

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Our Learning in Community (LinC) program continues to have a positive impact on student success overall. During the 2010-2011 academic year, we expanded LinC by offering 50 LinC pairs collegewide. When comparing course by course (LinC vs. Non-LinC), developmental mathematics courses that are linked continue to show a higher success rate.

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SEPTEMBER

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OCTOBER

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## PROPER SCALING OF DEVELOPMENTAL EDUCATION PROGRAMS

Progress made toward scaling up Developmental Education Initiative interventions, i.e., significantly increasing the number and/or proportion of the intervention's targeted population participating in the intervention.

Added Strategy	Participating Students	Student Baseline	Students That Will Be Served		
			2009-2010	2010-2011	2011-2012
Increase the number of SL leaders in classroom and disciplines	Developmental Education students in math, reading, and writing	5,584 students in 2007-2008	8,525 actual 320 sections (6,000 original)	9,508 Actual 410 sections (7,000 target)	8,300 target
Increase the number of LinC sections (both breadth and depth)	Developmental Education students in math, reading, and writing	722 students in 2007-2008	894 actual 40 sections (850 original)	1,088 Actual 50 sections (1,000 target)	1,300 target
Expand the number of students in the Bridges Program	Low socioeconomic, at risk graduates of high school	250 students every summer; they are eligible for 3 years	278 actual (300 target for Summer 2010)	350 target	400 target

Taken from:  
[valenciacollege.edu/instassess/documents/dei2011annualreportingvalencia.pdf](http://valenciacollege.edu/instassess/documents/dei2011annualreportingvalencia.pdf)

# JANUARY 2013

S	M	T	W	T	F	S
30 College Closed	31 College Closed New Year's Eve	1 College Closed New Year's Day	2	3 Faculty Report Due Faculty Work Day (Credit Classes Do Not Meet Collegewide)	4 Faculty Work Day (Credit Classes Do Not Meet Collegewide) PAYDAY	5
6	7 Day and Evening Classes Begin	8	9	10	11	12
13	14	15	16	17	18 PAYDAY	19
						Visual Arts: Drawings by Selena Kimball
20	21 College Closed Martin Luther King Day	22	23	24	25	26
Visual Arts: Drawings by Selena Kimball						
27	28	29	30	31	1 PAYDAY	2
Visual Arts: Drawings by Selena Kimball						
3	4	<i>Notes</i> <u>No Show Reporting Period, January 16-25</u> <hr/> <hr/> <hr/> <hr/>				
Visual Arts: Drawings by Selena Kimball		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

**31 MONDAY**      **1 TUESDAY**      **2 WEDNESDAY**

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Memo

Faculty Report Due

Faculty Work Day (Credit Classes Do Not Meet)

Collegewide)

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FRIDAY

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Memo

Faculty Work Day (Credit Classes Do Not Meet)

Collegewide)

PAYDAY

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SATURDAY

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Strategic planning has developed through alignment with national initiatives to improve student success (i.e., student persistence, course & degree completion). Continuing conversation has resulted in transforming our organizational culture and improving student completion of courses and degrees. Through the ACE/Kellogg Project (1995), Valencia began engaging faculty/staff in new conversations about learning, common purpose and educational issues. A culture of programmatic development emerged to improve student learning and completion.

Taken from:

[valenciacollege.edu/instassess/aspennprizeapplication.cfm](http://valenciacollege.edu/instassess/aspennprizeapplication.cfm)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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DECEMBER

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**MONDAY**

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**8**

**TUESDAY**

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**WEDNESDAY**

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2013

**JANUARY**

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**FEBRUARY**

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**APRIL**

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**JUNE**

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11

FRIDAY

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SATURDAY

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Valencia's study of student learning and success through Title III programs created the institutional momentum and design of LifeMap (our developmental advising model), Teaching and Learning Academy (faculty induction process), core competencies of a Valencia graduate (Think, Value, Communicate and Act), engaged teaching practice (through learning strategies, inclusive classrooms, action research, "connection and direction").

Taken from:  
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JULY

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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# 14 MONDAY

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# 15 TUESDAY

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# 16 WEDNESDAY

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Memo

No Show Reporting Period

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2013

## JANUARY

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## APRIL

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## JUNE

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17

THURSDAY

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Memo

No Show Reporting Period

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18

FRIDAY

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Memo

No Show Reporting Period

PAYDAY  
 Drawings by Selena Kimball, Opening Reception  
 @ 6:30-8:30 p.m. - Anita S. Wooten Gallery  
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19

SATURDAY

8 am **No Show Reporting Period**  
 9 Drawings by Selena Kimball, Anita S. Wooten  
 Gallery  
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20

SUNDAY

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 9 Drawings by Selena Kimball, Anita S. Wooten  
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As a Vanguard Learning College (League for Innovation), Valencia adopted the two fundamental learning-centered questions; "How will this impact student learning? How will we know?" These questions established a community of learning leaders and the now ingrained practice of collaboration focused on student success.

Taken from:  
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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**21 MONDAY**      **22 TUESDAY**      **23 WEDNESDAY**

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**Memo**  
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**No Show Reporting Period**  
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 Martin Luther King Day  
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 Drawings by Selena Kimball, Anita S. Wooten Gallery  
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**Memo**  
 No Show Reporting Period  
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**Memo**  
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 Drawings by Selena Kimball, Anita S. Wooten Gallery  
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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE										
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THURSDAY

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Memo

No Show Reporting Period

Drawings by Selena Kimball, Anita S. Wooten Gallery

25

FRIDAY

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Memo

No Show Reporting Period

Drawings by Selena Kimball, Anita S. Wooten Gallery

26

SATURDAY

8 am Drawings by Selena Kimball, Anita S. Wooten  
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SUNDAY

8 am Drawings by Selena Kimball, Anita S. Wooten  
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The College Prep Task Force worked on procedural, curricular and learning support changes necessary to improve students' completion of developmental education. This reform work continued in the College Level Achievement Initiative. Completion of the developmental education sequence in two years in reading, writing and mathematics improved from the 30-40% plus in 1991 to over 70% in reading and writing and nearly 60% in math (2008).

Taken from:  
[valenciacollege.edu/instassess/aspenprizeapplication.cfm](http://valenciacollege.edu/instassess/aspenprizeapplication.cfm)

JULY

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AUGUST

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SEPTEMBER

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Memo

Drawings by Selena Kimball, Anita S. Wooten Gallery

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Memo

Drawings by Selena Kimball, Anita S. Wooten Gallery

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WEDNESDAY

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Memo

Drawings by Selena Kimball, Anita S. Wooten Gallery

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2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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**JUNE**

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Memo

Drawings by Selena Kimball, Anita S. Wooten Gallery

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Memo

PAYDAY

Drawings by Selena Kimball, Anita S. Wooten Gallery

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SATURDAY

8 am Drawings by Selena Kimball, Anita S. Wooten  
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SUNDAY

8 am Drawings by Selena Kimball, Anita S. Wooten  
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Valencia Cohort Retention for All First-Time Students in College 2007-2008: Of the 5157 full-time degree/certificate seeking students seeking entry in 2007-08, 2280 earned 24 credit hours within first academic year, part-time earned 12 credit hours. Of that group, 3793 continued enrollment in any term in or completed during 2008-2009, demonstrating good retention of students.

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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AUGUST

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## VALENCIA ENROLLMENT PROFILE USED FOR ASPEN PRIZE

Enrollment (Unduplicated Headcount)	Fall 2010		
	Full-Time Students	Part-Time Students	Total
<b>TOTAL</b>	17803	26787	44590
<b>RACE</b>			
Hispanic	5511	7614	13125
American Indian or Alaska Native	52	81	133
Asian or Pacific Islander	887	1294	2181
Black, non-Hispanic	2878	4360	7238
White, non-Hispanic	6813	10467	17280
Two or More Races	198	184	382
Non-Resident Aliens			
Race Unknown	1464	2787	4251
<b>PELL GRANT STATUS</b>			
Pell Grant Recipients	9804	8367	18173
Non-Pell Grant Recipients	7999	18420	26417
<b>GENDER</b>			
Male	8096	11574	19670
Female	9649	15093	24742
Gender Unknown	58	120	178
<b>AGE</b>			
Age: Younger than 25	14641	14273	28914
Age: Age 25 and over	3162	11790	14952
Age: Unknown	0	724	724
<b>CREDIT, NON-CREDIT</b>			
Credit Vocational/Technical	6077	9248	15325
Credit General Education, Transfer	11726	14396	26122
Non-Credit	0	3143	3143
Unknown			
<b>ADULT BASIC EDUCATION</b>			
Adult Basic Education			
<b>MILITARY/VETERAN STATUS</b>			
Current U.S. Military service members, veterans, or spouses of current service members (if known)	829	562	1391



# FEBRUARY 2013

S	M	T	W	T	F	S
27	28	29	30	31	1 PAYDAY	2
Visual Arts: Drawings by Selena Kimball						
3	4	5	6	7	8 Learning Day	9
Visual Arts: Drawings by Selena Kimball						
10	11	12	13	14 Valentine's Day	15 PAYDAY	16
Visual Arts: Drawings by Selena Kimball						
				Theater: Duchess of Malfi		
Visual Arts: Drawings by Selena Kimball						
17	18 Presidents' Day	19	20	21	22	23
				Theater: Duchess of Malfi		
Theater: Duchess of Malfi			Film: 18th Annual Film Celebration			
Visual Arts: Drawings by Selena Kimball						
24	25	26	27	28	1 PAYDAY	2
Theater: Duchess of Malfi		Music: Faculty Recital				
Visual Arts: Drawings by Selena Kimball						
3	4	Notes _____ _____ _____ _____				
Visual Arts: Drawings by Selena Kimball		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

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**MONDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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**TUESDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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**6**

**WEDNESDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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2013

**JANUARY**

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**FEBRUARY**

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**APRIL**

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**JUNE**

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Memo

Drawings by Selena Kimball, Anita S. Wooten Gallery

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Memo

Learning Day

Drawings by Selena Kimball, Anita S. Wooten Gallery

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9

SATURDAY

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SUNDAY

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Valencia Cohort Retention for All First-Time Students in College 2008-2009: Of the 5567 full-time degree/certificate seeking students seeking entry in 2008-09, 2584 earned 24 credit hours within first academic year, part-time earned 12 credit hours. Of that group, 4152 continued enrollment in any term in or completed during 2008-2009, demonstrating an increase in retention over the prior year.

Taken from:  
[valenciacollege.edu/instassess/aspenseapplication.cfm](http://valenciacollege.edu/instassess/aspenseapplication.cfm)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**MONDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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**12**

**TUESDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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**13**

**WEDNESDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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2013

**JANUARY**

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**MAY**

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**JUNE**

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THURSDAY

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Memo

Valentine's Day

Duchess of Malfi @ 7:30 p.m. - Black Box Theater

Drawings by Selena Kimball, Anita S. Wooten Gallery

15

FRIDAY

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Memo

PAYDAY

Duchess of Malfi @ 7:30 p.m. - Black Box Theater

Drawings by Selena Kimball, Anita S. Wooten Gallery

16

SATURDAY

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An increase in completion of degrees has continued. The completion of Associate degrees has increased 17.7% from 2008-2009. There were 5534 degrees conferred in 2008-2009 and 6412 during 2009-2010.

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**18 MONDAY**      **19 TUESDAY**      **20 WEDNESDAY**

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**Memo**  
 Presidents' Day  
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 Drawings by Selena Kimball, Anita S. Wooten Gallery  
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**Memo**  
 Drawings by Selena Kimball, Anita S. Wooten Gallery  
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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE										
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THURSDAY

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Memo

Duchess of Malfi @ 7:30 p.m. - Black Box Theater  
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 18th Annual Film Celebration @ TBA - Performing  
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 Arts Center  
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 Drawings by Selena Kimball, Anita S. Wooten Gallery  
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22

FRIDAY

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Memo

Duchess of Malfi @ 7:30 p.m. - Black Box Theater  
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 18th Annual Film Celebration @ TBA - Performing  
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 Drawings by Selena Kimball, Anita S. Wooten Gallery  
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23

SATURDAY

8 am Duchess of Malfi @ 7:30 p.m. - Black Box Theater  
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 9 18th Annual Film Celebration @ TBA - Performing  
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 10 Arts Center  
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 11 Drawings by Selena Kimball, Anita S. Wooten  
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24

SUNDAY

8 am Duchess of Malfi @ 2:00 p.m. - Black Box Theater  
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 9 Drawings by Selena Kimball, Anita S. Wooten  
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Certificate programs show triple digit increase in completion. Certificates (1 year or more in program length) grew 133.3% from 2008-2009 through 2009-2010.

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**25**

**MONDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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**26**

**TUESDAY**

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**Memo**

Faculty Recital @ 7:30 p.m. - Performing Arts Center

Drawings by Selena Kimball, Anita S. Wooten Gallery

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**27**

**WEDNESDAY**

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**Memo**

Drawings by Selena Kimball, Anita S. Wooten Gallery

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2013

**JANUARY**

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**FEBRUARY**

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**APRIL**

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**JUNE**

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THURSDAY

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Memo

Drawings by Selena Kimball, Anita S. Wooten Gallery

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Memo

PAYDAY

Drawings by Selena Kimball, Anita S. Wooten Gallery

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SATURDAY

8 am Drawings by Selena Kimball, Anita S. Wooten  
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SUNDAY

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Sample of Faculty Developed Assessment in English

Checklist Evaluation questions:

1. Overall, has the student created summaries, paraphrases, and/or quotes from sources appropriately to support his/her thesis?
2. Overall, has the student properly integrated source materials in the essay?
3. Overall, has the student properly documented the sources within the essay?

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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## VALENCIA OUTCOMES ASSESSMENT

Plans for the assessment of program outcomes are designed, approved, and implemented by program faculty with the support of Valencia's College Learning Council, the Learning Assessment Committee, the Offices of Institutional Assessment, Institutional Research and Faculty Development, and the staff of the Teaching/Learning Academy. The development of assessment plans is guided by a common Program Learning Outcomes Assessment Template and an approval process flow-chart to ensure broad-based program faculty involvement in the process. The assessment plans, for the most part, rely heavily on embedded assessments and the collection of student artifacts at points in a student's progress toward the completion of a degree or certificate. The nature of embedded assessment, especially in larger programs like General Education, require sustained faculty engagement with each other as they attempt to balance program-wide consistency for assessment purposes with academic freedom in their individual classrooms. Institutionally, we consider assessment activities at the program level as primarily a tool to promote faculty dialogue about the learning goals they have for their students. To date, the vast majority of our program level assessment activities have yielded agreements concerning common expectations (rubrics, etc.) and improvements to the assessment process. We are probably one or two cycles away from meaningful/actionable evidence of student-learning at the program level in the vast majority of programs.

Taken from:

[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

# MARCH 2013

S	M	T	W	T	F	S
24	25	26	27	28	1 PAYDAY	2
Visual Arts: Drawings by Selena Kimball						
3	4 College Closed	5 College Closed	6 College Closed	7 College Closed	8 College Closed	9 College Closed
Visual Arts: Drawings by Selena Kimball						
10 College Closed Daylight Saving Time starts	11	12	13	14	15 PAYDAY	16
17	18	19	20	21	22	23
					Dance: Valencia Spring Dance Concert	
24	25	26 First day of Passover	27	28	29 PAYDAY Good Friday	30
31 Easter Sunday	1	<i>Notes</i> _____ _____ _____ _____ _____				
For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.						

**4**

**MONDAY**

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**Memo**

**College Closed**

Drawings by Selena Kimball, Anita S. Wooten Gallery

**5**

**TUESDAY**

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**Memo**

**College Closed**

Drawings by Selena Kimball, Anita S. Wooten Gallery

**6**

**WEDNESDAY**

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**Memo**

**College Closed**

Drawings by Selena Kimball, Anita S. Wooten Gallery

2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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**APRIL**

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**MAY**

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**JUNE**

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Memo

College Closed

Drawings by Selena Kimball, Anita S. Wooten Gallery

8

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Memo

College Closed

Drawings by Selena Kimball, Anita S. Wooten Gallery

9

SATURDAY

8 am **College Closed** \_\_\_\_\_  
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SUNDAY

8 am **College Closed** \_\_\_\_\_  
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All students enrolled in General Education Science class in the Spring of 2011 were invited to complete a survey developed by Valencia Science Faculty to gauge Scientific Reasoning.

Link to Assessment:  
[valenciacollege.edu/instassess/documents/assessingscientificreasoning.pdf](http://valenciacollege.edu/instassess/documents/assessingscientificreasoning.pdf)

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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SEPTEMBER

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NOVEMBER

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DECEMBER

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**MONDAY**

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**12**

**TUESDAY**

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**13**

**WEDNESDAY**

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Memo

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2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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**APRIL**

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**MAY**

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Memo

PAYDAY

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SATURDAY

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Outcomes have been developed and approved for the Dental Hygiene program. In addition, an assessment plan has been put into place. Link to assessment can be found at [valenciacollege.edu/instassess/documents/programlearningoutcomesprogramassessmentcapstone-dentalhygiene.pdf](http://valenciacollege.edu/instassess/documents/programlearningoutcomesprogramassessmentcapstone-dentalhygiene.pdf)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**18 MONDAY**      **19 TUESDAY**      **20 WEDNESDAY**

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2013

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE											
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Memo

Valencia Spring Dance Concert - @ 8:00 p.m. -  
 Performing Arts Center  
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23

SATURDAY

8 am Valencia Spring Dance Concert - @ 8:00 p.m. -  
 Performing Arts Center  
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Computer Information Technology AS Degree Outcomes have been developed and approved. In addition, an assessment plan has already been developed and implemented.

The rubric and description can be found at [valenciacollege.edu/instassess/documents/it.pdf](http://valenciacollege.edu/instassess/documents/it.pdf)

Results are noted here [valenciacollege.edu/instassess/documents/itcapstonegradesummary.pdf](http://valenciacollege.edu/instassess/documents/itcapstonegradesummary.pdf)

JULY

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28	29	30	31			

AUGUST

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

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29	30					

OCTOBER

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NOVEMBER

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DECEMBER

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**25**

**MONDAY**

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Memo

**26**

**TUESDAY**

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Memo

First day of Passover

**27**

**WEDNESDAY**

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Memo

2013

**JANUARY**

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27	28	29	30	31		

**FEBRUARY**

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**MARCH**

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**APRIL**

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**MAY**

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**JUNE**

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THURSDAY

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Memo

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Memo

PAYDAY  
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 Good Friday  
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30

SATURDAY

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31

SUNDAY

8 am Easter Sunday \_\_\_\_\_  
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Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

Taken from:  
[valenciacollege.edu/instassess/aspenseapplication.cfm](http://valenciacollege.edu/instassess/aspenseapplication.cfm)

JULY

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SEPTEMBER

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NOVEMBER

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DECEMBER

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# VALENCIA COHORT RETENTION FOR ALL FIRST-TIME STUDENTS

STUDENTS BEGINNING IN 2007-2008 AND 2008-2009

First-Time Students (2007-2008)	Number in Beginning Cohort	Full-Time Earned 24 Credit Hours within First Academic Year, Part-Time earned 12 Credit Hours	Retention: Enrolled in Any Term in or Completed during 2008-2009
Full-Time Degree/ Certificate Seeking at Entry	5157	2280	3793
Part-Time Degree/ Certificate Seeking at Entry	3507	1692	2121
Other First-Time Students	697	100	401

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

# APRIL 2013

S	M	T	W	T	F	S
31 Easter Sunday	1	2 Last day of Passover	3	4 Faculty Final Date to Enter Withdrawal	5	6
		Music: Spring Symphonic/Jazz Concert		Music: Voices of Valencia Concert		
		Theater: Winner of Valencia's 22nd Annual Florida Playwright Competition				
7	8	9	10	11	12 PAYDAY	13
Theater: Winner of Valencia's 22nd Annual Florida Playwright Competition		Music: Spring Choral Concert	Theater: Student-Directed Short Plays	Music: House Band Concert	Visual Arts: Annual Juried Student Exhibition	
14	15	16	17	18	19	20
			Theater: Student-Directed Short Plays		Music: Spring Opera Workshop	
Visual Arts: Annual Juried Student Exhibition						
21 Day and Evening Classes End	22 Final Exams	23 Final Exams	24 Final Exams	25 Final Exams	26 Final Exams PAYDAY	27 Final Exams
Visual Arts: Annual Juried Student Exhibition						
28 Final Exams Term Ends	29 Grades Due (9 am) Faculty Work Day (Credit Classes Do Not Meet Collegewide)	30 Final Grades viewable in Atlas	1	2 Faculty Report Due (Full and A Terms) Faculty Work Day (Credit Classes Do Not Meet Full and A Terms)	3 Faculty Work Day (Credit Classes Do Not Meet Full and A Terms)	4 Commencement Faculty Work Day (Credit Classes Do Not Meet Full and A Terms)
Visual Arts: Annual Juried Student Exhibition						
5	6 Day and Evening Classes Begin (Full and A Terms)	<i>Notes</i> _____ _____ _____ _____				
Visual Arts: Annual Juried Student Exhibition		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

1 MONDAY	2 TUESDAY	3 WEDNESDAY
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8 _____	8 _____	8 _____
_____	_____	_____
9 _____	9 _____	9 _____
_____	_____	_____
Memo	Memo	Memo
_____	Last day of Passover	Winner of Valencia's 22nd Annual Florida Playwright
_____	Spring Symphonic/Jazz Concert @ 7:30pm -	Competition @ 7:30 p.m. - Black Box Theater
_____	Performing Arts Center	_____
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2013

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
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6 7 8 9 10 11 12	3 4 5 6 7 8 9	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
13 14 15 16 17 18 19	10 11 12 13 14 15 16	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
20 21 22 23 24 25 26	17 18 19 20 21 22 23	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
27 28 29 30 31	24 25 26 27 28	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
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4

THURSDAY

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Memo

Faculty Final Date to Enter Withdrawal  
 \_\_\_\_\_  
 Winner of Valencia's 22nd Annual Florida Playwright  
 Competition @ 7:30 p.m. - Black Box Theater  
 \_\_\_\_\_  
 Voices of Valencia Concert @ 7:30 p.m. - Performing  
 Arts Center  
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5

FRIDAY

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Memo

Winner of Valencia's 22nd Annual Florida Playwright  
 Competition @ 7:30 p.m. - Black Box Theater  
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6

SATURDAY

8 am Winner of Valencia's 22nd Annual Florida  
 Playwright Competition @ 7:30 p.m. - Black Box  
 Theater  
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7

SUNDAY

8 am Winner of Valencia's 22nd Annual Florida  
 Playwright Competition @ 2:00 p.m. - Black Box  
 Theater  
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The group of students entering at any time during the 12-month period September 1 through August 31.

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

S	M	T	W	T	F	S
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AUGUST

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SEPTEMBER

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NOVEMBER

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DECEMBER

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**8**

**MONDAY**

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**TUESDAY**

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Memo

Spring Choral Concert @ 7:30 p.m. - Performing Arts  
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**10**

**WEDNESDAY**

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Memo

Student-Directed Short Plays, Program A @ 1 p.m. -  
 Black Box Theater  
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2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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**APRIL**

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**JUNE**

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11

THURSDAY

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Memo

House Band Concert @ 7:30 p.m. - Performing Arts Center

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FRIDAY

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Memo

PAYDAY  
 Annual Juried Student Exhibition, Opening Reception and Awards Ceremony @ 6:30-9:00 p.m.  
 - Anita S. Wooten Gallery

13

SATURDAY

8 am Annual Juried Student Exhibition - Anita S. Wooten Gallery  
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14

SUNDAY

8 am Annual Juried Student Exhibition - Anita S. Wooten Gallery  
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Undergraduate—A student enrolled for 12 or more semester credits; or 12 or more quarter credits; or 24 or more contact hours a week each term.

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**15 MONDAY**      **16 TUESDAY**      **17 WEDNESDAY**

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**Memo**  
 Annual Juried Student Exhibition - Anita S. Wooten  
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**Memo**  
 Annual Juried Student Exhibition - Anita S. Wooten  
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**Memo**  
 Student-Directed Short Plays, Program B @ 1 p.m. -  
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 Black Box Theater  
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 Annual Juried Student Exhibition - Anita S. Wooten  
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2013

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE														
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THURSDAY

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Memo

Annual Juried Student Exhibition - Anita S. Wooten  
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19

FRIDAY

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Memo

Spring Opera Workshop @ 7:30pm - Performing Arts  
 Center  
 Annual Juried Student Exhibition - Anita S. Wooten  
 Gallery  
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20

SATURDAY

8 am Annual Juried Student Exhibition - Anita S. Wooten  
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21

SUNDAY

8 am Day and Evening Classes End  
 9 Annual Juried Student Exhibition - Anita S. Wooten  
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Undergraduate—A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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**22**

**MONDAY**

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**Memo**

**Final Exams**

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

**23**

**TUESDAY**

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**Memo**

**Final Exams**

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

**24**

**WEDNESDAY**

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**Memo**

**Final Exams**

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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**APRIL**

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**MAY**

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**JUNE**

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THURSDAY

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Memo

Final Exams

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

26

FRIDAY

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Memo

Final Exams

PAYDAY

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

27

SATURDAY

8 am **Final Exams** \_\_\_\_\_  
 9 Annual Juried Student Exhibition - Anita S. Wooten  
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28

SUNDAY

8 am **Final Exams** \_\_\_\_\_  
 9 **Term Ends** \_\_\_\_\_  
 10 Annual Juried Student Exhibition - Anita S. Wooten  
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Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Taken from:  
[valenciacollege.edu/instassess/aspensprizeapplication.cfm](http://valenciacollege.edu/instassess/aspensprizeapplication.cfm)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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## VALENCIA DEVELOPMENTAL EDUCATION – ENROLLMENT AND SUCCESS

Total Number of First-time Entry Students (2005-2006 Academic Year)	Tested into Developmental Education in at least one subject, but not more than one course-level below college level in any subject		Tested into Developmental Education two course-levels below college level in at least one subject, but not more than two courses. Transferred to another two-year institution with 12 or more credit hours (any time between 2004-2005 and 2009-2010) levels below college level in any subject.	
	Number	Number Who Completed a Certificate or Degree by 2009-2010	Number	Number Who Completed a Certificate or Degree by 2009-2010
<b>7882</b>	<b>2473</b>	<b>805</b>	<b>3028</b>	<b>504</b>
2200	728	242	974	153
45	16	7	16	4
337	94	41	127	33
1371	414	107	721	82
3296	1007	323	962	181
5	2	0	1	
628	212	85	227	51
3572	1130	309	1243	208
4283	1336	493	1774	295

# MAY 2013

S	M	T	W	T	F	S
28 Final Exams Term Ends	29 Grades Due (9 am) Faculty Work Day (Credit Classes Do Not Meet Collegewide)	30 Final Grades viewable in Atlas	1	2 Faculty Report Due (Full and A Terms) Faculty Work Day (Credit Classes Do Not Meet Full and A Terms)	3 Faculty Work Day (Credit Classes Do Not Meet Full and A Terms)	4 Commencement Faculty Work Day (Credit Classes Do Not Meet Full and A Terms)
Visual Arts: Annual Juried Student Exhibition						
5	6 Day and Evening Classes Begin (Full and A Terms)	7	8	9	10 PAYDAY	11
Visual Arts: Annual Juried Student Exhibition						
12 Mother's Day	13	14	15	16	17	18
Visual Arts: Annual Juried Student Exhibition						
19	20	21	22	23	24 PAYDAY	25
26	27 College Closed Memorial Day	28	29	30	31	1
2	3	<p><i>Notes</i> No Show Reporting Period, May 14-23 (Full and A Terms)</p> <hr/> <hr/> <hr/> <hr/>				
For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.						

29

MONDAY

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Memo

Grades Due (9 am)

Faculty Work Day (Credit Classes Do Not Meet  
 Collegewide)

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

30

TUESDAY

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Memo

Final Grades viewable in Atlas

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

1

WEDNESDAY

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Memo

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

2013

JANUARY

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FEBRUARY

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APRIL

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JUNE

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Memo

**Faculty Report Due** (Full and A Terms)  
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**Faculty Work Day** (Credit Classes Do Not Meet  
 Full and A Terms)  
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 Annual Juried Student Exhibition - Anita S. Wooten  
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 Gallery  
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3

FRIDAY

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Memo

**Faculty Work Day** (Credit Classes Do Not Meet  
 Full and A Terms)  
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 Annual Juried Student Exhibition - Anita S. Wooten  
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 Gallery  
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4

SATURDAY

8 am **Commencement**  
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 9 **Faculty Work Day** (Credit Classes Do Not  
 \_\_\_\_\_  
 Meet Full and A Terms)  
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 10 Annual Juried Student Exhibition - Anita S. Wooten  
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5

SUNDAY

8 am Annual Juried Student Exhibition - Anita S. Wooten  
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 9 Gallery  
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Over half of the college's full-time students graduate or transfer within three years of entering the school, a rate significantly higher than the national average (51 percent versus 39 percent).

From:  
[news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation](http://news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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Valencia is experiencing rising graduation rates among all students, including minorities.

**6**

**MONDAY**

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**Memo**

**Day and Evening Classes Begin** (Full and A

Terms)

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

**7**

**TUESDAY**

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**Memo**

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

**8**

**WEDNESDAY**

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**Memo**

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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**APRIL**

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**JUNE**

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THURSDAY

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Memo

Annual Juried Student Exhibition - Anita S. Wooten  
 Gallery

10

FRIDAY

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Memo

PAYDAY  
 Annual Juried Student Exhibition - Anita S. Wooten  
 Gallery

11

SATURDAY

8 am Annual Juried Student Exhibition - Anita S. Wooten  
 Gallery  
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12

SUNDAY

8 am Mother's Day  
 9 Annual Juried Student Exhibition - Anita S. Wooten  
 Gallery  
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Valencia has experienced dramatic increases in graduation rates among college-ready African-American students, nearly tripling in the last decade from 15.4 percent to 44.3 percent today.

From:  
[news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation](http://news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation)

JULY

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AUGUST

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SEPTEMBER

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NOVEMBER

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DECEMBER

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**13 MONDAY**      **14 TUESDAY**      **15 WEDNESDAY**

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**Memo**  
 Annual Juried Student Exhibition - Anita S. Wooten  
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**Memo**  
**No Show Reporting Period (Full and A Terms)**  
 Annual Juried Student Exhibition - Anita S. Wooten  
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**Memo**  
**No Show Reporting Period (Full and A Terms)**  
 Annual Juried Student Exhibition - Anita S. Wooten  
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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE														
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THURSDAY

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Memo

No Show Reporting Period (Full and A Terms)

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

17

FRIDAY

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Memo

No Show Reporting Period (Full and A Terms)

Annual Juried Student Exhibition - Anita S. Wooten

Gallery

18

SATURDAY

8 am **No Show Reporting Period**  
 (Full and A Terms) \_\_\_\_\_  
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SUNDAY

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Graduation rates for college-ready Hispanic students have jumped from 38.7 to 45.5 percent in the last decade.

From:

[news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation](http://news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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Memo

No Show Reporting Period (Full and A Terms)

21

TUESDAY

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Memo

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WEDNESDAY

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Memo

2013

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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Memo

PAYDAY  
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SATURDAY

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In November, the Carnegie Foundation for the Advancement of Teaching named Valencia ESL professor James May the 2011 Florida Professor of the Year. May was one of only 27 state professors selected to represent the most outstanding undergraduate instructors in the country.

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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Memo

College Closed

Memorial Day

**28**

**TUESDAY**

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Memo

**29**

**WEDNESDAY**

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Memo

2013

**JANUARY**

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**FEBRUARY**

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**MARCH**

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SATURDAY

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Dedication to excellence in instruction sets us apart from other colleges

JULY

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# JAMES M. AND DAYLE L. SENEFF HONORS COLLEGE PLAN

## **Context**

In June of 2008, the CNL Charitable Foundation and the Valencia Community College Foundation entered an agreement to establish an endowment fund to support educational opportunities at the college. Part of the agreement was the renaming of the Valencia Honors Program to the James M. and Dayle L. Seneff Honors College.

During the 2009–2010 academic year, a committee met several times and developed a blueprint for program revision. In the fall of 2010, the plan was presented to the College Learning Council, the Faculty Council, the Instructional Affairs Committee, and other college groups whose mission directly impacts the proposed changes. On April 22, 2011, a collegewide honors summit was held to give shape to the final form of these ideas.

The inaugural class of the James M. and Dayle L. Seneff Honors College will be admitted for academic year 2012–2013. The goal is to create an honors experience that builds on the strengths and flexibility of the present program, while providing purpose and meaning for students and faculty in the James M. and Dayle L. Seneff community.

The James M and Dayle L Seniff Honors College is designed around curricular tracks which articulate distinct learning outcomes for students in those tracks.

## **Vision**

The vision of the James M. and Dayle L. Seneff Honors College is to discover potential in students and inspire excellence.

## **Admission to the James M. and Dayle L. Seneff Honors College**

Admission of candidates into the James M. and Dayle L. Seneff Honors College is a consideration of a student's potential beyond simply a test score or GPA. All highly-motivated students who desire to make the most of their Valencia experience are encouraged to apply.

Taken from: James M. and Dayle L. Seneff Honors College Executive Summary

# JUNE 2013

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26	27	28	29	30	31	1
2	3	4	5	6	7 PAYDAY	8
				Theater: Fat Pig		
9	10	11	12	13	14 Faculty Work Day (Credit Classes Do Not Meet B Term) Faculty Report (B Term)	15
Theater: Fat Pig				Theater: Fat Pig		
				Visual Arts: Opening 5 TBA		
16 Father's Day	17 Term Ends, Final Exams, Day and Evening Classes End (A Term) Faculty Work Day (Credit Classes Do Not Meet B Term)	18 Day and Evening Classes Begin (B Term) Faculty Work Day (Credit Classes Do Not Meet A Term)	19	20	21 PAYDAY	22
Theater: Fat Pig				Visual Arts: Opening 5 TBA		
23	24 Faculty Final Date to Enter Withdrawal	25	26	27	28	29
Visual Arts: Opening 5 TBA						
30	1	<i>Notes</i> No Show Reporting Period, June 25-July 4 (B Term) <hr/> <hr/> <hr/> <hr/>				
Visual Arts: Opening 5 TBA		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				

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PAYDAY

Fat Pig @ 7:30 p.m. - Black Box Theater

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SATURDAY

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SUNDAY

8 am Fat Pig @ 2:00 p.m. - Black Box Theater  
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Working Theory: To create an integrative, holistic education experience that empowers a global and diverse perspective.

Learning Outcomes: Students who complete the requirements of the Interdisciplinary Studies track will be able to:

- a. Apply principles of dialogic argument in written and verbal communication.
- b. Compare, contrast and explain the significance of different historic ages.
- c. Compare, contrast and integrate knowledge of diverse cultures and disciplines.

Taken from:  
 James M. and Dayle L. Seneff Honors College Executive Summary

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2013

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Memo

Fat Pig @ 7:30 p.m. - Black Box Theater

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Memo

Faculty Work Day (Credit Classes Do Not Meet

B term)

Faculty Report (B Term)

Fat Pig @ 7:30 p.m. - Black Box Theater

Opening 5 TBA, Opening Reception

6:30-8:30 p.m. - Anita S. Wooten Gallery

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SATURDAY

8 am Fat Pig @ 7:30 p.m. - Black Box Theater  
 9 Opening 5 TBA - Anita S. Wooten Gallery  
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SUNDAY

8 am Father's Day  
 9 Fat Pig @ 2:00 p.m. - Black Box Theater  
 10 Opening 5 TBA - Anita S. Wooten Gallery  
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Working Theory: To create citizen scholars- individuals whose action is informed by theory.

Learning Outcomes: Students who complete the requirements of the Leadership track will be able to:

- a. Develop a working, evolving and individual leadership theory or style.
- b. Practice leadership principles through their campus activities and continued community involvement.
- c. Identify opportunities to make social change

Taken from: James M. and Dayle L. Seneff Honors College Executive Summary

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SEPTEMBER

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DECEMBER

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**17 MONDAY**      **18 TUESDAY**      **19 WEDNESDAY**

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**Memo**  
 Term Ends, Final Exams, Day and Evening  
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 Classes End (A Term)  
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 Faculty Work Day (Credit Classes Do Not Meet  
 B Term)  
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 Opening 5 TBA - Anita S. Wooten Gallery  
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**Memo**  
 Day and Evening Classes Begin (B Term)  
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 Faculty Work Day (Credit Classes Do Not Meet  
 A Term)  
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 Opening 5 TBA - Anita S. Wooten Gallery  
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**Memo**  
 Opening 5 TBA - Anita S. Wooten Gallery  
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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE										
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Memo

Opening 5 TBA - Anita S. Wooten Gallery

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FRIDAY

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Memo

PAYDAY

Opening 5 TBA - Anita S. Wooten Gallery

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SATURDAY

8 am Opening 5 TBA - Anita S. Wooten Gallery  
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SUNDAY

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Working Theory: To create students who are familiar with the process, practice and principles of scholarly inquiry in an academic community.

Learning Outcomes: Students who complete the requirements of the Undergraduate Research Track will be able to:

- a. Complete a discipline-specific research project.
- b. Present research in a peer-reviewed, academic setting.

Taken from: James M. and Dayle L. Seneff  
 Honors College Executive Summary

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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Memo

Opening 5 TBA - Anita S. Wooten Gallery

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TUESDAY

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Memo

No Show Reporting Period (B Terms)

Opening 5 TBA - Anita S. Wooten Gallery

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WEDNESDAY

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Memo

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Opening 5 TBA - Anita S. Wooten Gallery

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2013

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Memo

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Opening 5 TBA - Anita S. Wooten Gallery

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Memo

No Show Reporting Period (B Terms)

Opening 5 TBA - Anita S. Wooten Gallery

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SATURDAY

8 am **No Show Reporting Period (B Terms)**  
 9 **Opening 5 TBA - Anita S. Wooten Gallery**  
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SUNDAY

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Working Theory: To provide pathways to excellence for all motivated students.

Learning Outcomes: Students who complete the requirements of the Jeffersonian track will be able to:

- a. Recognize and weigh different perspectives in primary and secondary sources.
- b. Produce original work and scholarly research.
- c. Connect learning across academic disciplines.

Taken from:

James M. and Dayle L. Seneff Honors College Executive Summary

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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# CO-CURRICULAR COMPONENTS OF HONORS PROGRAM

## **Undergraduate Research Track – East Campus**

Co-curricular Component: Students will be required to participate in a minimum of 15 hours of approved co-curricular activities each term of enrollment (excluding summer). This may include participation in the editing and publication of a Valencia Honors research journal, presentation of original research at local, regional and national honors/discipline conferences, presentation of original research at Valencia, etc.

## **Leadership Track-Osceola**

Co-curricular Component: Students will be required to participate in a minimum of 15 hours of approved co-curricular activities each term of enrollment (excluding summer). This may include community service, campus leadership, involvement with Phi Theta Kappa, mentor programs, speaker series, service to the Honors College, etc.

## **Interdisciplinary Track-West**

Co-curricular Component: Students will be required to participate in a minimum of 15 hours of approved co-curricular activities each term of enrollment (excluding summer). This may include international travel experience, field trips to cultural locations, colloquia, reading circles, speaker series, service to the Honors College, etc.

## **Jeffersonian Track-Winter Park**

Co-curricular Component: Students will be required to participate in a minimum of 15 hours of approved co-curricular activities each term of enrollment (excluding summer). This may include service learning, short-term study abroad, mentoring, cultural field trips, civic projects, reading groups, service to the Honors College, etc.

Taken from:

James M. and Dayle L. Seneff Honors College Executive Summary

# JULY 2013

S	M	T	W	T	F	S
30	1	2	3	4 College Closed Independence Day	5 PAYDAY	6
Visual Arts: Opening 5 TBA						
7	8	9 Ramadan begins	10	11	12	13
Visual Arts: Opening 5 TBA					Dance: Valencia Dance Theatre Repertory Concert	
14	15	16	17	18	19 PAYDAY	20
Visual Arts: Opening 5 TBA						
21	22	23	24	25	26	27
Visual Arts: Opening 5 TBA						
28	29	30 Final Exams, Term Ends, Day and Evening Classes End (Full and B Terms)	31 Faculty Work Day (Credit Classes Do Not Meet Full and B Terms)	1 Grades Due (All Terms) Faculty Work Day (Credit Classes Do Not Meet B Term)	2 Final Grades viewable in Atlas PAYDAY	3
Visual Arts: Opening 5 TBA						
4	5	Notes _____ _____ _____ _____				
Visual Arts: Opening 5 TBA		For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.				



**4**

**THURSDAY**

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**Memo**

**College Closed**

Independence Day

Opening 5 TBA - Anita S. Wooten Gallery

**5**

**FRIDAY**

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**Memo**

**PAYDAY**

Opening 5 TBA - Anita S. Wooten Gallery

**6**

**SATURDAY**

8 am Opening 5 TBA - Anita S. Wooten Gallery  
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**7**

**SUNDAY**

8 am Opening 5 TBA - Anita S. Wooten Gallery  
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According to Frost, Strom, et. al (2010), the percentage of community colleges service learning programs have made a jump from "31% in 1995 to nearly 50% in 2000. By 2010, the American Association of Community Colleges (AACC) found over 60% of community colleges have some level of service learning in the curriculum, and an additional 30% are interested in exploring service learning opportunities".

Reference:

Frost, R.A., Strom, S.L., Downey, J., Schultz, D.D., and Holland, T.A. (Spring, 2010). Enhancing student learning with academic and student affairs collaboration. Community College Enterprise, 16(1), 37-51.

**JULY**

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**AUGUST**

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**SEPTEMBER**

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**OCTOBER**

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**NOVEMBER**

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**DECEMBER**

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**Memo**

Opening 5 TBA - Anita S. Wooten Gallery

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**9**

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**Memo**

Ramadan begins

Opening 5 TBA - Anita S. Wooten Gallery

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**10**

**WEDNESDAY**

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**Memo**

Opening 5 TBA - Anita S. Wooten Gallery

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2013

**JANUARY**

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Opening 5 TBA - Anita S. Wooten Gallery

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Memo

Valencia Dance Theatre Repertory Concert

@ 8:00 p. m. - Performing Arts Center

Opening 5 TBA - Anita S. Wooten Gallery

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13

SATURDAY

8 am Valencia Dance Theatre Repertory Concert  
 @ 8:00 p. m. - Performing Arts Center  
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 10 Opening 5 TBA - Anita S. Wooten Gallery  
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SUNDAY

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According to Frost, Strom, et. al (2010), access to both curricular and non-curricular activities helps to produce an environment that encourages student engagement within a learning environment beyond what can be accomplished in a classroom alone.

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JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE												
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Memo

Opening 5 TBA - Anita S. Wooten Gallery

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Memo

PAYDAY

Opening 5 TBA - Anita S. Wooten Gallery

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SATURDAY

8 am Opening 5 TBA - Anita S. Wooten Gallery  
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SUNDAY

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Valencia is well known for its focus on the incoming student through orientation and encouragement to take Student Success as a good starting point for the new student. Programs that we have in place which help students succeed include Supplemental Learning, LinC (Learning in Community), and Service Learning.

JULY

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SEPTEMBER

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NOVEMBER

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DECEMBER

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**Memo**

Opening 5 TBA - Anita S. Wooten Gallery

**23**

**TUESDAY**

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**Memo**

Opening 5 TBA - Anita S. Wooten Gallery

**24**

**WEDNESDAY**

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**Memo**

Opening 5 TBA - Anita S. Wooten Gallery

2013

**JANUARY**

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**FEBRUARY**

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**APRIL**

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Memo

Opening 5 TBA - Anita S. Wooten Gallery

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Memo

Opening 5 TBA - Anita S. Wooten Gallery

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27

SATURDAY

8 am Opening 5 TBA - Anita S. Wooten Gallery  
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SUNDAY

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Engaging students as soon as they begin is critical to retention which will lead to graduation and hopefully, career attainment. To better the chance of student success, entails collaboration within the college-between academic faculty and student affairs. Frost, Strom, et. al (2010), posit that students are better served in three key areas: "campus involvement, academic engagement, and interactions with faculty and other students."

Reference:

Frost, R.A., Strom, S.L., Downey, J., Schultz, D.D., and Holland, T.A. (Spring, 2010). Enhancing student learning with academic and student affairs collaboration. Community College Enterprise, 16(1), 37-51.

JULY

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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24	25	26	27	28	29	30

DECEMBER

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29	30	31				

**29**

**MONDAY**

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**Memo**

Opening 5 TBA - Anita S. Wooten Gallery

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**30**

**TUESDAY**

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**Memo**

Final Exams, Term Ends, Day and Evening

Classes End (Full and B Terms)

Opening 5 TBA - Anita S. Wooten Gallery

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**31**

**WEDNESDAY**

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**Memo**

Faculty Work Day (Credit Classes Do Not Meet

Full and B Terms)

Opening 5 TBA - Anita S. Wooten Gallery

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2013

**JANUARY**

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20	21	22	23	24	25	26
27	28	29	30	31		

**FEBRUARY**

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17	18	19	20	21	22	23
24	25	26	27	28		

**MARCH**

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24	25	26	27	28	29	30
31						

**APRIL**

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**MAY**

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**JUNE**

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23	24	25	26	27	28	29
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<p><b>1</b></p> <p style="text-align: center;"><b>THURSDAY</b></p> <hr/> <p>7 am _____</p> <p>_____</p> <p>8 _____</p> <p>_____</p> <p>9 _____</p> <p>_____</p> <p>10 _____</p> <p>_____</p> <p>11 _____</p> <p>_____</p> <p>12 _____</p> <p>_____</p> <p>1 pm _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p> <p>4 _____</p> <p>_____</p> <p>5 _____</p> <p>_____</p> <p>6 _____</p> <p>_____</p> <p>7 _____</p> <p>_____</p> <p>8 _____</p> <p>_____</p> <p>9 _____</p> <p>_____</p> <p>Memo</p> <p>Grades Due (9 am All Terms)</p> <p>Faculty Work Day (Credit Classes Do Not Meet B Term)</p> <p>Opening 5 TBA - Anita S. Wooten Gallery</p>	<p><b>2</b></p> <p style="text-align: center;"><b>FRIDAY</b></p> <hr/> <p>7 am _____</p> <p>_____</p> <p>8 _____</p> <p>_____</p> <p>9 _____</p> <p>_____</p> <p>10 _____</p> <p>_____</p> <p>11 _____</p> <p>_____</p> <p>12 _____</p> <p>_____</p> <p>1 pm _____</p> <p>_____</p> <p>2 _____</p> <p>_____</p> <p>3 _____</p> <p>_____</p> <p>4 _____</p> <p>_____</p> <p>5 _____</p> <p>_____</p> <p>6 _____</p> <p>_____</p> <p>7 _____</p> <p>_____</p> <p>8 _____</p> <p>_____</p> <p>9 _____</p> <p>_____</p> <p>Memo</p> <p>Final Grades viewable in Atlas</p> <p>PAYDAY</p> <p>Opening 5 TBA - Anita S. Wooten Gallery</p>	<p><b>3</b></p> <p style="text-align: center;"><b>SATURDAY</b></p> <hr/> <p>8 am <small>Laylat al-Qadr</small> _____</p> <p>9 _____</p> <p>10 _____</p> <p>11 _____</p> <p>12 _____</p> <p>1 pm _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p> <p>6 _____</p>
<p><b>4</b></p> <p style="text-align: center;"><b>SUNDAY</b></p> <hr/> <p>8 am _____</p> <p>9 _____</p> <p>10 _____</p> <p>11 _____</p> <p>12 _____</p> <p>1 pm _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p> <p>6 _____</p>		

Founded in 1967, Valencia College operates six campuses and centers in Central Florida's Orange and Osceola counties, offering credit and continuing education programs. The college has more than 70,000 students and more than 80,000 students have earned degrees at Valencia since its founding.

From: [news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation](http://news.valenciacollege.edu/events/valencia-named-top-community-college-in-nation)

JULY							AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6					1	2	3		1	2	3	4	5	6	7				1	2	3	4	5					1	2		1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					

## CO-CURRICULAR PROGRAMS

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, guest speakers and film rentals. Student Development may also host programs of interest to all academic areas.

Research completed by Bringle, Studer, Wilson, Clayton & Steinberg (2011, June) has shown that civic-mindedness within higher education prepares students for the world beyond the academia. As part of a co-curricular program, students develop an “integration of the self with both civic activities and student activities.” (pg. 151).

Bringle, R., Studer, M., Wilson, J., Clayton, P., and Steinberg, K. (2011, June). Designing programs with a purpose: To promote civic engagement for life. *Journal of Academic Ethics*, 9(2), 149-164. DOI 10.1007/s10805-011-9135-2.



# AUGUST 2013

S	M	T	W	T	F	S
28	29	30 Final Exams, Term Ends, Day and Evening Classes End (Full and B Terms)	31 Faculty Work Day (Credit Classes Do Not Meet Full and B Terms)	1 Grades Due (9 am All Terms)  Faculty Work Day (Credit Classes Do Not Meet B Term)	2 Final Grades viewable in Atlas  PAYDAY	3 Laylat al-Qadr
Visual Arts: Opening 5 TBA						
4	5	6	7	8 Eid-al-Fitr	9	10
11	12	13	14	15	16 PAYDAY	17
18	19	20	21	22	23	24
25	26	27	28	29	30 PAYDAY	31
1	2	<i>Notes</i> _____ _____ _____ _____ _____				
For more details and any updates to this calendar, please refer to the Academic Calendar in the online official catalog.						

# Academic Calendar 2012–2013 • Important College Calendar Dates • FALL

Any revisions to this calendar made during the year will be found in the Academic Calendar in the official online catalog.

	Full Term 1	1st 8 Weeks H1	2nd 8 Weeks H2	1st 10 Weeks TWJ	2nd 10 Weeks TWK	1st 5 Weeks TR1	2nd 5 Weeks TR2	3rd 5 Weeks TR3	Middle 8 Weeks-LSC
Advanced Registration Begins Returning Students	May 14	May 14	May 14	May 14	May 14	May 14	May 14	May 14	May 14
Advanced Registration Begins New Students	May 22	May 22	May 22	May 22	May 22	May 22	May 22	May 22	May 22
Open Registration Begins New And Returning Students	May 25	May 25	May 25	May 25	May 25	May 25	May 25	May 25	May 25
International Student Application Deadline	June 15	June 15	June 15	June 15	June 15	June 15	June 15	June 15	June 15
Student Out of Country Student In Country	July 13	July 13	July 13	July 13	July 13	July 13	July 13	July 13	July 13
Financial Aid Priority Deadline For Upcoming Term* (1st Full Friday)	July 20	July 20	July 20	July 20	July 20	July 20	July 20	July 20	July 20
Application Priority Deadline Associate Degree	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10
Application Priority Deadline Baccalaureate Degree	July 27	July 27	July 27	July 27	July 27	July 27	July 27	July 27	July 27
Fourth Attempt Appeal Deadline	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10
Suspension Readmission Request Deadline	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10	Aug 10
Financial Aid SAP Appeal Priority Deadline	Aug 17	Aug 17	Aug 17	Aug 17	Aug 17	Aug 17	Aug 17	Aug 17	Aug 17
Fee Payment Deadline: FRIDAY (5pm) Deadline For Registration Period	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17	Aug 17 May 14–Aug 17
Late Registration Begins - Fees Assessed With Initial Enrollment	Aug 18	Aug 18	Oct 18	Aug 18	Sept 28	Aug 18	Sept 28	Nov 2	Sept 21
Faculty Report	Aug 21								
Senior Citizen and State Employee Registration Begins	Aug 22	Aug 22	Oct 19	Aug 22	Sept 28	Aug 22	Sept 28	Nov 2	Sept 21
Academic Assembly (Collegewide)	Aug 23								
Assisted Registration Begins	Aug 27	Aug 27	Oct 20	Aug 27	Oct 3	Aug 27	Oct 3	Nov 7	Sept 24
Final Fee Payment	Aug 27		Oct 18		Sept 27		Sept 27	Nov 1	Sept 20

\* Must meet all eligibility criteria including verification and transcript evaluation.

\*\* After this payment deadline, fees are due each Tuesday and Thursday until the Drop/Refund Deadline.

	Full Term 1	1st 8 Weeks H1	2nd 8 Weeks H2	1st 10 Weeks TWJ	2nd 10 Weeks TWK	1st 5 Weeks TRI	2nd 5 Weeks TR2	3rd 5 Weeks TR3	Middle 8 Weeks-LSC
Day & Evening Classes Begin (First Day of Classes for Each Term)	Aug 27	Aug 27	Oct 20	Aug 27	Oct 3	Aug 27	Oct 3	Nov 7	Sept 24
Proof of Florida Residency Deadline	Aug 27	Aug 27	Oct 20	Aug 27	Oct 3	Aug 27	Oct 3	Nov 7	Sept 24
Full Cost of Instruction Appeal Deadline	Aug 27	Aug 27	Oct 20	Aug 27	Oct 3	Aug 27	Oct 3	Nov 7	Sept 24
Change of Major & Credit To Audit Deadline	Sept 4	Sept 4	Oct 26	Sept 4	Oct 9	Sept 4	Oct 9	Nov 13	Oct 1
Drop/Refund Deadline (11:59pm)	Sept 4	Sept 4	Oct 26	Sept 4	Oct 9	Sept 4	Oct 9	Nov 13	Oct 1
No Show Reporting Period	Sept 5-14	Sept 5-14	Oct 27-Nov 15	Sept 5-14	Oct 10-19	Sept 5-14	Oct 10-19	Nov 14-23	Oct 2-11
Graduation Application Deadline	Sept 14	Sept 14	Sept 14	Sept 14	Sept 14	Sept 14	Sept 14	Sept 14	Sept 14
College Nights - Osceola West	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11	Oct 9 Oct 11
Spirit Day	Oct 18	Oct 18	Oct 18	Oct 18	Oct 18	Oct 18	Oct 18	Oct 18	Oct 18
Withdrawal Deadline -- "W" Grade (11:59pm)	Nov 2	Sept 28	Nov 30	Oct 12	Nov 16	Sept 21	Oct 26	Dec 7	Nov 2
Faculty Final Date to Enter Withdrawal	Dec 9	**LCM	**LCM	**LCM	**LCM	**LCM	**LCM	**LCM	
Veteran's Affairs Deferral Deadline	Nov 2								
Day and Evening Classes End	Dec 9	Oct 19	Dec 16	Nov 5	Dec 16	Oct 1	Nov 6	Dec 16	Nov 18
Final Exams	Dec 10-16	Oct 19*	Dec 16*	Nov 5*	Dec 16*	Oct 1*	Nov 6*	Dec 16*	Nov 18*
Term Ends	Dec 16	Oct 19*	Dec 16*	Nov 5*	Dec 16*	Oct 1*	Nov 6*	Dec 16*	Nov 18*
Grades Due (Faculty Submission Deadline)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)	Dec 17 (9 am)
Final grades viewable in Atlas	Dec 18	Dec 18	Dec 18	Dec 18	Dec 18	Dec 18	Dec 18	Dec 18	Dec 18
Faculty Work Days (Credit Classes Do Not Meet) Collegewide			Aug 21-24, Dec 17						
Faculty Work Day (Credit Classes Do Not Meet) Osceola and Lake Nona			Oct 9						
Faculty Work Day (Credit Classes Do Not Meet) West, East, Winter Park			Oct 11						
College Closed (Credit Classes Do Not Meet)			Sept 3, Nov 21-25, Dec 21-Jan 1						

\* Final exams are scheduled for the last class period for these parts of the term.

\*\* LCM = Last Class Meeting

# Academic Calendar 2012–2013 • Important College Calendar Dates • SPRING

Any revisions to this calendar made during the year will be found in the Academic Calendar in the official online catalog.

	Full Term 1	1st 8 Weeks H1	2nd 8 Weeks H2	1st 10 Weeks TWJ	2nd 10 Weeks TWK	1st 5 Weeks TR1	2nd 5 Weeks TR2	3rd 5 Weeks TR3	Middle 8 Weeks-LSC
Advanced Registration Begins Returning Students	Oct 22	Oct 22	Oct 22	Oct 22	Oct 22	Oct 22	Oct 22	Oct 22	Oct 22
Advanced Registration Begins New Students	Oct 30	Oct 30	Oct 30	Oct 30	Oct 30	Oct 30	Oct 30	Oct 30	Oct 30
Open Registration Begins New And Returning Students	Nov 2	Nov 2	Nov 2	Nov 2	Nov 2	Nov 2	Nov 2	Nov 2	Nov 2
International Student Application Deadline	Oct 19	Oct 19	Oct 19	Oct 19	Oct 19	Oct 19	Oct 19	Oct 19	Oct 19
Student Out of Country Student In Country	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16
Financial Aid Priority Deadline For Upcoming Term*	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16	Nov 16
Application Priority Deadline Associate Degree	Dec 7	Dec 7	Dec 7	Dec 7	Dec 7	Dec 7	Dec 7	Dec 7	Dec 7
Application Priority Deadline Baccalaureate Degree	Nov 9	Nov 9	Nov 9	Nov 9	Nov 9	Nov 9	Nov 9	Nov 9	Nov 9
Fee Payment Deadline: FRIDAY (5pm) Deadline for Registration Period	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14
Fourth Attempt Appeal Deadline	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14	Oct 22–Dec 14
Suspension Readmission Request Deadline	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14	Dec 14
Financial Aid SAP Appeal Priority Deadline	Jan 3	Jan 3	Jan 3	Jan 3	Jan 3	Jan 3	Jan 3	Jan 3	Jan 3
Late Registration Begins - Fees Assessed With Initial Enrollment	Dec 15	Dec 15	Feb 22	Dec 15	Feb 8	Dec 15	Feb 8	Mar 22	Jan 18
Faculty Report	Jan 3								
Senior Citizen and State Employee Registration Begins	Jan 3	Jan 3	Feb 22	Jan 3	Feb 8	Jan 3	Feb 8	Mar 22	Jan 18
Assisted Registration Begins	Jan 7	Jan 7	Feb 28	Jan 7	Feb 11	Jan 7	Feb 11	Mar 25	Jan 22
Final Fee Payment			Feb 22		Feb 8		Feb 8	Mar 22	Jan 18

\* Must meet all eligibility criteria including verification and transcript evaluation.

\*\* After this payment deadline, fees are due each Tuesday and Thursday until the Drop/Refund Deadline.

Full Term	1st 8 Weeks	2nd 8 Weeks	1st 10 Weeks	2nd 10 Weeks	1st 5 Weeks	2nd 5 Weeks	3rd 5 Weeks	Middle
1	H1	H2	TWJ	TWK	TRI	TR2	TR3	8 Weeks-LSC
Day & Evening Classes Begin (First Day of Classes for Each Term)	Jan 7	Feb 28	Jan 7	Feb 11	Jan 7	Feb 11	Mar 25	Jan 22
Proof of Florida Residency Deadline	Jan 7	Feb 28	Jan 7	Feb 11	Jan 7	Feb 11	Mar 25	Jan 22
Full Cost of Instruction Appeal Deadline	Jan 7	Feb 28	Jan 7	Feb 11	Jan 7	Feb 11	Mar 25	Jan 22
Change of Major & Credit To Audit Deadline	Jan 15	Mar 13	Jan 15	Feb 18	Jan 15	Feb 18	Apr 1	Jan 28
Drop/Refund Deadline (11:59pm)	Jan 15	Mar 13	Jan 15	Feb 18	Jan 15	Feb 18	Apr 1	Jan 28
No Show Reporting Period	Jan 16–25	Mar 14–23	Jan 16–25	Feb 19–28	Jan 16–25	Feb 19–28	Apr 2–11	Jan 29–Feb 4
Graduation Application Deadline	Jan 18	Jan 18	Jan 18	Jan 18	Jan 18	Jan 18	Jan 18	Jan 18
Learning Day	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8
Withdrawal Deadline – "W" Grade (11:59pm)	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8	Feb 8
Faculty Final Date to Enter Withdrawal	Mar 22	Apr 12	Feb 22	Apr 5	Feb 1	Mar 16	Apr 19	Mar 1
Veteran's Affairs Deferral Deadline	Apr 4	**LCM	**LCM	**LCM	**LCM	**LCM	**LCM	**LCM
Day and Evening Classes End	Mar 22	Apr 28	Mar 24	Apr 28	Feb 10	Mar 24	Apr 28	Mar 24
Final Exams	Apr 21	Apr 28	Mar 24	Apr 28	Feb 10	Mar 24	Apr 28	Mar 24
Term Ends	Apr 22–28	Apr 28*	Mar 24*	Apr 28*	Feb 10*	Mar 24*	Apr 28*	Mar 25*
Grades Due (Faculty Submission Deadline)	Apr 28	Apr 28	Mar 24	Apr 28	Feb 10	Mar 24	Apr 28	Mar 25
Final grades viewable in Atlas	Apr 29 (9am)	Apr 29 (9am)	Apr 29 (9am)	Apr 29 (9am)	Apr 29 (9am)	Apr 29 (9am)	Apr 29 (9am)	Apr 29 (9am)
Commencement	Apr 30	Apr 30	Apr 30	Apr 30	Apr 30	Apr 30	Apr 30	Apr 30
	May 4							

Faculty Work Days (Credit Classes Do Not Meet) Collegewide Jan 3–4, Apr 29  
College Closed (Credit Classes Do Not Meet) Collegewide Jan 21, Mar 4–10

\* Final exams are scheduled for the last class period for these parts of the term.  
\*\*LCM = Last Class Meeting

# Academic Calendar 2012–2013 • Important College Calendar Dates • SUMMER

Any revisions to this calendar made during the year will be found in the Academic Calendar in the official online catalog.

	Full Term 1	1st 6 Weeks Term A (H1)	2nd 6 Weeks Term B (H2)	1st 8 Weeks TWJ	2nd 8 Weeks TWK	1st 4 Weeks TR1	2nd 4 Weeks TR2	3rd 4 Weeks TR3
Advanced Registration Begins Returning Students	Feb 11	Feb 11	Feb 11	Feb 11	Feb 11	Feb 11	Feb 11	Feb 11
Advanced Registration Begins New Students	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19	Feb 19
Open Registration Begins New And Returning Students	Feb 22	Feb 22	Feb 22	Feb 22	Feb 22	Feb 22	Feb 22	Feb 22
International Student Application Deadline	Feb 15	Feb 15	Feb 15	Feb 15	Feb 15	Feb 15	Feb 15	Feb 15
Student Out of Country Student In Country	Apr 12	Apr 12	Apr 12	Apr 12	Apr 12	Apr 12	Apr 12	Apr 12
Financial Aid Priority Deadline For Upcoming Term*	April 5	April 5	April 5	April 5	April 5	April 5	April 5	April 5
Application Priority Deadline Associate Degree	Apr 26	Apr 26	Jun 7	Apr 26	May 24	Apr 26	May 24	Jun 21
Application Priority Deadline Baccalaureate Degree	Apr 15	Apr 15	Apr 15	Apr 15	Apr 15	Apr 15	Apr 15	Apr 15
Fee Payment Deadline: FRIDAY (5pm) Deadline for Registration Period	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26
Fourth Attempt Appeal Deadline	Feb 11–Apr 26	Feb 11–Apr 26	Feb 11–Apr 26	Feb 11–Apr 26	Feb 11–Apr 26	Feb 11–Apr 26	Feb 11–Apr 26	Feb 11–Apr 26
Suspension Readmission Request Deadline	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26
Financial Aid SAP Appeal Priority Deadline	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26	Apr 26
Late Registration Begins - Fees Assessed with Initial Enrollment	Apr 27	Apr 27	Jun 14	Apr 27	May 30	Apr 27	May 30	Jun 27
Faculty Report	May 2	May 2	Jun 14					
Senior Citizen and State Employee Registration Begins	May 2	May 2	Jun 15	May 2	Jun 1	May 2	Jun 1	Jun 29
Assisted Registration Begins	May 6	May 6	Jun 8	May 6	Jun 4	May 6	Jun 4	Jul 2
Final Fee Payment			Jun 14		May 30		May 30	Jun 27

\*Must meet all eligibility criteria including verification and transcript evaluation.

\*\* After this payment deadline, fees are due each Tuesday and Thursday until the Drop/Refund Deadline.

Full Term	1st 6 Weeks Term A (H1)	2nd 6 Weeks Term B (H2)	1st 8 Weeks TWJ	2nd 8 Weeks TWK	1st 4 Weeks TR1	2nd 4 Weeks TR2	3rd 4 Weeks TR3
Day & Evening Classes Begin (First Day of Classes for Each Term)	May 6	Jun 18	May 6	Jun 4	May 6	Jun 4	Jul 2
Proof of Florida Residency Deadline	May 6	Jun 18	May 6	Jun 4	May 6	Jun 4	Jul 2
Full Cost of Instruction Appeal Deadline	May 6	Jun 18	May 6	Jun 4	May 6	Jun 4	Jul 2
Change of Major & Credit To Audit Deadline	May 13	Jun 24	May 13	Jun 10	May 13	Jun 10	Jul 8
Drop/Refund Deadline (11:59pm)	May 13	Jun 24	May 13	Jun 10	May 13	Jun 10	Jul 8
No Show Reporting Period	May 14–23	Jun 25–Jul 4	May 14–23	Jun 11–20	May 14–23	Jun 11–20	Jul 9–18
Graduation Application Deadline	May 17	May 17	May 17	May 17	May 17	May 17	May 17
Faculty Final Date to Enter Withdrawal	**LCM	**LCM	**LCM	**LCM	**LCM	**LCM	**LCM
Withdrawal Deadline -- "W" Grade (11:59pm)	May 31	Jul 19	Jun 14	Jul 12	May 24	Jun 21	Jul 19
Veteran's Affairs Deferral Deadline	Jul 5						
Day and Evening Classes End	Jul 30	Jul 30	Jul 2	Jul 30	Jun 3	Jul 1	Jul 30
Final Exams	Jul 30	Jul 30*	Jul 2*	Jul 30*	Jun 3*	Jul 1*	Jul 30*
Term Ends	Jul 30	Jul 30	Jul 2	Jul 30	Jun 3	Jul 1	Jul 30
Grades Due (Faculty Submission Deadline)	Aug 1 (9am)	Aug 1 (9am)	Aug 1 (9am)	Aug 1 (9am)	Aug 1 (9am)	Aug 1 (9am)	Aug 1 (9am)
Final grades viewable in Atlas	Aug 2	Aug 2	Aug 2	Aug 2	Aug 2	Aug 2	Aug 2
Faculty Work Days (Credit Classes Do Not Meet) Collegewide	May 2–4 (Summer Full and A term) June 18 (Summer A term)	May 2–4 (Summer Full and A term) June 18 (Summer A term)	May 2–4 (Summer Full and A term) June 18 (Summer A term)	May 2–4 (Summer Full and A term) June 18 (Summer A term)	May 2–4 (Summer Full and A term) June 18 (Summer A term)	May 2–4 (Summer Full and A term) June 18 (Summer A term)	May 2–4 (Summer Full and A term) June 18 (Summer A term)
College Closed (Credit Courses Do Not Meet)	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4	July 14, 17 (Summer B term) July 31 (Summer Full and B term) Aug 1 (Summer B term) May 27, July 4

\* Final exams are scheduled for the last class period for these parts of the term.

\*\* LCM = Last Class Meeting

## 2013 CALENDAR YEAR

### JANUARY 2013

S	M	T	W	T	F	S
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### FEBRUARY 2013

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### MARCH 2013

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### APRIL 2013

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### MAY 2013

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### JUNE 2013

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### JULY 2013

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### AUGUST 2013

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### SEPTEMBER 2013

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### OCTOBER 2013

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### NOVEMBER 2013

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### DECEMBER 2013

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## 2014 CALENDAR YEAR

### JANUARY 2014

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### FEBRUARY 2014

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### MARCH 2014

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### APRIL 2014

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### MAY 2014

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### JUNE 2014

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### JULY 2014

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### AUGUST 2014

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### SEPTEMBER 2014

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### OCTOBER 2014

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### NOVEMBER 2014

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### DECEMBER 2014

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# CLASSROOM CONNECTION



“A difference is only a difference if it  
makes a difference.”

—Hernstein & Murray (1980).  
*Analytical Statistics and Multivariate Approaches*

## WHAT IS LIFEMAP?

LifeMap is Valencia's developmental advising system that focuses on current students to identify, clarify and realize their academic and life goals. It is a process that gives students direction-by opening up possibilities. It is also a means for students to figure out who they are, what their talents are, and what challenges they face. The key benefit is seen as "personal direction: a way to find their own path in life and get there faster." LifeMap points the way to resources that will help students find their own path—both Valencia resources and life resources like faculty, family, friends, employers, etc. In essence, LifeMap becomes a template for accomplishing any life goal.

- While students have heard of LifeMap, the real issue is helping them understand that it's not a pre-packaged thing or product. The word "LifeMap" tends to put it in a box—the LifeMap signage breaks out of the narrow interpretation to help students achieve a greater depth of understanding of the process of planning that LifeMap encompasses.
- One way to envision LifeMap is to think of it as something students define for themselves. Every point of contact a student has with Valencia—courses, fellow students, professors, advisors, programs and services—are resources that help students plan for and reach their goal. It's up to the students to decide which ones they need and to make the most of them.

## LIFEMAP PROJECT INTRODUCTION

During the Spring 2012 term, a group of faculty members met for a series of discussions in which we learned together about what LifeMap is and how classroom learning contributes to LifeMap's learning goals for students. A history of LifeMap and the research behind it was reviewed and the Atlas tools that support LifeMap were demonstrated.

Faculty participants developed specific learning opportunities that contribute to LifeMap learning outcomes related to their discipline and the courses they taught. The faculty implemented the learning opportunities in their spring classes. Toward the end of the term, each faculty member presented what they did and what they learned from this project. The following is a sample of Faculty Lifemap Projects and the learning outcomes. We hope you will find these useful in understanding how you can implement LifeMap into your courses.

# FACULTY LIFEMAP PROJECT: DIANE REED

## **FACULTY NAME:**

Diane Reed

## **PROJECT TITLE:**

Health Care Career Investigation (HC<sup>2</sup>I)

## **COURSE NAME AND TITLE:**

HSC 1531 Medical Terminology

## **LEARNING OUTCOMES:**

1. Students will complete the Career Values Assessment (CVA).
2. Students will identify their personal work values.
3. Online students will investigate and blog about one of the occupations they would choose as a career from their CVA list.
4. Traditional classroom students will investigate and present one of the occupations they would choose as a career from their CVA list.

## **OVERVIEW:**

Pre-health care program students will take a Career Values Assessment (CVA) that will provide information to help them discover a satisfying healthcare career. Students will link their career work values (personal needs & motivators) to a career chosen from their CVA list. Students will then share their findings.

## **METHOD:**

- Instruction was provided in class by showing students the entire process of accessing LifeMap, as well as completing the following project instructions:
1. Students should click on the LifeMap tab at the top of their Atlas page.
  2. Students should click on My Career Planner, then click on 'Take me to My Plan'.
  3. Under the green 'Assessment' word, students should click on 'Values Assessment'.
  4. Students should click on the orange 'Start Test' button and then follow the instructions for completing the assessment.
  5. Upon completion of the assessment, the students should read their report and click on the "CareerMatch" link at the top of the report.
  6. Students should click on a 'Career Title' that they will investigate and present learned information either in a blog or face-to-face.

## **ASSESSMENT:**

- Results of the pre and post surveys are noted below
1. CVA accessible via Atlas
  2. Pre and post CVA survey of career choices (attached)
  3. Percent change (if any) from initial career choice (results)

## **PROJECT OUTLINE:**

Not applicable

## **PROJECT INSTRUCTIONAL MATERIALS:**

1. Health Care Career Investigation written project instructions.
2. Pre-CVA and post-CVA surveys.

## **IMPLEMENTATION RESULTS:**

Initially the students were appreciative for the simple fact that completion of the project requirements, earned them extra credit. However, the results for some students from the pre and post survey provided them with valuable information such as insight into a career they had not researched and confirmation for others regarding the career of their dreams.

Interesting results known from the completion of the pre and post surveys are as follows:  
25% Changed their major out of healthcare.  
55% Said the CVA made a difference in their career choice.  
45% Did not know or have a realistic view of their major.

Some students were adamant in their resolve to continue on in their chosen career field even though the CVA suggested no healthcare careers. I did explain the CVA was not a tool to decide right or wrong career choices. It provides data to explain how choosing a career that is not on your CVA list goes against your average and points out statistical probabilities of career success and suitability.

Students further verbalized a sense of accomplishment for gaining knowledge of and the ability to use the **myplan.com** features. In the future, I encouraged them to make use of all the LifeMap tools.

# FACULTY LIFEMAP PROJECT: JAMY CHULAK

## FACULTY NAME:

Jamy Chulak

## PROJECT TITLE:

A Personal Transition as a Professional Beyond Valencia College

## COURSE NAME AND TITLE:

RET 1875L Clinical Practice II

## LEARNING OUTCOMES:

The student will be able to identify how personal tendencies may affect them in a professional work environment.

## OVERVIEW:

Each student in the graduating class will participate in the Myers-Briggs Jung Typology survey. They will report the results that identify their personal tendencies and describe how their tendencies may impact their professional practice beyond Valencia.

## METHOD:

### Step 1.

Students were asked to participate in the Myers-Briggs Jung Typology survey at the hyperlink provided. The survey is 72 questions and can take around 10 minutes to complete. [humanmetrics.com/cgi-win/jtypes2.asp](http://humanmetrics.com/cgi-win/jtypes2.asp)

### Step 2.

The results of the students' survey was provided with a 4-letter description of their personality tendencies. Students recorded and Googled their results (four letters). Students found their Portrait on [personalitypage.com](http://personalitypage.com) for consistency.

### Step 3.

Next the students were asked to complete the follow Qualtrics survey to reflect on this exercise. [valenciacollege.qualtrics.com/se/?sid=sv\\_bdyujgiy1qpyy](http://valenciacollege.qualtrics.com/se/?sid=sv_bdyujgiy1qpyy) (note: this URL is no longer active)

These are great exercises that the student can repeat in the future and trend how they may change as a professional. The students should acknowledge their strengths and work on their weaknesses described as tendencies. Enjoy!

A survey was conducted at [humanmetrics.com](http://humanmetrics.com) using Qualtrics survey tools that are available to the faculty at Valencia. The results were recorded for analysis and student reflection.

## ASSESSMENT:

[valenciacollege.qualtrics.com/se/?sid=sv\\_bdyujgiy1qpyy](http://valenciacollege.qualtrics.com/se/?sid=sv_bdyujgiy1qpyy) (note: this URL is no longer active)

### Success Indicators:

- Students should be able to set goals that reflect their ability to think critically, evaluate opportunities, identify additional educational needs and act to meet those educational needs at Valencia.
- In periods of career transition, re-tooling, or acquiring new skills, students should re-engage the cycle of goal setting, career development, and educational planning that they learned at Valencia.

## PROJECT OUTLINE:

1. Identify learning outcome
2. Create Qualtrics survey
3. Implement online survey assessment at [humanmetrics.com](http://humanmetrics.com)-Jung Typology
4. Implement Qualtrics survey
5. Record Results
6. Create presentation describing the project's outcome

## PROJECT INSTRUCTIONAL MATERIALS:

See Method

## IMPLEMENTATION RESULTS:

### Student Comments:

- I have already made changes in how I communicate with others now that I can better identify their personality type.
- Recognizing my personality tendencies will now and for the future have a positive impact in my future profession.
- Recognizing/knowing other personality tendencies is probably more important than knowing my own. If I can recognize their type, then I will know how to work with that person(s) better
- It helps me to see how I am perceived by others.
- For me, I guess I really never saw myself as a leader even though I have been in leadership roles. As such, I need to be ok with the demands that accompany this role both emotionally and how I am perceived by others.

# FACULTY LIFEMAP PROJECT: KITTY HARKLEROAD

**FACULTY NAME:**

Kitty Harkleroad

**PROJECT TITLE:**

Career Choices in Dental Hygiene

**COURSE NAME AND TITLE:**

DEH 2812 (Dental Hygiene IV)

**LEARNING OUTCOMES:**

1. The student will assess the advantages and disadvantages of alternative career choices in dental hygiene, besides private dental offices.
2. The student will formulate short and long-term career goals.

**OVERVIEW:**

On Jan. 18, 2012, students were assigned the Career Choices Project. Three weeks later, on Feb. 8, 2012, students turned in written reports and presented short oral reports on the alternative career choice they researched.

**METHOD:**

A short interactive lecture was presented to the students on current dental hygiene employment trends. Most dental hygienists work in private dental offices. Private practice jobs are increasingly hard to find in today's economy. Students need to be aware of alternative settings for dental hygiene practice. The American Dental Hygiene Association (ADHA) website was encouraged as a resource for the project. The ADHA website has links to hygienists working in a variety of alternative settings.

For this project, students were instructed to research a dental hygiene career choice (besides general clinical practice) that interested them. Students were to write a 1-2 page report and present an oral report to the rest of the class. Specific guidelines had to be followed for the reports. Below is the information the students had to find out:

1. Why does this career choice interest you?
2. What are the steps necessary to pursue this career choice?
  - A. What are the educational requirements?
  - B. Is some specialized training required for this career choice?
  - C. Is any specific experience a prerequisite for this career choice?
  - D. What would the financial cost be to pursue this career choice?
  - E. How much time would be required to qualify for this career choice?

3. What would the job title be for this career choice?
4. What would the job responsibilities be for this career choice?
5. What is the average financial compensation for this career choice? Does this career choice offer any fringe benefits?
6. Is re-location necessary for this career choice?

As part of their research, students had to contact a person in the career choice they selected to obtain at least some of the above information.

**ASSESSMENT:**

A pre-survey asked the following questions:

1. Have you ever visited the ADHA website?
2. Have you been to the ADHA website link "Education & Careers"?
3. Have you ever considered alternative career choices in dental hygiene (besides general private practice)? If yes, what career(s)?
4. What are your short-term career goals?
5. What are your long-term career goals?

The post-survey asked:

1. Did you visit the ADHA website as a result of this project?
2. Was the ADHA website helpful with this project?
3. Are you considering alternative career choices in dental hygiene (besides general private practice) as a result of this project? If yes, what career(s)?
4. Have your short-term career goals changed as a result of this project?
5. Have your long-term career goals changed as a result of this project?

The written reports were graded by a rubric. The oral reports were presented during a pot-luck luncheon. Students were grouped by type of career choice and shared their findings with others in the small group. Then one or two of the group members shared the group's findings with the rest of the class. The class was encouraged to ask questions, and the advantages and disadvantages of each career choice were discussed. Participation was required, but no grade was given for the oral reports.

## IMPLEMENTATION RESULTS:

Results from the pre-surveys revealed that all of the students had visited the ADHA website prior to the assignment, but only half of the students had been to the “Education & Careers” link.

In the post-survey, only 5 of 18 students found the ADHA “Education & Careers” link helpful. They reported that many of the hygienists’ contact information was outdated or incorrect. Students who were successful at contacting a hygienist in their career choice said responses were not timely. I shared this information with the ADHA.

Before the project, 10 out of 18 students had considered working in alternative practice settings. After the project, 14 students are now considering practice settings beside private dental offices.

The alternative practice settings that the dental hygiene students researched included:

Education	Sales & Marketing
Public Health	Research
Military	Hospital
Prison	Myofunctional Therapy

Originally all of the students stated that their short-term goal was to practice in a private dental office to gain some experience and make some money. After the assignment, 2 of the students said their short-term goals had changed.

I was very happy to see that after the assignment, 8 of the 18 students reported that their long-term career goals had changed. Two students reported “maybe”.

The students’ written report grades were as follows:

10/10 – 3 students

9.5/10 – 8 students

9/10 – 6 students

(One student withdrew from the program during the time this assignment was occurring.)

I think this project was successful at broadening the dental hygiene students’ knowledge on practice setting opportunities besides private dental offices. As it becomes harder and harder for dental hygiene graduates to find full-time employment in traditional practice settings, these students are now equipped with valuable information about alternative career choices for dental hygienists.

# FACULTY LIFEMAP PROJECT: COLEEN JONES

**FACULTY NAME:**

Coleen Jones

**PROJECT TITLE:**

Employment Communication

**COURSE NAME AND TITLE:**

Business Communications (OST1335)

**LEARNING OUTCOMES:**

Students will use my career planner in LifeMap

- a. Career Values Assessment
- b. US Dept of Labor Occupational Outlook Handbook
- c. My Job Prospects
- d. Florida Choices

Students will research business/careers available in their major and create a PowerPoint presentation to present to class; they will also create a letter of application, résumé, and follow-up letter and create an employment portfolio

**OVERVIEW:**

As part of the learning objectives in the OST1335 students will be able to research business/careers available in their major and will create a letter of application and résumé. In my classes, students were concerned with how to go about applying for a job, where to look for a job and how to create a résumé when applying for a job. I felt that it was important to implement an employment portfolio in the Business Communications class. The student would create this portfolio in OST 1335 and continue to update their portfolio throughout their college education and even help launch them into their career. By using my career planner in LifeMap they were able to enhance this project.

**METHOD:**

First I did an overview of LifeMap by walking the students through each of the areas of LifeMap. The students were then given the career interest project with instructions to use only my career planner and my job prospects to complete their research and presentation. Upon completion of their presentation to the class, the students were then given instructions on completing a résumé. A memo was given to the students with instructions to find a job advertisement for a position that they were interested in pursuing now or upon graduation. They then were asked to apply to this position using the résumé they created along with a letter of application. The students were then divided into pairs and exchanged résumés/application letters. Each student read their partner's résumé/application letter and made comments on them. They then did a mini interview with each

other. These were then turned in to me for my review, comments and suggestions for improvement. The students then created a follow up letter, assuming they had received a job interview for the position and used their partner's name, address, etc. for the follow up letter. Once all of the corrections and suggestions were made, the students created a portfolio and a complete copy was turned in to me. This portfolio can now be used on an ongoing basis to apply for jobs.

**ASSESSMENT**

I wanted to make sure that all of the students were successful and had a finished product that they would be proud of, as well as practical for the years ahead. I gave specific instructions for each section of the portfolio and then had them submit it to me for review. Next, I graded the assignment and individually discussed what needed to be "tweaked" or corrected. The student would proceed by making the necessary corrections and then re-submit to me. Each section was given an individual grade and at the end, they submitted everything to me as a professional portfolio. The students were given a final grade for the portfolio as a whole.

**PROJECT OUTLINE**

Each section of the portfolio had specific instructions, examples and the students were given guidance throughout each step.

**PROJECT INSTRUCTIONAL MATERIALS:**

LifeMap, career interest project, résumé presentation, résumé worksheets, action verbs to strengthen a résumé, memo for application project, how to format a résumé, an example of a résumé, application letter, and a follow-up letter.

**IMPLEMENTATION RESULTS:**

I felt that this project was a success. The students were so excited and proud of their accomplishment. Some of the students discovered that their planned career path was not going to meet their expectations and decided to make a career path (LifeMap) change based on these activities. Other students gained new insight on how to begin to achieve their career path using their newly found resources and began to apply for their final goal: their new career (several even were hired).

I plan on continuing to use this portfolio project as I find that there is more than sufficient evidence that this project increases student success and their learning outcomes.

# FACULTY LIFEMAP PROJECT: MARVA H. PRYOR

## **FACULTY NAME:**

Marva H. Pryor

## **PROJECT TITLE:**

My Financial Plan Project

## **COURSE NAME AND TITLE:**

Intro to Business GEB 1011 – online course

Business Math MTB 1103 – online course

## **LEARNING OUTCOMES:**

After completing the assignment, students will be able to:

- Prepare a personal budget
- Understand the employment outlook and beginning salary for their chosen career
- Compute taxes for the 1040EZ tax form
- Utilize consumer financial websites to develop budgets
- Identify various common living expenses

## **OVERVIEW:**

Students will prepare a personal budget that summarizes typical uses and sources of money for a person entering the job market. Students must research and anticipate the salary and living expenses for their first years out of college and working in their chosen profession.

## **METHOD:**

The project was divided into two parts.

- Part 1: Complete the LifeMap Financial Literacy 101 course
- Part 2: My Financial Plan Project

## **ASSESSMENT:**

All plans must include the following:

Financial Literacy 101 Completion Certificate with their score, 10 Points

The Career Summary, 20 Points

The Occupational Outlook Handbook pages, 5 Points

Education Costs for each school, 5 Points

Financial Aid Calculator repayment of school loans, 5 Points

The 1040EZ tax return, 10 Points

Tax Worksheet, 10 Points

Apartment Information, 5 Points

Utilities Estimate, 5 Points

Renter's Insurance Estimate, 5 Points

Cars.com Payment Summary, 5 Points

Auto Insurance Quote Summary, 5 Points

Personal Budget Worksheet, 10 Points

The above is the minimum requirement for the My Financial Plan Project. Students include documentation as needed for their plan. If they chose to use their actual

bills/statements, they were required to state that they were using their actual bills and include that documentation. Students did not include their personal identification on the submissions, only their name.

## **PROJECT OUTLINE:**

Students prepared a personal budget that summarized typical monthly expenses for a single person, living alone and entering the job market. This budget will anticipate expenses of their first few years out of college, working in their chosen profession.

### **Part 1 – My Lifemap – My Financial Planner**

To gain a basic and common knowledge of financial planning that all students should have to be successful in life, students completed the Financial Literacy 101 course. This course is located in the My Financial Planner My Lifemap tab of Atlas. ([atlas.valenciacollege.edu](http://atlas.valenciacollege.edu))

Students will find that this course will provide them with helpful tips for now and the future. It is good knowledge for students who are just beginning their journey as well as a refresher for those students who have been in the workforce for a while.

After they successfully completed the course, they printed/copied the Assignment Completion page that includes their score for the course (Their name was printed at the top of the page). Or they printed/copied the Completion Certificate on the left of their home page for the course. Documentation of course completion needed to be included in the project. After completing the course, students were to explore the rest of the Financial Literacy 101 site for many useful tips.

### **Part 2 – Career Choice**

Students researched their chosen career (or a career that interested them) and completed The Career Summary. Students were able to research their career in the Occupational Outlook Handbook. Students would find this site helpful in researching many career topics and questions; [bls.gov/ooh](http://bls.gov/ooh). Students could also use Valencia's Career Center as a resource as well. They were required to research the starting salary along with the items on the Career Summary.

Students estimated their monthly payment of student loans that they plan to use for funding their education and other expenses. The Financial Aid Calculator was used to help them estimate their payment.



Students estimated their monthly payment for health insurance. For this project and their convenience, students were required to use the following figures:

- Union job (white or blue collar) - \$60.82/month
- White Collar Non-Union job - \$174.77/month
- Entrepreneur/Self-Employed/Own Practice - \$287/month

This does not include dental insurance.

### Part 3 – Taxes

Based on their chosen career's starting salary, students completed a 1040EZ tax form to compute annual federal income tax. [irs.gov/pub/irs-pdf/f1040ez.pdf](https://www.irs.gov/pub/irs-pdf/f1040ez.pdf) Caution: Students did not officially file this tax return.

Next, students completed the Tax Worksheet that summarized their income, Social Security and Medicare taxes. They were also able to calculate their gross monthly budget and total monthly taxes.

### Part 4 – Home and Auto

Students selected an apartment or home (rental) that fits within their monthly budget in the city and stated where they plan to live after graduation. They checked on utilities and obtained an estimate of the utilities. They used this link to estimate utilities: [consumerspower.org/home\\_energy/billestimator.php](http://consumerspower.org/home_energy/billestimator.php).

Obtained a quote for renter's insurance to cover their personal assets. Students could also use any online quote from any insurance company. For their convenience, included in the packet is an Insurance instructions page on obtaining quotes.

Selected an automobile and calculated a monthly payment. Students could choose to finance the automobile between 1 to 5 years. They could also use [Cars.com](http://Cars.com) for this calculation. Also, they obtained a quote on insurance for the car that they selected. Created an estimate of monthly car maintenance, gas, oil changes, etc.

### Part 5 – Other Living Expenses

Other expenses to include are:

- Phone plan – mobile, internet, or home
- Food – groceries
- Personal/Misc. expenses (haircuts, manicures, etc.)
- Clothing expenses (estimate an annual amount and divide by 12)
- Cable and internet plans
- Entertainment/Restaurants
- Savings/Retirement
- Other

### Part 6 – Personal Budget Worksheet

Completed the Personal Budget Worksheet. (students could use an Excel Spreadsheet if they preferred.)

Included documentation of all their estimates.

### PROJECT INSTRUCTIONAL MATERIALS:

- My Financial Planner
- My Career Planner

### IMPLEMENTATION RESULTS:

Student Comments:

- The way I was brought up, I have set financial and or methods of progressing through my life setup by myself when I was young. I learned about most of the items that were mentioned and already had better ways to find information and setup the plan. Most beneficial was the outside sources that gave information regarding the jobs that were in a field I am fond of. As I said before, my experience is obviously completely different from the generic student that aren't schooled in these things as early as I was, so with that, I will not answer the last question.
- I thought that the financial planner assignment was a very beneficial assignment. The Financial Literacy 101 was probably the most effective of the entire assignment, it gave a good refresher on life and balancing a budget. I also liked the career summary and its contents because it gives you a truer insight on what to really expect when moving out into the real world. I wish I would have had something like this when I was actually choosing a career, it may have made me think a little longer about what career choice I should make.
- My Financial Plan was a very informative assignment. I actually enjoyed it because it opened my eyes to things I've never considered. After completing the Financial Literacy 101, I have a different outlook on how I spend money. I have a budget that I follow and I only use my credit cards for gas and/or emergencies. To actually see my expenses on paper really helps. I used to just pay bills and spend a little bit here and there on other things and wouldn't know where it went.
- This assignment has put a new perspective on financial planning for me. I always thought I had a natural gift for budgeting my income with the bills and debts in my life, but this assignment has allowed me to learn more skills. This assignment was more than just a mathematical one, it can assist me throughout my life by understanding and seeing where all my money goes.

# FACULTY LIFEMAP PROJECT: RHONDA OEHLRICH

**FACULTY NAME:**

Rhonda Oehlich

**PROJECT TITLE:**

SPC 1608: Fundamentals of Speech Communication

**COURSE NAME AND TITLE:**

Calculus for Business and Social Sciences  
(MAC 2233)

**LEARNING OUTCOMES:**

Designed for students to make connections with each other and on campus to enhance their ability to succeed in the classroom and on the campus. Mini-speeches are presented in groups, to ease public speaking anxieties. Completed early in the semester, students proactively consider campus resources, before needed, and simultaneously build confidence through speaking opportunities rather than jumping into “the dreaded speech.”

**OVERVIEW:**

Divide and Conquer! Students explore resources available through LifeMap and Atlas. Then, share that information with classmates through mini-speech presentations

**METHOD:**

Students are divided into teams of 4-5. Each team is assigned a different self-discovery assessment. Individuals within the team complete the assessment. Test results are discussed. Was it relevant? Was it accurate? Did you learn new information about yourself? The class sits in a circle to informally share information from team discussions. Each student shares an aspect of their team’s discoveries. Since students speak on behalf of their team, it is designed to reduce the fear of rejection; a common fear in public speaking.

Team Explorations: Each team is assigned a LifeMap virtual-student guide along with a set of resources to explore. Using the profile of their guide, the group explores LifeMap and then divides aspects between individuals to explore further.

Individuals: Each student looks for three useful services or connections through LifeMap and Atlas, according to their assignment, and presents the information to their group.

Next, each student creates a mini-speech and includes the name of the resource, three facts, and repeats the resource. Similar to writing a paragraph, the mini-speech is built upon three main points. Students practice their

mini-speeches in their teams. The team stands together at the front of the classroom as the individuals present their information.

**ASSESSMENT**

Speaking opportunities are designed to allow students to build on previous success. Students are not graded on speech performance. The focus is on completing the assignment on-time and according to the instructions.

**PROJECT INSTRUCTIONAL MATERIALS:**

Assignment Checklist  
Assignment PowerPoint

**IMPLEMENTATION RESULTS:**

Know Your LifeMap-Network Assignment contributes to creating a comfortable classroom environment where it is safe to make mistakes. There are multiple student outcomes. Students build relationships through teams, explore resources proactively, and learn the results of properly planning positive presentations. Speaking anxiety is reduced by eliminating the pressure to perform for a grade.

Since students are graded on completing assignments on-time and according to instructions, students are able to present very well. Because of this, they have a positive speaking experience to reflect upon.

## JAMES M. AND DAYLE L. SENEFF HONORS COLLEGE

The James M. and Dayle L. Seneff Honors College was established to teach students to be leaders in their communities and, in so doing, awaken them to a new world of opportunities for personal and civic growth. Students in the program select between four different curricular tracks: interdisciplinary studies, leadership, undergraduate research, and a general education track that emphasizes Jeffersonian principles. Honors classes are kept small, creating low student-to-professor ratios and opportunities for experiential learning. For information about the James M. and Dayle L. Seneff Honors College and honors scholarships, visit [valenciacollege.edu/honors](http://valenciacollege.edu/honors).

## VALENCIA'S NEW BACHELOR'S DEGREE PROGRAMS

Valencia will, for the first time, offer Bachelor's degree programs starting in Fall 2011. Students on a specific career track can transfer into programs that lead to:

### **Bachelor of Science in Electrical and Computer Engineering Technology**

Concentrations in computer systems, electrical/electronic systems and lasers and photonics

Valencia College's Bachelor of Science in Electrical and Computer Engineering program was developed in partnership with local engineering professionals and incorporates the same state-of-the-art equipment found in the research and development departments of major companies. That way, students will be prepared to meet both industry demands and employer expectations by graduation. And with small class sizes of only about 22 people, students will get the same individual instruction and support that students have come to expect from Valencia.

### **Bachelor of Science in Radiologic and Imaging Sciences**

Concentrations in computed tomography, magnetic resonance imaging and quality management.

Valencia College's Bachelor of Science in Radiologic and Imaging Sciences program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), Valencia's Bachelor's program is designed to help meet industry demands and employer expectations. Thanks to our partnerships with local healthcare providers, this program was designed to meet the local workforce needs and can provide placement for students to conduct your practicum. In addition, this program is especially ideal for working professionals, since all courses, except for the practicum, are offered online.

# LIFE GOALS ASSESSMENT

Below is an example of what we can provide students as a Life Goals Assessment:

## What do you want to achieve?

*(In some categories, more than one response may apply.)*

### Lifestyle *(Socio-economic status)*

- Upper middle class to wealthy (live in the best part of town, buy whatever I want, whenever I want)
- Middle class (live in a nice house, pay all bills and save money for future, send children to college, travel)
- Working class (live in a decent house, pay all bills)

### Relationships

- A satisfying and fulfilling marriage
- Remain unmarried
- Have children
- Maintain good family relationships (parents, siblings, etc.)
- The love and admiration of many friends
- A few good friends

### Spirituality/Social Consciousness

- Be an active member of my church
- Have a personal definition of the meaning of life
- Practice a satisfying religious faith
- Religion/spirituality is not important to me
- Make a personal contribution to society (outside of my job)
- Serve as a community/national/international leader

### Personal

- Good health
- A very attractive appearance
- A very youthful appearance
- Freedom to do what I want
- Complete self-confidence

### Work

- A challenging and ambitious career
- A job where I can leave responsibilities behind when I leave work
- National or international fame
- Freedom within my work setting
- Work in an office setting
- Work in a variety of physical locations, some outdoors
- Flexible work hours
- A stable job where continued employment is not at risk
- An entrepreneurial job where I can create my own future

### Education

- A degree I can complete in two years
- A degree I can complete in four years
- A degree that requires graduate study
- A degree that requires high levels of math and science
- A degree that requires high levels of reading and writing

# INTERPRETING YOUR RESPONSES

## LIFESTYLE

In general, higher paying jobs require more education, more risk, and/or more dedication to work. High-paying, “stable” jobs usually require graduate school and job commitment that continues after work hours and on weekends. Similarly, the business entrepreneur who makes “big bucks” typically took a lot of risk on his/her own and spent a lot of time and energy to start and build his/her business.

## RELATIONSHIPS

The balance of work and family commitments is the major issue for modern-day adults. Magazines and self-help books abound on “how to have it all.” The truth is that each of us has only 24 hours a day and we have to make choices on how to allocate our time. People who choose to stay single and/or not have children generally have more time to devote to career, work, or leisure activities. Family commitments to parents and others are also important to consider when thinking about job commitment and your geographical flexibility.

## SPIRITUALITY/SOCIALLY CONSCIOUS

These values also involve the amount of time and personal energy that you want to have to devote to them. Your commitment to a particular community, the kind of community, and social ties may also determine your flexibility in moving to other parts of the state, country or world.

## PERSONAL

Your commitment to personal health is both a time commitment and a willingness to sacrifice health or physical fitness for other priorities in life. Your emphasis on personal attractiveness may be related to your career or work interests.

## WORK

Beyond the specific skills and interests needed for different careers, jobs vary as to the work setting, responsibilities that continue after the work day, geographical flexibility required, amount of risk or change in the profession, and amount of freedom associated with work hours or where the work is done.

## EDUCATION

The amount and type of education you will need is closely tied to the career that you seek. Most careers have a required level of education to get started and then expect higher levels of education for career advancement. In general, more education is also related to higher salaries, although that is not always the case. Through education, you can also discover career opportunities that you didn't know existed when you started.

*(Continued on Next Page)*

Based on your responses to the checklist and the interpretation provided, describe your life goal in each of the areas below. Keep this as a reference as your ideas may change. Revisions are always allowed.

As of \_\_\_\_\_, my life goals are:  
(fill in date)

- Lifestyle
- Relationships
- Spirituality/Social Consciousness
- Personal
- Work
- Education

It may be helpful to promote discussion of students' ideas with us, faculty during office hours, an advisor/counselor in Student Services, an advisor in The Career Center, or anyone else who can help devise priorities.

# CAREER ENVIRONMENT ASSESSMENT

Review the following list of work environment values and circle those that are most important to you.

Working with others	Work directly with individuals or groups
Working with things	Designing, repairing or managing products
Helping others	Providing assistance or support to individual people
Impact on society	Providing services or information that has a direct impact on society and the community
Working alone	Working independently on solo projects
Competition	Working in a competitive work environment or industry, competing with co-workers or other businesses
Creativity	Freedom to create, design and develop your own ideas
Working in an office setting	Having your own designated workspace indoors
Working outdoors	Daily work is outside of the office setting
Traveling	Traveling nationally or internationally 3-5 times per month
Working from 9-5	Standard workday structure
Supervision	Direct responsibility for others
Routine	Structured workday with minimal change or variation
Advancement	Clear opportunities for future career advancement
High Salary	Awarded monetarily for good work
Personal recognition	Recognition and fame are key benefits to a job well done
Variety	Work offers a wide range of duties and skills

Now, list your top three work environment values and describe how these values match your career choice.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

How can you bring more of these values into your daily work life?

How can you develop these values in your life outside of work?

# EDUCATIONAL PLAN ASSESSMENT

**Part 1:** Of the statements below, check off those that apply to you and fill in the blanks where you can.

- 1. I know what level of education/degree(s) is/are needed to be successful in my career choice.
- 2. I know I need to major in \_\_\_\_\_ at a university to be successful in my career.
- 3. I know \_\_\_\_\_ (college or university) offers my chosen major.
- 4. I know that the \_\_\_\_\_ degree option at Valencia is the best choice to prepare for a major in \_\_\_\_\_ at the university level.
- 5. I have researched which common prerequisite courses are needed to enter the university at junior standing.
- 6. I know I will have \_\_\_\_\_ elective credits to complete after I finish my common course prerequisites.
- 7. I have researched which elective courses would be best for my career choice.
- 8. I plan to participate in the following activities to help me achieve my true academic potential:

**Part 2:** For any of the statements above that you were unable to check off, review the corresponding suggestion below for help in planning your education.

1. You can learn what educational level is needed for a particular career by visiting The Career Center on any campus or by researching the specific job title in My Career Planner in Atlas.
2. To determine which major you should pursue for a particular career title, you can visit the Career Center, review the requirements listed in the want ads or job applications, discuss it with faculty/staff members, or talk to a professional who works in that career field.
3. You can find out if a particular major is offered at any of the state colleges or universities in Florida by visiting **facts.org**. To learn about private or out-of-state colleges, you can search the individual college catalogs online. Visit the Career Center for additional assistance.
4. You can research Valencia's degree options in the college catalog, specific program sheets or at **valenciacollege.edu/programs**. If you need additional assistance, please visit the Student Services Office on any campus.
5. Common course prerequisites can be found in the transfer plan and pre-major listings in the Valencia catalog, at **facts.org** and within the university catalogs under the specific degree requirements.
6. You can determine the number of electives you will need by completing a My Education Plan and/or a Degree Audit in Atlas.
7. You can research which elective courses to take by talking with a professional in the field, your faculty members, academic advisors/counselors and/or a career center advisor/counselor.
8. Valencia offers many support activities such as tutoring, supplemental learning, co-curricular activities and many more options listed in this handbook and the college catalog. Remember, if you cannot find the help you need, just ask someone.



## QUALITY ENHANCEMENT PLAN

Over the past ten years Valencia has been continually engaged in national, grant-related projects focused on improving student learning/success; these projects have include Achieving the Dream, Foundations of Excellence, and the Developmental Education Initiative. The invitation for our next collegewide project focused on student learning/success is not coming from a national grant but from our regional accrediting body—the Southern Association of Colleges and Schools (SACS). Every ten years we are required to have our accreditation reaffirmed by SACS and our next reaffirmation is in 2014. The reaffirmation process includes the development of a Quality Enhancement Plan (QEP) by August of 2013. A QEP is a broad-based, collegewide change initiative focused on student learning, or the conditions that impact student learning. We currently do not know what the specific focus of our QEP will be, but it will most likely be larger in scale and have some tangible connection to the work we have been doing for 10 years. The QEP is the center piece of the reaffirmation process and will be implemented over the course of 5 years beginning in the Fall of 2013 or Spring 2014. The first step in this process is to determine the focus of our work and to develop a plan for implementation and the assessment of results. The planning, development and approval process for the QEP requires the active involvement of all stakeholders (students, faculty, staff, administrators, and the community that we serve). You will be receiving invitations to join in the planning process and we hope you will join us. If you have questions about the QEP, please contact one of the faculty leaders for this work (Christina Hardin, Osceola Campus; John Niss, Winter Park Campus; Kitty Harkleroad, West Campus; Ed Holmes, East Campus and representing counselors collegewide). If you questions about the reaffirmation process, please contact Kurt Ewen, Assistant Vice President for Assessment and Institutional Effectiveness.

## **VALENCIA'S LEARNING DAY: A DAY OF LEARNING, SERVICE AND FUN**

Valencia's concept of Learning Day was birthed from a desire to bring all full-time faculty and staff together for a collective planning session. Our first Learning Day, referred to as "Planning Day 1", took place on September 28, 2001, and was designed to kick-start the college's strategic planning process with a keynote address, followed by roundtable discussions; and was duly purposed to provide a collegewide team building day. This event marked the first time in Valencia's history that all full-time employees met in one place, and would eventually become known as Big Meeting—our annual, strategic planning day.

The following year, Learning Day transitioned into a separate, community-building learning event, where over 1,000 employees gathered to focus on Valencia's learning-centered mission. On Learning Day, the college is closed—meaning that there are no classes—and all full-time employees participate in workshops, general sessions, and department meetings in a conference-style format, all while keeping with the spirit of community and fun. Topics on this day ranged from college operations and governance, to student success initiatives and personal interest sessions such as a working family forum.

In 2011, the focus of Learning Day shifted from learning through workshops, to learning through community service, and for the first time since its inception, part-time employees were also invited to participate. That year, the theme was Serving to Learn, and employees participated in a single, large community service project to clean up and beautify Moss Park—a 15,050 acre recreation area in Orange County. Working on such a large community effort not only helped transform Moss Park, but also gave employees a deeper sense of commitment by engaging in meaningful working relationships outside of their normal roles at the college.

Continuing with the high spirit of community service, in 2012, Learning Day was structured to allow employees to choose from a wide variety of community projects. Faculty and staff were called upon to be team leaders and coordinate a service learning project for a group of employee volunteers at a local, nonprofit agency of their choice. With this format, approximately 970 employees were able to give back to over 200 organizations throughout Central Florida.

While the format of Learning Day has evolved over the years, the concept of learning and building community remains at the heart of this event.

## **VALENCIA IS PROUD TO GO 100% SMOKE-FREE**

We are committed to providing a safe and healthy learning environment for our students, employees and visitors. In recent years, we have made improvements toward healthier campuses with the implementation of LEED-certified buildings, employee wellness programs and recycling efforts. Smoke-free campuses will further promote the health, safety and well-being of members of the Valencia community by reducing exposure to secondhand smoke on Valencia campuses.

Effective August 2012, all of Valencia's campuses will be smoke-free. This includes all property and facilities owned, leased or operated by Valencia including: buildings, bridges, walkways, sidewalks, parking lots and garages, on-campus streets and driveways, grounds, on-campus LYNX bus stops and shelters, exterior open spaces and personal vehicles in these areas. For more information on the policy or resources, visit [valenciacollege.edu/sharetheair](http://valenciacollege.edu/sharetheair).

## LEARNING IN COMMUNITY (LinC)

Learning in Community (LinC) is a program that pairs two or more courses together. Professors from different disciplines integrate the content from their courses around a common theme. Students work as a group in both courses, professors teach as a team, and the college provides special academic and social support for each student. Enrollment information is available at New Student Orientation or in Student Services on any campus. More information on the LinC program can be found at [valenciacollege.edu/linc](http://valenciacollege.edu/linc)

Since 1996, Valencia College has studied and experimented with several versions of learning communities resulting in the Learning in Community (LinC) program, which was established through Achieving the Dream (AtD).

**Faculty:** Faculty design integrated lessons and are actively involved in each other's classes. LinC professors teach as a team, using integrated lessons and assignments. Faculty who participate in LinC consistently report that they see increased learning in their classes, as a result of the integrated assignments. Faculty also benefit from the opportunity to observe and receive feedback from a faculty colleague.

**Student:** Through LinC, students experience integrated learning, within the context of a learning community, which results in more engaged student learning. Ongoing assessment shows that students in LinC courses make better grades, have lower withdrawal rates, and show higher rates of persistence.

In the 2010/2011 academic year, Valencia offered 49 LinC pairs collegewide, an increase of 23% from the previous year, and implemented a hybrid LinC Faculty Development course that guides LinC faculty and Success Coaches through the process of integrating learning in their courses and the development of an integrated syllabus and lesson plans. Robyn Brighton provides collegewide leadership for this program as the Collegewide LinC Coordinator.

In addition to pairing Student Success courses with developmental math, Valencia also piloted a Student Success/Service Learning LinC pair in Fall 2011. Additionally, Valencia offers LinC pairs, which are specifically for students enrolled in the Honors and Bridges to Success programs.

## SUPPLEMENTAL LEARNING (SL)

Supplemental Learning (SL) is a program that places successful students as “Learning Leaders” into historically “high risk,” gateway courses. An SL class is supported by small group sessions led by Supplemental Learning Leaders who are selected because they passed the course with a high grade.

In 2010-2011, Supplemental Learning was offered in more than 436 class sections collegewide. Sections offered with SL included the following notes in ATLAS and the syllabus: “This course is enhanced by Supplemental Learning (SL)—casual, small-group study sessions led by a student who has already passed the course with a high grade. In a SL session, you compare notes with other students, discuss assignments, and develop organizational and study skills.

In 2010-2011, collegewide conversations centered on an analysis of the success data in SL courses. Because of long-term, sustained success in certain courses, the following courses were chosen as the primary target for SL strategies: Pre-, Beginning, Intermediate, and College Algebra, College Prep English I and II, Freshman Composition I and II, and US Government.

Since 2006, when SL was implemented across Valencia through Achieving the Dream, student success rates in these have been consistently higher when Supplemental Learning is offered. Success rates in the math sequence range from 3.1 to 3.8% higher. Success rates 4.29% higher in ENC 1101 and 9.09% higher in ENC 1102, when these courses are offered with SL. It is noteworthy that Valencia differs from the national Supplemental Instruction model in its success in developmental math and writing courses.

## SERVICE LEARNING

Service Learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service Learning allows students to blend educational goals with their passions.

At Valencia, students can participate in service learning as individuals through the service learning course SLS 2940 or SLS 2940H (Honors). Additionally, some courses may have a service learning component as part of the course.

Together with the faculty member, students engage in reading and writing associated with their chosen service experience in order to enhance learning. In addition to these requirements, SLS 2940H course content will satisfy one Honors Program learning outcome.

SLS 2940 provides the opportunity for students to earn college credit while responding to real world needs, mutually defined in partnership with representatives from community/nonprofit agencies.

Service Learning (SLS 2940) and Service Learning Honors (SLS 2940H) provide students with a faculty-directed practical service learning experience in a community service setting. The community can be as close as a neighborhood just beyond the college campus or one located in another part of the world.

Faculty interested in learning more about integrating Service Learning as a pedagogical tool into their coursework can participate in the Faculty Development course: “Service Learning Across the Curriculum.” Service Learning information is available online at: [valenciacollege.edu/servicelearning](http://valenciacollege.edu/servicelearning).

## SKILLSHOPS

Skillshops foster learning support for students both inside and outside of the classroom. From the enhancement of study skills to cultural and social awareness, Skillshops have it all. Due to the continued support of our faculty and staff, the Skillshops program has been able to provide various workshops, seminars and programs to assist students in the implementation of Valencia's Core Competencies: Think, Value, Communicate and Act. Each term, a Skillshops brochure is distributed to students through New Student Orientation, Advising and Counseling, the Bridges program and other areas. Brochures list the collegewide offerings for that term. In addition, students can find the listing of Skillshops on Atlas under the Student Tab. The workshops are separated into seven categories: Academic Enhancement; Educational Planning; Valencia Resources; Tutorials and Training; Career Development; Cultural and Social Awareness, and Personal Development. Faculty and staff are encouraged to develop Skillshops on any topic related to these areas. There are Skillshops coordinators on every campus; check-in with the Advising and Counseling office to find out who coordinates these workshops on your campus.

As advertised to students, the six top reasons students should attend Skillshops are: they're free; offered at convenient times and locations; no tests or homework; they're not just about academics; students can attend as many as they want, and they are skills they need to know.

East Campus	Jocelyn Morales	<a href="mailto:jmorales42@valenciacollege.edu">jmorales42@valenciacollege.edu</a>
West Campus	Gloria Hines	<a href="mailto:ghines@valenciacollege.edu">ghines@valenciacollege.edu</a>
Winter Park Campus	Linda Villar-Firmani	<a href="mailto:lfirmani@valenciacollege.edu">lfirmani@valenciacollege.edu</a>
Osceola Campus	Celeste Henry	<a href="mailto:chenry19@valenciacollege.edu">chenry19@valenciacollege.edu</a>

# LEARNING TECHNOLOGY SERVICES (LTS)

A division of Valencia's Office of Information Technology (OIT)

## Mission

To create a high-quality progressive academic learning environment through innovative use of instructional technologies by:

- Providing faculty with cutting edge tools for excellence in teaching and learning
- Implementing an inclusive approach to diverse skill levels and learning styles
- Increasing student access to academic options
- Creating a community of workers with 21st-century skills

## Who We Are

We are the learning technology division of Valencia's Office of Information Technology. LTS is located on the West Campus with Learning Technology Centers available to faculty on East, Osceola, West and Winter Park campuses. The department also provides virtual training opportunities via Webinars and virtual meetings.

## What We Do

LTS collaborates with many different college leadership groups to provide a range of services to support various strategic goals at the college. This support is provided by the three main service areas in the department:

## SERVICES

<b>Learning Technology Centers</b> <ul style="list-style-type: none"><li>• Provide research, training and assistance with Multimedia Tools.</li><li>• Department-based professional development training</li><li>• Blackboard support</li><li>• Provide onsite meeting/training space for faculty/staff use.</li><li>• House latest instructional technology tools purchased by the college.</li></ul>	<b>Instructional Design Services</b> <ul style="list-style-type: none"><li>• Course Design Support</li><li>• Project Coordination/Management</li><li>• Faculty and Staff Development</li><li>• Blackboard help desk support for faculty/students</li><li>• Onsite and virtual faculty consults on design and instructional technology use</li></ul>	<b>Valencia Productions</b> <ul style="list-style-type: none"><li>• Production of online course video introductions and instructional video presentations</li><li>• Video recording services</li><li>• Streaming media enhancements for alternative delivery courses</li></ul>
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**For more information contact us**

<b>Onsite Support</b>	<b>Location</b>	<b>Phone</b>
Learning Technology at West Campus	WEC Library, Building 6, Room 326A	Ph: 407-582-1792 or 1502 Fax: 407-582-1861
Learning Technology at Osceola Campus	Building 2, Room 116	Ph: 407-582-4812 Fax: 407-582-4950
Learning Technology at East Campus	Building 4, Room 133	Ph: 407-582-2472 or 2425 Fax: 407-582-8903
Learning Technology At Winter Park	Room 130	Ph: 407-582-6943 or 1956

Instructional designers provide onsite assistance at each center on a weekly basis. Contact the center near you to schedule an appointment.

**Virtual Support:**

LTS also provides instructional design services in the form of virtual training labs and virtual consultations for faculty and staff in addition to the support provided via the online courses Help Desk.

**Online Courses Help Desk:**

Technical support is a critical component to the success of an alternative delivery program. To ensure the success of faculty and students engaged in this environment, free dial-in help desk support will be provided 24/7 for technical and application support. Web-based access is also available via live chat, FAQ technical knowledgebase and email support. The current procedure for contacting the help desk can be found by clicking on the “Technical Support” link found on the college’s Blackboard Entry Page.

## WEB RESOURCES & TOOLS FOR FACULTY

**Establishing a Web Presence**—There are four options for faculty wishing to establish a web presence at Valencia. They range from a simple web page, to full online course functionality. Our Instructional Design Team can assist you in determining what is right for you.

Web Tool	Secure Login	Knowledge of HTML	Syllabus/ Office Hours	Course Materials	Discussion Board	Chat Feature	Assessment Submission
Faculty Front Door	No	Beginner	Yes	Yes	No	No	No
Faculty Web Page	No	Advanced	Yes	Yes	No	No	No
Atlas; My Course Page	Yes	Beginner	Yes	Limited	Yes	Yes	No
Blackboard Course	Yes	Beginner	Yes	Yes	Yes	Yes	Yes

**Gradebook Tools**—Just as there are many options for establishing a Web presence, there are also many options to electronically manage your gradebook. We can assist you with utilizing the following three primary tools:

Gradebook Tools	Secure Login	Flexibility of Grading	Knowledge of Functions	Student Accessibility
MS Excel	No	Advanced	Intermediate/Advanced	Printable
Micrograde	Yes	Advanced	Beginner	Online/Printable
Blackboard	Yes	Intermediate	Intermediate/Advanced	Online/Printable

**Respondus**—Free up classroom time by using online formative and summative assessments through Blackboard. Also, these files can be used to create StudyMate games and activities.

**Studymate**—Create fact cards, flash cards, fill in the blank, matching, crosswords, quizzes, challenges, glossaries and other activities to supplement classroom activities outside the classroom.

**Softchalk**—This application allows you to create interactive units of content using images, audio/ video/media, interactive self-check questions, learning games and activities that can be added to a Faculty FrontDoor site or a Blackboard course.

**Video Content**—There are additional video resources that can be used or created to help demonstrate concepts to your students. We can even help you develop your own video presentations to supplement your courses.

**Reusable Content**—Learning Object Repositories are a very popular way to obtain ready-to-use content to integrate in your courses. You can find assessments, lesson plans, e-textbooks, videos, and animations to build/supplement your course within the showcased repositories.

**iTunes University**—Valencia has its own content on iTunes University. Faculty can publish audio (podcasts) and video (vodcasts) to a private site in which students can access and review material. It allows students to publish their own podcasts to your site as well!

# CLASSROOM MANAGEMENT

## **Establishing a Positive Classroom Climate and Tips for Handling Student Disruptions**

Faculty have the professional responsibility to treat students with dignity, understanding and respect. Students are also expected to demonstrate appropriate behavior toward other members of the college community. Faculty can help by taking proactive steps to ensure that students are aware of the instructor's expectations for classroom behavior. Standards of appropriate classroom behavior should be included in the class syllabus and should be discussed with students at the first class meeting. Communicating these standards within the syllabus will promote student retention by preventing confusion and misinterpretation of conduct expected by the instructor. It will also provide the basis for disciplinary action, should it become necessary.

### **What constitutes disruption?**

Disruption as applied to the academic setting means behavior that a faculty member would view as interfering with normal academic functions.

Examples include, but are not limited to the following:

- Persistently speaking without being recognized
- Interrupting other speakers
- Behavior that distracts the class from the subject matter of discussion
- Behavior that interferes with the instructor's ability to carry out the educational process
- In extreme cases, physical threats, harassing behavior or personal insults
- Refusal to comply with direction from faculty or instructional assistants

Disruptive students in an academic setting hinder the academic process and negatively impact student learning. Disruptive student conduct is prohibited by Valencia College's Student Code of Conduct policy (10-03), which includes a specific section on standards for classroom conduct. [valenciacollege.edu/policies](http://valenciacollege.edu/policies)

## **Recognizing Behaviors of Concern**

### **The Distressed Student**

Generally, the behavior of the distressed student causes us concern for the personal well-being of that student, rather than creating a worry for his/her impact on ourselves or on the classroom.

Signs of a student in distress may include the following:

- Excessive procrastination and very poorly prepared work, especially if inconsistent with previous work
- Infrequent class attendance with little or no work completed
- Dependency (e.g., the student who hangs around or makes excessive appointments during office hours)
- Listlessness, lack of energy, or frequently falling asleep in class
- Marked changes in personal hygiene
- Appearing overly nervous, tense or tearful
- Repeated request for special consideration (e.g., deadline extensions)
- Report of sexual or physical assault, or the recent death of a friend or family member

### **Tips for dealing with the distressed student**

- Speak with the student privately and confidentially. Document all conversations.
- Let the student know that you are aware that he/she may be feeling down and that you would like to help.
- Encourage the student to seek help by meeting with a counselor in Student Services. You may want to offer to let the student call for an appointment from your office, or you may want to walk with the student to the Student Services office.
- Do not promise absolute confidentiality when speaking with the student. If he/she discloses thoughts of suicide or doing harm to others, you should report this to a counselor in Student Services.
- Refer the student to BayCare Counseling services. This is a private and confidential counseling service that provides short-term assistance to credit students. There is no cost to the student for the telephone call and initial counseling. Students enrolled in credit courses should call: 1-800-878-5470.
- Consult with your academic dean about how to address the situation and use college procedures and resources to support the student and you.
- Call or come to the Student Services office to speak with a counselor for consultation and assistance if the student shares other information that is of concern to you. The office phone numbers are East Campus–Ext. 2377; Lake Nona Campus–Ext. 7102; Osceola Campus–Ext. 4141; West Campus–Ext. 1344; and Winter Park Campus–Ext. 6908.

### **The Disturbed Student**

The behavior of the disturbed student often makes those around him/her feel vaguely uncomfortable. Generally, we feel as though the disturbed student is behaving irrationally or out of sync with the reality that we perceive.

Signs of a disturbed student may include the following:

- Impaired speech and disjointed thoughts
- Emotional responses that may be incongruent and/or inappropriate
- Expressed suicidal thoughts (e.g., referring to suicide as a current option)
- Self-mutilating behaviors, including cutting or burning of the self
- Frequent or high levels of irritable or abrasive behavior
- Inability to make decisions despite your repeated efforts to clarify or encourage
- Bizarre behavior that is obviously inappropriate for the situation (e.g., talking to something/someone that is not present)
- Report of sexual or physical assault, or the recent death of a friend or family member
- Suspicious and/or paranoid thoughts
- Written assignments that focus on themes suggesting self-harm or harm to others

### **Tips for dealing with the disturbed student**

- If there is no immediate threat, speak with the student privately. Document all conversations.
- Express your concern for his/her behavior, and set appropriate limits for him/her interactions with you in and out of the classroom
- It is generally not helpful to argue with the student or try to convince him/her of his/her irrationality. It is also generally not helpful to “play along” and reinforce any delusions
- It may be helpful to acknowledge the student’s feelings without supporting the misperception (e.g., “I understand that you think you are hearing voices, but I cannot hear them, and I believe you are safe.”)
- Document each incident of inappropriate behavior
- Consult with your academic dean about how to address the situation and use college procedures and resources to support the student and you
- Do not promise absolute confidentiality when speaking with the student. If he/she discloses thoughts of suicide or doing harm to others, you should report this to a counselor in Student Services
- Contact a counselor in Student Services for consultation and assistance in responding to the student
- If the student is disruptive in class, he/she may be asked to leave the classroom for the remainder of the period. In such a case, the faculty member should contact the Dean of Students’ office for further instructions regarding the student’s potential return to the classroom
- If you wish to remove the student for longer than the remainder of the class period, you must contact the Dean of Students to file the appropriate forms so that the incident can be addressed through the process outlined in the Student Code of Conduct
- The Deans of Students are East Campus–Linda Vance, Ext. 2377; Lake Nona Campus–Mike Bosley, Ext. 7100; Osceola Campus–Jillian Szentmiklosi, Ext. 4141; West Campus–Ty Johnson, Ext. 1344; Winter Park Campus–Cheryl Robinson, Ext. 6908

### **The Disruptive Student**

The behavior of the disruptive student may or may not include elements of disturbed behavior but always negatively impacts those around him/her. The disruptive student makes it difficult for routine work or teaching to take place. Behaviors that may be considered disruptive include the following:

- Behavior that persistently interferes with effective class management, including an inability to comply with the directives of the instructor
- Frequent or high levels of irritable, unruly, abrasive, or aggressive behavior, including argumentative questioning or monopolizing of classroom discussion
- Bizarre behavior that is obviously inappropriate for the situation (e.g., talking to something/someone that is not present).

### **Tips for dealing with the disruptive student**

- Avoid escalating the situation; speak calmly and with concern. Avoid physical contact
- If there is no immediate threat, speak with the student privately and confidentially. Document all conversations
- Express your concern for his/her behavior, and set appropriate limits for his/her interactions with you in and out of the classroom
- Document each incident of inappropriate behavior and any witnesses to each incident
- Do not promise absolute confidentiality when speaking with the student. If he/she discloses thoughts of suicide or doing harm to others, you should report this to a counselor in Student Services
- If the student is disruptive in class, he/she may be asked to leave the classroom for the remainder of the period. In such a case, the faculty member should contact the Dean of Students' office for further instructions regarding the student's potential return to the classroom
- If the student is uncooperative in leaving the classroom, contact Security from a campus phone or your cell phone. Do not delay assistance by calling the Student Services office. Your first call should be to Security
- If the student poses an immediate danger to others, you may choose to dismiss the class while waiting for Security intervention. Use good judgment to protect your safety and the safety of others
- If you wish to remove the student for longer than the remainder of the class period, you must contact the Dean of Students to file the appropriate forms so that the incident can be addressed through the process outlined in the Student Code of Conduct. You cannot remove a student for an extended period of time without making a referral to the Dean of Students
- Notify your academic Dean of the incident as soon as it is reasonable to do so

### **The Dangerous Student**

The behavior of the dangerous student threatens the health and well-being of those around him/her. Behaviors that may be considered dangerous to self or others include the following:

- Expression of suicidal thoughts, threats, or the making of suicidal gestures with specifics on how and when he/she would complete the act
- Self-mutilating behaviors, including cutting or burning of one's self
- Specific threats of physical harm to others
- Carrying or brandishing a weapon
- Intimidating behavior, including inappropriate touching and/or standing too close to others, harassment or stalking

### **Tips for dealing with the dangerous student:**

- Contact Security:
  - East Campus- 407-582-2000 or after hours 407-277-0332
  - Lake Nona Campus- 407-582-7000
  - Osceola Campus- 407-582-2000 or after hours 407-932-2625
  - West Campus- 407-582-1000 or after hours 407-582-1030
  - Winter Park Campus- 407-582-6000 or after hours 407-277-0332
- Do not delay by calling Student Services for assistance. Your first call should be to Security.
- Avoid escalating the situation; speak calmly and with concern. Avoid physical contact.
- If the student poses an immediate danger to others, you may choose to dismiss the class while waiting for Security intervention.
- Use good judgment to protect your safety and the safety of others. Do not attempt to keep the perpetrator from leaving the classroom. Document the incident including any witnesses that were present.
- Notify your academic Dean of the incident as soon as it is reasonable to do so.

*Adapted from: Linn Benton Community College's: How to Help a Student in Distress: an LBCC Guide for Faculty and Staff, and East Tennessee State University's: Teaching Troubled Students After the Virginia Tech Shooting*

# INTERNAL FACT SHEET FOR VALENCIA FACULTY

## Dean of Students

Referrals to the Dean of Students would be primarily for issues regarding the Student Code of Conduct.

Campus	Contact	Public Extension	Direct Extension	Email
East Campus	Linda Vance	2377	2586	lvance@valenciacollege.edu
Lake Nona	Mike Bosley <i>Executive Dean</i>	7100		mbosley@valenciacollege.edu
Osceola Campus	Jill Szentmiklosi	4141	4142	jszentmiklosi@valenciacollege.edu
West Campus	Tyron Johnson	1344	1388	tjohnson@valenciacollege.edu
Winter Park Campus	Cheryl Robinson	6908	6883	crobinson@valenciacollege.edu

## Answer Center

This is the student's first stop for most questions as the staff is cross trained in admissions, financial aid, advising, student accounts, checking holds and graduation.

Campus	Contact	Extension	Location	Email
East Campus	Steven Thiesse, <i>Mgr.</i>	2207	Bldg 5, Rm 211	sthiesse@valenciacollege.edu
Lake Nona	Jonathan Hernandez, <i>Spc.</i>	7102	Rm 149	jhernandez71@valenciacollege.edu
Osceola Campus	Connie Parrish, <i>Admin. Mgr.</i>	4143	Bldg 2, Rm 150	cparrish@valenciacollege.edu
West Campus	Joe Sarrubbo, <i>Mgr.</i>	1380	Bldg SSB, Rm 106	jsarrubbo@valenciacollege.edu
Winter Park Campus	Julie Corderman, <i>Mgr.</i>	6868	Rm 210	jcorderman@valenciacollege.edu
All campuses have walk-in only services (no phone service)				



## Counselors

This referral is for students who need connection to additional support services at Valencia, or Student Assistance program (personal counseling) and community resources.

Campus	Contact	Extension	Location	Email
East Campus	Danielle Boileau	2932	Bldg 5, Rm 210	dboileau@valenciacollege.edu
	Steve Tullo	2099	Bldg 5, Rm 210	htullo@valenciacollege.edu
	Jocelyn Morales	2580	Bldg 5, Rm 210	jmorales@valenciacollege.edu
	Ed Holmes	2022	Bldg 5, Rm 210	eholmes@valenciacollege.edu
Lake Nona Campus	Allison Noe	7102	Bldg 1, Rm 149	anoe@valenciacollege.edu
Osceola Campus	Celeste Henry	4840	Bldg 2, Rm 140B	chenry19@valenciacollege.edu
	Remy Ansiello	4959	Bldg 2, Rm 140H	ransiello@valenciacollege.edu
West Campus	Adrian Manley	1394	Bldg SSB, Rm 110	amanley3@valenciacollege.edu
	Tullio Bushrui	1126	Bldg SSB, Rm 110	tbushrui@valenciacollege.edu
	Gloria Hines	1315	Bldg SSB, Rm 110	ghines@valenciacollege.edu
	Chris Klinger	1971	Bldg SSB, Rm 110	cklinger@valenciacollege.edu
	Bliss Thompson,	1343	Bldg SSB, Rm 110	bthompson@valenciacollege.edu
Winter Park Campus	Linda Villar-Firmani	6887	Rm 211	lfirmani@valenciacollege.edu

## Learning Center/Tutoring

These services are free.

Campus	Contact	Extension	Location	Email
East Campus	Vacant	2390	Bldg 4	
Lake Nona Campus		7106	Rm 230B	
Osceola Campus	Kimberly Foster	4112	Bldg 3, Rm 101	kfoster8@valenciacollege.edu
West Campus	Montez Bates	1757	Bldg 7, Rm 240	mbates5@valenciacollege.edu
Winter Park Campus	Linda Hidek	6817	Rm 138	lhidek@valenciacollege.edu
	Stacy DiLiberto	6820	Rm 136	sdiliberto@valenciacollege.edu

## ATLAS Lab

Student computer access. Printing is free for registration-related processes (class schedule, bill, FAFSA).

Campus	Contact	Extension	Location	Email
East Campus	Johnny Aplin, <i>Mgr.</i>	2019	Bldg 5, Rm 213	japlin@valenciacollege.edu
Lake Nona Campus	Jonathan Hernandez	7102	Bldg 400, Rm 149	jhernandez71@valenciacollege.edu
Osceola Campus	Heidi Shugg, <i>Mgr.</i>	4821	Bldg 2, Rm 130	hshugg1@valenciacollege.edu
West Campus	Shelby Fiorentino, <i>Mgr.</i>	1619	Bldg SSB, Rm 142	mflorentino@valenciacollege.edu
Winter Park Campus	Julie Corderman, <i>Mgr.</i>	6868	Rm 217	jcorderman@valenciacollege.edu
All campuses have walk-in only services (no phone service)				

## Career Center

The Career Center provides career research, career assessments, résumé writing and interviewing assistance, and transfer planning information—including college/university and prerequisite information.

Campus	Contact	Extension	Location	Email
East Campus	Alma Telleria, <i>Counselor</i>	2395	Bldg 5, Rm 230	atelleria@valenciacollege.edu
	Cassandra Haley, <i>Advisor</i>	2667	Bldg 5, Rm 230	chaley@valenciacollege.edu
	Enid Rosa, <i>Mgr.</i>	2737	Bldg 5, Rm 230	erosa@valenciacollege.edu
Osceola Campus	Eva Alipieva, <i>Advisor</i>	4897	Bldg 2, Rm 151	ealipieva@valenciacollege.edu
	Kirk Robinson, <i>Advisor</i>	4873		krobinson59@valenciacollege.edu
Winter Park Campus	Cheryl Miller, <i>Advisor</i>	6882	Rm 214	cmiller91@valenciacollege.edu
	Natalie Horeiter, <i>Advisor</i>	6882	Rm 214	nthompson17@valenciacollege.edu
	Julie Corderman, <i>Mgr.</i>	6868	Rm 214	jcorderman@valenciacollege.edu
West Campus	Catherine Espenschied, <i>Counselor</i>	1654	Bldg SSB, Rm 206	cespenscheid@valenciacollege.edu
	Andrea Bealler, <i>Mgr.</i>	1332	Bldg SSB, Rm 206	abealler@valenciacollege.edu
	Vanessa Dyer	1163	Bldg SSB, Rm 206	vdyer@valenciacollege.edu
	Jennifer Scovel	1241	Bldg SSB, Rm 206	jscovel@valenciacollege.edu

## Student Development

Student Development provides information on clubs and organization, campus events, Student Government Association, and it is where students obtain a Student ID card.

Campus	Contact	Extension	Location	Email
Collegewide	Chanda Torres	3141	Downtown Bldg, Rm108	ctorres@valenciacollege.edu
East Campus	Gerald Jones	2038	Bldg 5, Rm 212	gjones@valenciacollege.edu
Lake Nona Campus	Kelsey San Antonio	7101	Rm 147	ksantonio@valenciacollege.edu
Osceola Campus	Deanne Abrams	4159	Bldg 2, Rm 132	dabrams4@valenciacollege.edu
West Campus	Lazaro Camacho	1609	Bldg 3, Rm 148C	lcamacho12@valenciacollege.edu
Winter Park Campus	Sunni Prevatt	6889	Rm 122	sfaivaliprevatt@valenciacollege.edu

## Student Academic Dispute and Administrative Complaint Resolution

Valencia College is committed to providing access to internal processes which have as their objective, the prompt and fair resolution of all student concerns.

### Purpose of the Ombudsman

The Office of the Ombudsman provides a safe and comfortable environment for students to discuss complaints, concerns or problems confidentially. When appropriate, the office will initiate an informal intervention with the goal of facilitating a resolution that is acceptable to all parties involved. The Ombudsman acts as an independent, impartial resource. If a matter cannot be resolved through this office, a referral will be made. When appropriate, the office can make recommendations regarding policy review and change.

### Role of the Ombudsman

The Office of the Ombudsman offers an alternative opportunity to resolve complaints, concerns or problems in a timely and private manner. Users of the office are provided a confidential place to explore options to make informed decisions. The Office of the Ombudsman does not replace or substitute for formal grievance, investigative or appeal processes made available by the College. Also, the office does not have any authority to make decisions or enact policy. Use of the Ombudsman office is not a substitute for formal procedures, such as filing a final grade grievance. Any communication with the Ombudsman office is off-the-record and does not put the college on notice of a problem. If students wish to place the college on notice, the Ombudsman office can provide information about how to do so. Ombudsmen follow no prescribed sequences of steps, and do not participate in any formal grievance process. The Ombudsman does not advocate for either party and cannot assist a student who is represented by legal counsel.

### **Role of the Ombudsman (continued)**

An Ombudsman does not make, change, or set aside policy or previous administrative decisions, nor does an Ombudsman serve to determine the rights of others or to unilaterally resolve conflicts. Rather, knowledge of the facts of a situation, plus reason, persuasion, and familiarity with the system are adequate to resolve those problems in which a mistake was made, where a practice was applied unfairly, or where poor judgment was exercised in reaching a decision.

### **The Ombudsman WILL:**

- Listen to and discuss questions, issues, and concerns
- Be an advocate for fairness
- Help develop and evaluate various options to address concerns
- Answer questions or help find others who can develop and evaluate various options to address concerns
- Explain college policies and procedures
- Facilitate communication between people
- Advise individuals about steps to resolve problems informally
- Advise individuals about formal and administrative options
- Mediate disputes to seek “win-win” resolution of problems
- Make appropriate referrals when informal options don’t work
- Point out patterns of problems/complaints to administrators

### **The Ombudsman WILL NOT:**

- Replace or circumvent existing channels
- Direct any college office to change a decision
- Make decisions for the student
- Have a stake in outcomes
- Set aside rules and regulations
- Participate in formal grievance processes
- Make decisions for college faculty/administrators
- Determine “guilt” or “innocence” of those accused of wrong-doing
- Assign sanctions to students
- Receive official “notice” for the college about issues
- Give legal advice

## Ombudsmen Information

Campus	Contact	Extension*	Email
East Campus	Keith Malmos	2805	kmalmos@valenciacollege.edu
	Matt McAllister	2264	mmcallister3@valenciacollege.edu
	Jovan Trpovski	2035	jtrpovski@valenciacollege.edu
	Reina Reynolds	2104	rreynolds@valenciacollege.edu
	Raul Valery	2882	rvalery@valenciacollege.edu
	Kurt Overhiser	2481	koverhiser@valenciacollege.edu
Osceola Campus	Oscar Cuan	4286	ocuan@valenciacollege.edu
	Denise Ross	4818	deross@valenciacollege.edu
West Campus	Desmond Duncan	1440	dduncan@valenciacollege.edu
	Dan Dutkofski	1300	ddutkofski@valenciacollege.edu
	Mildred Franceschi	1833	mfranceschi@valenciacollege.edu
	Kathy Hauser	1370	khauser@valenciacollege.edu
Winter Park Campus	John Niss	6858	jniss@valenciacollege.edu
	Chris Borglum	6869	cborglum@valenciacollege.edu
	Marva Pryor	6016	mpryor@valenciacollege.edu

\*Dial (407) 582- and the extension above to reach the Ombudsmen

For more information: [valenciacollege.edu/students/disputes/ombudsman.cfm](http://valenciacollege.edu/students/disputes/ombudsman.cfm)

### Student Services

Please note that due to FERPA regulations, it is not possible to give information about a student's record by phone. Also, for informational websites and links, go to [valenciacollege.edu/student-services](http://valenciacollege.edu/student-services).

### East Campus

Financial Aid students served by referral from Answer Center only, Bldg. 5-211. Students with general advising questions, walk-in, Bldg. 5-210

#### Faculty contacts:

- A.S. degree questions: See a Career Program Advisor — in Atlas, click on Student Tab, under Valencia Resources click on Career Program Advisors for contact
- Advising questions: Contact Rosa Silva at Ext. 2312 on how to contact an advisor
- Admissions/Graduation questions: Ext. 2203
- Financial Aid questions: Kathy Suarez, Ext. 2605
- Office for Students with Disabilities: A.S. degree and Technical Certificate questions contact Trish Anderson, Ext. 2564, and A.A. degree questions contact Jorge Valladares, Ext. 2308; for assistive technology questions, contact Julie Balassa, Ext. 2039

## **Osceola Campus**

Students served by referral from Answer Center only, Bldg. 2-150

### **Faculty contacts:**

- A.S. degree questions: See a Career Program Advisor — in Atlas, click on Student Tab, under Valencia Resources click on Career Program Advisors for contact.
- Students general advising questions, walk-in, Bldg. 2-150
- Advising/Answer Center questions: Connie Parrish, Ext. 4143 Bldg. 2-150A
- Admissions/Graduation questions: Belen Caba, Ext. 4982 Portable B
- Financial Aid students served by referral form Answer Center only, Bldg. 2-150
- Office for Student with Disabilities: Mary Asbury Ext. 4094, Bldg. 2-150A; for assistive technology questions, contact Julie Balassa, Ext. 2039

## **West Campus**

Financial Aid students served by referral from Answer Center only, SSB 106. Students with general advising questions, walk-in, SSB-110

### **Faculty contacts:**

- A.S. degree questions: See a Career Program Advisor — in Atlas, click on Student Tab, under Valencia Resources click on Career Program Advisors for contact
- Advising questions: Contact Penny Waters, Ext. 1371, Mildred Morales, Ext. 1121 or Crucita Pabon at Ext. 1389 on how to contact an advisor.
- Admissions/Graduation questions: Andy Oguntola, Ext. 4813
- Financial Aid questions: Kenya Richardson, Ext. 1120
- Office for Students with Disabilities: A.S. degree and Technical Certificate questions Marcus Grant, Ext. 1533, and A.A. degree questions Angela Trujillo, Ext. 1318; for assistive technology questions, call Ext. 1539 or Julie Balassa, Ext. 2039

### **Student phone contacts:**

(407) 582-1371 | (407) 582-1121 | (407) 582-1389

## **Winter Park Campus**

Students served by referral from Answer Center only (Room 210)

### **Faculty contacts:**

- Advising questions: Melanie Price at Ext. 6890
- Admissions/Graduation questions: Julie Corderman, Ext. 6868
- Financial Aid questions: Maybelle Appoo, Ext. 6892
- Office for Student with Disabilities: Linda Villar-Firmani, Ext. 6887; for assistive technology questions, contact Julie Balassa, Ext. 2039

# FACULTY RESOURCES



“Our greatest glory is not in never falling,  
but in getting up every time we do.”

— Confucius

# THE OFFICE FOR ORGANIZATIONAL COMMUNICATION AND DEVELOPMENT

The Office for Organizational Communication and Development was created in August, 2010 to support the growth and development of the college's biggest investment and asset: our employees. Our goal is to help create optimal conditions for student learning by ensuring that our colleagues are informed, well-prepared, and equipped with the tools to serve.

Housed in Human Resources, our office was initially created by combining staff members from Staff and Organizational Development and Conferencing and Meeting Planning Services. Since that time, we've expanded our focus and our team to include employment (hiring and recruiting).

Our key areas of focus include the following:

- **Internal Communications**—Builds and sustains a communicative and collaborative culture through organizational consulting and communications for employee programs and the production of weekly and monthly e-newsletters via The Grove, our new employee news blog site ([valenciacollege.edu/thegrove](http://valenciacollege.edu/thegrove)).
- **Employee Development**—Provides new and improved professional development and training available online, in the classroom, or through blended learning opportunities with the creation of Valencia EDGE, the college's professional development program, and designs and implements our collegewide Learning Day.
- **Performance Development**—Prepares our supervisors with development programs, tools, and training to support employee performance as well as provide talent management resources and planning.
- **Employment and Onboarding**—Continues our tradition of Start Right, adding targeted recruitment, streamlined hiring practices, and a newly redesigned employee orientation program to launch in Spring 2012.
- **Conferences and College Events**—Plans and implements collegewide events such as Commencement, conferences including the Math Faculty Conference and The Community College Conference on Legal Issues, plus awards and recognitions such as Black & Red and The Five & Ten award ceremonies.





Services that we provide to internal groups include, but are not limited to:

- Performance consulting
- Building effective work teams
- Analyzing, mapping and improving processes
- Organizational change and realignment
- Communication planning
- Executive and leadership coaching
- Designing and facilitating conferences and retreats
- Creative problem solving

If you have questions about who we are or what we do, or need assistance with one of the areas we support, please email us at [orgdevelopment@valenciacollege.edu](mailto:orgdevelopment@valenciacollege.edu) or call us at extension 8230.

# FACULTY COUNCIL

(The governing arm of the Faculty Association)

The Faculty Council acts as the official voice of the faculty in matters of college governance, faculty rights, privileges, responsibilities, curriculum, and teaching/learning matters. The Council is responsible for the appointment of faculty representatives to other Councils and collegewide standing committees, and represents the Faculty Association, which comprises all full-time faculty (though the Association votes on policy-level issues concerning compensation and workload benefits, and other matters of special faculty concern). In addition, the Council provides meaningful input on formal policy decisions prior to presentation to the District Board of Trustees. In collaboration with the Learning Council, participates in planning and decision making related to faculty/professional development, faculty orientation, induction, tenure and review.

## Preamble

The faculty of Valencia College, committed to the philosophy that the faculty be provided with a formal voice in the development of the college, does establish this Constitution. In recognition of the faculty role in the college's shared governance model, the Faculty Council, defined below, shall serve as the voice of the association as a governing council of the college.

## Article I Name and Purpose

### Sect A.

This organization shall be known as the Valencia College Faculty Association.

### Sect B.

The purpose of the organization shall be:

1. To advise the President of the college on matters of college improvements and faculty related interests,
2. to promote communication and mutual understanding within the faculty and between the faculty and other groups, and
3. to provide a democratic means of formulating questions and articulating problems and solutions.

For more information go to [valenciacollege.edu/association/faconst.cfm](http://valenciacollege.edu/association/faconst.cfm)

# CAREER CENTER

Whether undecided about a career direction or sure of exactly what they want to do, the Career Center can help students:

## Explore Options

- Find careers that match personality, interests, values and skills.
- Find majors that relate to career goals.
- Learn about future job demand, salaries and educational requirements for specific careers.

## Develop A Plan

- Make a plan to reach career goals.
- Refine education plan to support career plan.
- Use the My Career Planner tool in Atlas.

## Get Prepared

- Research transfer requirements for any four-year college or university.
- Create a résumé and cover letter.
- Identify potential employers.
- Practice interviewing skills.

## LifeMap Tools

My Career Planner, located under the “My LifeMap” tab in Atlas, will guide students through the career planning process. There, they can use it to take basic interest assessments, explore academic majors and careers, and identify questions they would like to discuss with a Career Advisor or Counselor.

## Career Center Locations

East Campus	West Campus
Bldg 5, Rm 230	SSB, Rm 206
407-582-2259	407-582-1464

Osceola Campus	Winter Park Campus
Bldg 1, Rm 151	Rm 214
407-582-4897	407-582-6882

[valenciacollege.edu/careercenter](http://valenciacollege.edu/careercenter)

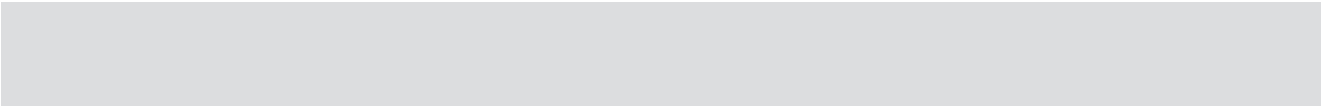
# FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

20 U.S.C. § 1232g, 34 Code of Federal Regulations Part 99

Under FERPA, postsecondary students are provided basic rights:

- The right to inspect and review the student's education records, (Education records are those records that are directly related to a student and maintained by an educational agency or institution; or by a party acting for the agency or institution, except for sole possession records, and certain law enforcement, employment, alumni, and treatment records), including a list of to whom education records were disclosed.
- The right to seek amendment of such records. A postsecondary institution shall give an eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.
- The right to consent in writing to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure without consent is authorized by law.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the postsecondary institution to comply with FERPA requirements.
- The right to refuse to let the agency or institution designate any or all types of information about the student as directory information (FERPA defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At Valencia, "directory information" includes information regarding the name of the student, date of registered attendance, major field of study, dates of degrees and awards received.)

(If a student is attending a postsecondary institution-at any age-the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, e.g. dual enrollment, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school).



Permissible disclosures of education records generally take one of three forms — they are disclosed to the student; they are disclosed to another person or entity with the express written consent of the student, or they are disclosed to another person or entity without the prior consent of the student but only under circumstances provided by FERPA, which include for example:

- The disclosure is of directory information, in absence of student “opt-out.”
- The disclosure is to a “school official” who has a “legitimate educational interest”
- The disclosure is to another educational institution where the student seeks or intends to enroll, if institution has given its students notice that it will comply with such requests.
- The disclosure is to the parent or legal guardian of a dependent student, as defined by the Internal Revenue Code. (FERPA allows but does not require postsecondary institutions to disclose educational records to parents without written consent from the student.)
- The information is disclosed to comply with a lawfully issued subpoena or court order.
- The disclosure is made to appropriate parties in the event of a health or safety emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

## **SAGE**

(Study Abroad and Global Experiences)

The SAGE office offers a variety of international learning experiences that will help students live, work, and collaborate effectively in a global community. Students can participate in faculty-led, short-term study abroad programs which are for credit and offered during winter, spring, or summer break; or they can enroll in semester or year-long study abroad programs through another educational institution.

Faculty interested in leading a short-term study abroad program at Valencia should begin by submitting a Request for International Travel Form with their Dean and campus President approvals. Once approved, they should attend the SAGE workshops designed to prepare faculty to design a study abroad experience for students and submit a proposal to lead a study abroad program. For more details, visit: [valenciacollege.edu/international/studyabroad/staff/default.cfm](http://valenciacollege.edu/international/studyabroad/staff/default.cfm). For information on the short-term study abroad programs currently offered at Valencia, visit: [valenciacollege.edu/international/studyabroad/students/shorttermprograms.cfm](http://valenciacollege.edu/international/studyabroad/students/shorttermprograms.cfm).

# OFFICE FOR STUDENTS WITH DISABILITIES

## **Mission Statement**

The Office for Students with Disabilities (OSD) is committed to the fulfillment of equal educational opportunity and full inclusion for students with disabilities.

## **Purpose**

The OSD exists to determine 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, ADAAA and Section 504.

## **Reasonable Accommodations**

A reasonable accommodation is a modification or adjustment to any course, program, service, activity or facility that enables a qualified student with a disability to have equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability. To determine reasonable accommodations, the Office for Students with Disabilities may seek information from appropriate college personnel regarding the essential standards for courses, programs, services, activities and facilities. The college is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a documented disability and such that it does not modify an essential standard. Students and the practitioners directly involved in assessing the individual student's disability may provide recommendations for accommodations. Final determination of reasonable accommodation is primarily the responsibility of the Office for Students with Disabilities and will be listed on the Notification to Instructor (NTI) form.

## **Notification to Instructors**

Students register with the Office for Students with Disabilities by submitting appropriate documentation of a qualifying disability. They are then issued a document called the Notice to Instructor (NTI). Each semester, the student is issued a NTI listing the appropriate accommodations for the course. The NTI is generally issued directly to the student to be delivered to the professor. No accommodations are required unless the student follows this procedure. Faculty may receive communication directly from OSD in the event that the student's disability will impact the manner of instructional delivery.

# OFFICE FOR STUDENTS WITH DISABILITIES

## Faculty Responsibilities

- Partner with the OSD to facilitate reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, materials, activities and facilities.
- Partner with OSD to provide information to students with disabilities in accessible formats upon request.
- Ensure that all aspects of their course, program, materials and activities provide no unnecessary barriers that limit the access for students with disabilities.
- Evaluate students' mastery of the course learning objectives unimpeded by barriers related to disability.
- Maintain appropriate confidentiality of records and communication. Accommodations requested on the Notification to Instructor may change during the course of a student's enrollment due to changes in disability status, disability documentation or program standards and requirements. Retroactive accommodations are not required so students should register early with the OSD. In the case of a visible disability, faculty may contact OSD to inquire about requested accommodations.
- Pick up his/her NTI at the start of each term and distribute it to faculty. Discuss accommodations and any adjustments with the instructor. The means of providing the accommodations should be determined collaboratively between the student and the faculty member. The OSD provides assistance with many accommodations and is available for assistance.
- If a student requests accommodations beyond the scope of what is listed on the NTI, the student should be referred to OSD to determine if that request is supported by their documentation. Without the NTI, the faculty member is under no obligation to proceed with accommodation and in fact could place the institution under inappropriate obligations under the Americans with Disabilities Act. Please consult with the OSD on our campus.



# VALENCIA RESOURCES AND LEARNING ASSISTANCE

## **Libraries**

Each campus library provides a variety of books, handouts, online publications and audiovisual materials that support course-related research and other learning needs. All campuses offer library instruction and encourage faculty input for purchasing materials.

Also, each campus provides computer workstations with access to the Internet and more than 70 online databases. You may use and check out materials at any campus. Librarians and other qualified staff can assist you with research for course assignments, reference documentation, library instruction, interlibrary loan, and technologies. For additional information, including hours of operation, visit [valenciacollege.edu/library](http://valenciacollege.edu/library).

## **Testing Center Collegewide**

The Testing Center is available to students for make-up testing arranged with an instructor, special-accommodations testing arranged with an instructor, testing associated with online classes, and/or the Office for Students with Disabilities. Placement testing is arranged through the Valencia Assessment office.

## **Tutoring Assistance**

Valencia offers tutoring, free of charge, to students for academic courses in which they are currently enrolled. Opportunities also exist for students who would like to be tutors. Tutoring services are specific to each campus and additional information regarding tutoring can be found online or in the learning support area at each campus. See the Valencia Directory for hours and locations.

## **Learning Support Centers**

### **EAST CAMPUS:**

**The Academic Success Center** (Building 4) houses the learning support services listed below. Note: Services are available to students at no cost. However, a current Valencia ID is required for most services.

**The ASC Tutoring and Information Desk** provide tutoring support and learning materials for students and faculty (e.g. calculators, headsets). Regarding tutor support, the Tutoring Center has designed several approaches to tutoring with walk-in assistance and workshops. In an effort to provide more efficient, fast, and friendly service, the bulk of ASC general tutoring is walk-in tutoring. Students can meet with tutors at specified times throughout the day—no appointment necessary. Walk-in assistance is provided for Accounting, Anatomy and Physiology, Business, Economics, Education, Humanities, Computers, Office Systems Technology, Biology, Microbiology, Music, Chemistry, Organic Chemistry, Psychology, Physics, Sign Language, and Speech. In an effort to expand humanities, education, and science tutorial services, the Tutoring Center is currently offering selected education, science, and humanities course workshops. Workshop sessions will maximize retention and develop a greater understanding of course

material. Contact the Academic Success Center Information Desk for more details. For specific walk-in times/subjects and workshop information, we encourage you to visit our website at:  
**[valenciacollege.edu/east/academicsuccess](http://valenciacollege.edu/east/academicsuccess)**  
**[valenciacollege.edu/east/academicsuccess/tutoring/default.cfm](http://valenciacollege.edu/east/academicsuccess/tutoring/default.cfm)**

The availability of tutors is not guaranteed. The Tutoring Center, however, strives to provide quality tutoring for most disciplines offered at Valencia. For more Tutoring Center information, including employment as a Valencia tutor, visit the Academic Success Center Information Desk located on the first floor of building 4 or call the desk at 407-582-2540. We encourage students to visit the tutoring center early in the term. If your students are unable to find a tutor, please connect with the Academic Success Center Manager.

**The Communications Center** provides writing support for all disciplines. Writing consultants work with students on a walk-in basis and provide feedback about the strengths and weaknesses of the student's academic writing. Software for English for Academic Purposes (EAP) lab work and for many reading and writing courses is also available, as are CPT reviews for reading and sentence skills.

**The Math Center** provides help for all levels of math and includes:

- The Specialized Preparatory Area (SPA) assists students with developmental math skills and helps them prepare for the prep competency exam.
  - The Math Support Center (MSC) assists students with all college level math skills.
- Both areas do placement testing, PERT reviews and workshops.

**Language Labs** (Foreign Language and EAP) provide support to foreign language and EAP students and faculty. The labs are used as learning space for classes, as well as for students completing homework and individual lab work. The labs provide software focusing on the development of foreign language and English proficiency. Open lab hours are available.

**The Student Computer Center** has more than 130 PC computers equipped with the Microsoft Office 2007 programs such as Word, PowerPoint, Excel, Access, and Publisher. Additionally, lab computers have Internet access, and are configured for most online applications used at Valencia, including Blackboard, Atlas, Course Compass and MyMathLab. There are also two scanners and two printers available. Computer Center staff provides class presentations on the Use of PowerPoint, formatting Word for MLA and Blackboard basics. Printing is on a pay-for-print basis using a printing card, which can be purchased for \$1 from vending machines in the lab. (The same card is used on most campuses.)

## **OSCEOLA CAMPUS:**

### **The Math Depot**

The Math Depot is an area that provides learning support services to students enrolled in developmental math courses including MAT 0018C, MAT 0028C, and MAT 1033C. Students may come to room 1-142 for assistance with homework, test reviews, course lab requirements, Academic Systems, PERT review, and many other services.

### **Writing Center**

The Writing Center helps students understand all stages of the writing process from prewriting to editing, including grammar, mechanics, reading and integration of sources, and documentation using MLA or APA style. Faculty consultants also help students identify weaknesses and develop strengths in their writing, prepare for the PERT exam, and develop their English language skills. The Writing Center is located in the Learning Center of Building 3 at the Osceola Campus.

### **Language Lab**

The Language Lab offers support to students enrolled in language courses including Spanish, French, and EAP (English for Academic Purposes). Access to computers and software which supports the development of language skills is available in the Language Lab. The Lab is staffed with Instructional Assistants who provide students with individual academic assistance on a walk-in basis. The Language Lab is located in building 1, room 244 at the Osceola Campus.

### **The Learning Center**

The Learning Center offers academic support for all Valencia students in the form of academic tutoring and computer access support. The Learning Center open computer lab offers technology support and access for students through the use of Blackboard and software required for all course offerings on Osceola campus. Students receive academic support through free tutoring in high demand subjects such as: all levels of Math, Biology, Chemistry, Physics and Foreign Languages. The Learning Center is located in building 3, room 100 at the Osceola Campus.

### **The Testing Center**

The Testing Center offers students academic support by providing an area for students to take proctored exams for Valencia courses. The Testing Center facility offers students an area to retake or make up missed exams, with the professor's permission, without missing class. The Testing Center is located in building 2, room 125.

## **LAKE NONA CAMPUS:**

**Learning Support Services (LSS)**, which include testing, tutoring, supplemental learning, and math and communications support, are available at the Lake Nona campus. These services are provided free of charge to students. Many of these services are available on the second floor of building 1, in room 230. Students will find one on one tutors, group tutoring and software programs that will enhance their learning experiences. Faculty are encouraged to share these services with their students.

## **WEST CAMPUS:**

### **Math Center**

- Tutoring Center-Walk-in tutoring is available for mathematics and appointments are made on an availability basis for one-to-one tutoring for a variety of other subjects
- Math Open Lab-Students complete their required labs for MAT 0018C Developmental Math I, MAT 0028C Developmental Math II, MAT 0022C Developmental Math Combined and MAT 1033C Intermediate Algebra
- Math Connections-A learning community for Developmental Math I, Developmental Math II, Developmental Math Combined and Intermediate Algebra
- Hands-On Math Room-Classroom for active learning of math skills and concepts utilizing manipulatives
- Group study rooms-Available to students, staff and faculty for meetings and study sessions
- Postsecondary Education Readiness Test (PERT) and Computerized Placement Test (CPT)- Review sessions are scheduled throughout each term to prepare for these tests

### **Communications Center**

- The open lab houses 80 computers, books, CDs, DVDs, and print materials for students enrolled in Developmental Reading and English or EAP courses to use to complete their required labs for those courses
- The Writing Center offers 30 minute appointments with qualified English, Reading, Speech, and EAP instructors for one-on-one assistance with writing assignments, reading, grammar, and speech
- The EAP Speech/Foreign Language Lab houses 14 computers with special audio recording and playback equipment and is available to students enrolled in EAP speech or foreign language classes
- The Video Speech Lab is available by appointment to speech students and faculty and is equipped with a computer, video camera, projector, screen, and whiteboard so they may record their speeches and presentations in front of their own audience
- A group study room is available by appointment to students and faculty for workshops, group peer tutoring sessions, SL sessions, and group study sessions

### **Testing Center**

- The West Campus Testing Center is available to students for online exams, make-up exams arranged with a professor, special accommodations testing, limited administering of the Post-Secondary Education Readiness Test (PERT) and group end of course assessments.

### **Supplemental Learning**

- Since 1998, Valencia College has implemented Supplemental Learning (SL). This program targets “high risk” courses in attempt to “close the gaps” in student achievement for underprepared and minority students. The SL program is supported by small group sessions led by model-student Supplemental Learning Leaders. Out of class study sessions are scheduled in which students can compare class notes, discuss assignments and develop organizational and study skills

### **Developmental Mathematics**

- MAT 0028C Re-takers course: Students who would initially be considered for enrollment into this class are those who have already attended a classroom (not online) semester of MAT 0028C, but who took and did not pass the State Competency Exam. Students must have attended at least 80% of all class/lab meetings to be eligible. This class will focus on the areas with which the students had difficulty. There will be remediation of problem areas per chapter, mostly targeted preparation for the State Competency Exam, and limited class lectures
- Online Readiness Workshop: Online Learning in Mathematics is an exciting learning alternative to face-to-face instruction that also brings with it some unique challenges. The best way to explore what taking an online math class is like would be to take a “mini-version” of an actual online math class. In this workshop students pretend they are taking a “real online class”. They may discover some difficulties such as trouble keeping up with the schedule or trouble with their computer equipment. Students may find that they have difficulty understanding the textbook on their own. When difficulties are encountered, students can find ways of resolving these issues before they take the actual course. This workshop will prepare students for success in an actual online math class
- LinC-Learning in Community: This learning community initiative “links” two courses and enrolling the same cohort of students, and taught collaboratively by faculty of two different disciplines, along with a Success Coach. Student Life Skills (SLS) courses are linked with MAT 0018C, MAT 0028C and MAT 1033C on West Campus
- Bridges to Success: This program is responsible for working with ethnically diverse populations to assist with the post-secondary transition from application to enrollment and graduation. The Bridges program assists the college in creating an educational environment that supports the success of these students. The MAT 0018C, MAT 0028C and MAT 1033C courses are regularly scheduled to accommodate this program using the LinC model
- MAT 0018C-Developmental Mathematics I: This course is the first mathematics course at Valencia emphasizing fundamental mathematical operations. Through the Developmental Education Initiative (DEI), college success skills have been infused in the course with the use of a student portfolio. The portfolio will assist students with critical thinking, reading, motivation, note-taking/study skills and goal setting

## **WINTER PARK CAMPUS:**

### **Testing Center**

This center acts as both the Testing Center and Assessment Office for the Winter Park Campus. The Testing Center proctors exams for online classes, make-up exams arranged with an instructor and special-accomodations testing arranged with an instructor and/or the Office for Student Disabilities. All proctored faculty exams require a referral from the instructor. This referral can be submitted in person or online. The online referral form can be found in Atlas on the Faculty tab. The Testing Center also proctors the PERT placement exam for students who plan to attend Valencia College.

### **Learning Assistance**

The Winter Park Communications Student Support Center (CSSC) offers students assistance with understanding assignments, developing ideas, drafting papers, assessing grammar and writing skills, reading skills, speech skills, and much more. The CSSC provides one-on-one writing consultations for students who need help with writing assignments. If students are unable to visit the CSSC, they can also consult with one of our staff members via email. Additionally, the CSSC provides personalized tutoring upon request. The CSSC also offers a selection of free tip sheets and work sheets that are available to all Valencia students. Some of the tip sheet topics include: MLA and APA documentation, grammar, punctuation, study skills, reading, and writing. Self-paced PERT and CPT workshops are also now available.

Location: Winter Park Campus, Room 136

Phone: 407-582-6818

Website: [valenciacollege.edu/wp/cssc](http://valenciacollege.edu/wp/cssc)

### **The Mathematics Support Center**

The Mathematics Support Center provides a comfortable and caring environment in which students may prepare for tests and exams, complete homework assignments, and engage in group study. To facilitate such activities, the Math Center offers tutoring help from support personnel, as well as providing solutions manuals, tip sheets, video lectures, and software programs—all of which correspond to current Valencia mathematics textbooks.

Students are encouraged to form study-support groups with their peers.

The Math Center staff is also involved in on-campus state- and college-mandated testing. Staffers review PERT retake workbooks, coordinate state competency testing and follow-up remediation, and assist students as they prepare for the other examinations like the TEAS test.

The Support Center is open on a walk-in basis; no appointments are taken.

Location: Winter Park Campus, Room 138

Phone: 407-582-6817

Website: [valenciacollege.edu/wp/mathcenter](http://valenciacollege.edu/wp/mathcenter)

# OFFICE OF INFORMATION TECHNOLOGY (OIT)

Valencia's Office of Information Technology is tasked with providing a "unified digital campus," an environment in which people, process, and technology interact seamlessly to strengthen institutional performance through improved constituent services, increased accountability, and better educational experiences.

## Technology Support Services

Technology Support Services will employ technology to create, communicate, and apply knowledge that facilitates learning and supports the mission and goals of OIT and Valencia College.

- Provide Help Desk and Desktop support to ensure a reliable, robust and secure technology support environment for staff and faculty.
- Maintain current standards for hardware and software applications and provide centralized purchasing to ensure a balanced innovation, manageability and use of college resources through careful planning and stewardship.
- Provide collegewide analysis and support of best practices for the management and support of academic labs and classroom technology areas.
- Enhance learning activities and instructional support through the effective use of technology by implementing Smart Classroom technology.

For more information visit Technology Support Services at [valenciacollege.edu/oit/tss](http://valenciacollege.edu/oit/tss).

## OIT Service Desk

Help Desk Services is responsible for the process of ensuring accurate and timely technology support and problem resolution to internal and external customers. They are also responsible for resolving complex and everyday service requests relating to PCs, web services, server operations, the college enterprise resource system, hardware and software problems and malfunctions; interacting and consulting with clients to manage client satisfaction; providing guidance, assistance, and follow-up on client inquiries, and assisting in the implementation of desktop hardware and software.

Hours: Monday - Friday — 7 a.m. to 6 p.m.

Phone: 407-582-5555

Email: [OITHelp@valenciacollege.edu](mailto:OITHelp@valenciacollege.edu)

FAQs: [answers.valenciacollege.edu](http://answers.valenciacollege.edu)

## Lab Technology Services

The Computer Lab Technology Services area coordinates all student computer labs and computer classrooms collegewide. This area also coordinates software licensing at Valencia.

- We provide leadership, while interfacing and assisting management and academic technology support personnel with gathering, investigating and evaluating information. This is used collegewide to develop and recommend best practices for academic labs and classroom technology support.
- Lab Technology and Services identifies, consolidates, acquires and deploys vendor supplied upgrades, as approved, to augment the operation of technology labs and classrooms.

### **Software Licensing**

- Lab Technology Services manages enterprise software licenses. Valencia has saved thousands of dollars by consolidating individual user licenses into collegewide licenses. Additionally, the college has Adobe CLP licenses that provide discounted volume pricing. For information on collegewide licensing, please go to: [valenciacollege.edu/oit/tss/computerlab](http://valenciacollege.edu/oit/tss/computerlab)

### **Smart Classrooms**

The Purpose of the Smart Classrooms at Valencia College is to provide a teaching and learning environment enhanced by state-of-the-art technology. Faculty members are provided a stable and reliable teaching environment that is fully supported and maintained by the Office of Information Technology. Students are provided an enhanced learning opportunity through the incorporation of various instructional media into the regular classroom lecture.

You may contact the manager of classroom technology services for Smart Classroom planning, building and customization requests. Please contact your Library Instructional Media and Support Services for training on how to use these classrooms.

To learn more about the rooms available at each campus, how to receive training on effective utilization of those rooms and other important information, please visit [valenciacollege.edu/oit/tss/cts](http://valenciacollege.edu/oit/tss/cts)

### **Technology Refresh**

The Technology Refresh Program in the Office of Information Technology is responsible for maintaining appropriate lifecycles of existing computers at Valencia College.

- Manage inventory of all Valencia refresh-eligible computers to include location, user, and hardware information.
- Use inventory to address highest priority computer replacement needs at Valencia.
- Oversee procurement, delivery and installation of new computers to ensure college needs are met.
- Coordinate the disposal of older computers that are replaced via the Technology Refresh Program.

### **Network and Infrastructure Services**

The Networking and Infrastructure Services area of the Office of Information Technology is responsible for ongoing operational support, maintenance and development of Valencia's IT infrastructure and network applications.

### **Telecommunications**

The Telecommunications Operations and Support area of the Office of Information Technology is responsible for ongoing operational support, maintenance, and development of Valencia's telephone infrastructure and related services.



If you are trying to contact a Valencia employee from outside the college, you may dial 407-299-5000, followed by the four-digit extension or you may call directly by dialing 407-582 and then the four-digit extension number. If you are calling from a Valencia phone, just dial the person's four-digit extension at the tone. For more information please visit [valencia.college.edu/oit/networking/telecomm](http://valencia.college.edu/oit/networking/telecomm).

### **Wireless Networking at Valencia**

Wireless networking is a growing area in computer network technology that offers unique opportunities in education, research and administration. Wireless networks give users mobility and flexibility by enabling them to access network services without being tied to a physical location. Many devices and applications are being developed to take advantage of these new capabilities. To offer the potential benefits of this service to the Valencia community we continue to grow and update campuswide wireless network. To learn more please visit: [valenciacollege.edu/wireless](http://valenciacollege.edu/wireless).

### **Web & Portal Services**

Web & Portal Services builds and maintains Web and portal sites for the college departments. This department maintains Atlas, the college's portal, and is responsible for the maintenance, support and development of the college's Internet presence.

### **Faculty Web Space**

Web space is available for faculty and adjuncts. The Web team has designed a place on the Valencia website for faculty to maintain a Web presence. It is called "Faculty FrontDoor." This is a user-friendly, form-based application that allows faculty to post announcements, syllabi, documents, images and even video.

### **Adding Information to the College Site**

If you have anything you would like to add or change on the college website, please send your information and suggestions to the Web & Portal Services team. We aim to add new information to the college website quickly. However, at certain times this may not be possible. We will do everything we can to assist if you need to add material to the site urgently, but please speak to us in-person or by telephone first. Call 407-582-5529 for more information.

## RESOURCE DEVELOPMENT

The Resource Development Office (RDO) is a collegewide point of contact within the Vice President of Academic Affairs and Planning Division. The purpose of this office is to advance academic and student initiatives. It also cultivates innovation and supports institutional and external collaborations and community partnerships. Staff of the RDO assists with identification of funding sources, the development of ideas and the preparation and submission of grant proposals. The Resource Development staff assists with drafting grant proposals and budgets, which must be approved by the faculty and staff involved, as well as the college administration, prior to being submitted. The Resource Development staff coordinates the internal approval process. All grant proposals submitted must promote or enhance the college's strategic goals.

In cases in which faculty or staff are contacted by other colleges or organizations seeking a partnership with Valencia in a grant-funded activity, the Office of Resource Development coordinates the college's response, including the provision of letters of support and the development of agreements for Valencia's participation in a grant awarded to another entity.

This office also supports college staff in the oversight of grant management once awarded. The initial implementation of grants is initiated by the RDO to ensure the contract responsibilities of the college are being met. The RDO monitors grant reporting and budgets to check that proper documentation is collected, stored and submitted to the funding source.

When considering outside funding, faculty and staff must consult with the RDO prior to contacting the funding source. Every request for outside funding must involve the RDO.

Kristeen Christian, Assistant Vice President for Resource Development, Ext. 2909

# MARKETING AND STRATEGIC COMMUNICATIONS

The department directly supports Valencia's enrollment, public relations and revenue goals by:

- Developing and executing an annual marketing plan aimed at fulfillment of the goals of the enrollment management plan and continuing education business plan
- Developing and executing a public relations plan to increase awareness of the college's contributions and academic excellence, and engage stakeholders and students more meaningfully with the college
- Developing and protecting Valencia's brand and reputation
- Providing professional marketing strategy, creative and design services, news writing and photography to staff and faculty to promote key programs and initiatives

## VALENCIA COLLEGE FOUNDATION

In 2010-2011, Valencia Foundation was named one of the strongest community college endowments for the sixth consecutive year by the NACUBO-Commonfund Study of Endowments (NACUBO is the National Association of College and University Business Officers). Additionally, the Council for Advancement and Support of Education named Valencia one of two public colleges to their Circle of Excellence for Educational Fundraising, an unsolicited award based on their investigation of the past three years of donor data supplied to the Voluntary Support of Education Survey. This recognition is a complement to the college's Aspen Prize award, recognizing Valencia as the top community college in the nation.

Winston Churchill once noted, "You make a living by what you get, but you make a life by what you give." Generous donors make the foundation's work possible. The continuing support of philanthropic individuals, corporations and organizations allows the foundation to increase the number of students it serves. Valencia Foundation awarded more than \$1.3 million in scholarships to students during 2010-2011. Despite an uncertain economy, the foundation has been able to give back to students and Valencia more than \$10 million in the past four years.

Of the top five reasons students cite for dropping out of college, four are financially related. This makes Valencia Foundation's work building scholarships especially urgent. Because many students are working a full-time or several part-time jobs — as well as balancing family, community, volunteer and personal commitments — scholarships make a tremendous difference in their ability to attend college.

This is the heart of Valencia Foundation. Valencia Foundation's mission is to enhance learning, workforce training and economic development in Central Florida through the support of scholarships, teaching chairs, programs and buildings for Valencia. Our purpose: Giving opportunity.

The foundation's efforts are guided by these principles:

- To steward the resources entrusted to our care
- To make enhancement of student learning the center of our work
- To provide opportunities to individuals who might not otherwise be able to attend college
- To invest wisely and conservatively
- To partner with the college to meet its mission in the community
- To communicate openly, frequently and honestly with our constituents
- To honor the privacy of our donors and friends
- To value diversity in all its forms and respect the dignity of the individual
- To ensure we meet both the letter and the spirit of the laws that govern our work

Through the generosity of our donors and partners, Valencia Foundation is able to help fund the margin of excellence for which the college is nationally recognized. Valencia ranks first among the nation's two-year colleges in the total number of associate degrees awarded and has a graduation rate triple the average of comparable two-year institutions. And the reason is simple: A seasoned, dedicated, talented faculty has made learning the center of their work. Every decision — from developing curricula to choosing texts to budgeting funds to hiring professors — is made based on one fundamental question: How does this enhance student learning?

The college continues to be an affordable place to start, but tuition is still out of reach for many students. Plus, the price of books, which the college unfortunately doesn't control, is escalating and can often equal, or even outpace, tuition.

The foundation also funds endowed teaching chairs which are awarded annually through a competitive, faculty-led process. Dr. Amy Bosley is a member of the foundation's board of directors and she works diligently in that role to help expand resources for professors to enhance learning.

Your contribution makes a meaningful difference. Valencia Foundation offers a variety of flexible gifting options to promote higher education and workforce development in Central Florida. The foundation is a 501(c)3 organization, so your gift is tax-deductible to the fullest extent of the law.

One hundred percent of every dollar given to Valencia Foundation goes directly to the donor's intended purpose. We never take a single penny for overhead, administration or any other expenses — every gift goes entirely to support students, faculty and the college.

You can help us change the future, one mind at a time. We welcome your partnership in giving opportunity.

**Valencia Foundation**  
190 S. Orange Avenue  
Orlando, FL 32801

Phone: 407-582-3150  
Fax: 407-582-3156

**valencia.org**  
**valenciagiving.org**

Email: [foundation@valenciacollege.edu](mailto:foundation@valenciacollege.edu)

Valencia Foundation is committed to the principle of equal opportunity in education and employment. We value the richness of diversity in its many forms and respect the dignity of each individual. We do not practice unlawful discrimination on the basis of race, color, national origin, gender, religious creed, disabling condition, sexual orientation, age or marital status. Our focus is to support Valencia's mission, as we strive to unlock access to learning for students of all backgrounds.

# ASSOCIATION OF FLORIDA COLLEGES (AFC)

The Association of Florida Colleges (AFC) is an organization that represents all faculty, staff, administrators, trustees, presidents, and retirees from Florida's 28 public colleges. Consisting of local campus-based chapters and regions, and statewide commissions, its mission is to actively promote, democratically represent, support, and serve the individual members and educational institutions that are a part of the Florida College System. AFC provides advocacy, recognition, information, professional development, networking benefits and services, fellowship and much more to its members.

AFC is the prime catalyst of legislation that is beneficial to both our Florida College System and all our employees, thereby helping provide the citizens of Florida with the best possible comprehensive college educational system. AFC is an organization that helps Valencia get the resources it needs.

## History

The association was organized in 1949 as the Florida Association of Public Junior Colleges by the presidents of Florida's first four public junior colleges. Its mission was to unite the colleges for the purpose of helping the Florida Legislature understand the junior college mission and to advocate for Florida's public junior colleges in the development of the state's long-range plan for higher education.

Since 1949, the association's mission and purposes have grown in scope as has the association itself. In 1971, the association became the Florida Association of Community Colleges and is the most original organization serving any community college system in the nation. AFC is the only state college association that represents all employees, presidents, and trustees associated with a state college system.

Today, all 28 of the state's community and state colleges support the work of the association through institutional dues, as do nearly 9,000 individual state college employees and retirees through individual memberships and the sharing of their talents, time and energy.

## Why Join?

The Association of Florida Colleges (AFC) exists to promote and support the Florida College System and its employees.

## AFC

- Protects **YOUR** interests and is **YOUR** voice in the Florida legislature
- Provides a highly visible presence in Florida's legislative arena
- Provides an opportunity for networking and personal and professional development
- Is a centralized source for public relations information about the Florida College System
- Offers its members a partnership to promote, educate, influence and impact the role that our Florida College System has on education in Florida

# ASSOCIATION OF FLORIDA COLLEGES (AFC)

## Contact Information

### **President**

Joe Nunes  
Phone: 407-582-8007  
Email: jnunes@valenciacollege.edu  
Campus: CJI

### **President-Elect**

Shelby Fiorentino  
Phone: 407-582-1619  
Email: mfiorentino@valenciacollege.edu  
Campus: East

### **Secretary**

Patty Nicholas  
Phone: 407-582-3465  
Email: pnicholas@valenciacollege.edu  
Campus: West

### **Treasurer**

Pat Lee  
Phone: 407-582- 1608  
Email: patlee@valenciacollege.edu  
Campus: West

### **Historian**

Damion Hammock  
Phone: 407-582-6917  
Email: dhammock@valenciacollege.edu  
Campus: Winter Park

### **Membership**

Debi Jakubcin  
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Email: djakubcin@valenciacollege.edu  
Campus: CJI

### **Media/Marketing**

Shannon Jackson  
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Email: sjackson59@valenciacollege.edu  
Campus: West

### **Criminal Justice Institute Representative**

Deborah McCoy  
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Campus: CJI

### **Osceola Campus Representative**

Sarah Dockray  
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Campus: Osceola

### **Sand Lake Campus Representative**

Brenda Jones  
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Email: bjones@valenciacollege.edu  
Campus: West

### **West Campus Representative**

Marsha Clarke  
Phone: 407-582-5510  
Email: mclark35@valenciacollege.edu  
Campus: West

### **Winter Park Campus Representative**

Isabel Muñoz  
Phone: 407-582-6800  
Email: iriveramunoz@valenciacollege.edu  
Campus: WinterPark

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# ASSOCIATION OF FLORIDA COLLEGES (AFC)

## Contact Information

### **Downtown Representative**

Nancy Meza

Phone: 407-582-3143

Email: [nmeza@valenciacollege.edu](mailto:nmeza@valenciacollege.edu)

Campus: DTC

### **East Campus Representative**

John Aplin

Phone: 407-582-2019

Email: [japlin@valenciacollege.edu](mailto:japlin@valenciacollege.edu)

Campus: East

### **Past President**

Shelby Fiorentino

Phone: 407-582-1619

Email: [mfiorentino@valenciacollege.edu](mailto:mfiorentino@valenciacollege.edu)

Campus: West



# THE PEACE AND JUSTICE INITIATIVE

## How we treat each other

### *Our Practice of Respect and Nonviolence*

1. **Create a hospitable and accountable community.** We all arrive in isolation and need the generosity of friendly welcomes. Bring all of yourself to the work in this community. Welcome others to this place and this work, and presume that you are welcomed as well. Hospitality is the essence of restoring community.
2. **Listen deeply.** Listen intently to what is said; listen to the feelings beneath the words. Strive to achieve a balance between listening and reflecting, speaking and acting.
3. **Create an advice free zone.** Replace advice with curiosity as we work together for peace and justice. Each of us is here to discover our own truths. We are not here to set someone else straight, to “fix” what we perceive as broken in another member of the group.
4. **Practice asking honest and open questions.** A great question is ambiguous, personal and provokes anxiety.
5. **Give space for unpopular answers.** Answer questions honestly even if the answer seems unpopular. Be present to listen not debate, correct or interpret.
6. **Respect silence.** Silence is a rare gift in our busy world. After someone has spoken, take time to reflect without immediately filling the space with words. This applies to the speaker, as well—be comfortable leaving your words to resound in the silence, without refining or elaborating on what you have said.
7. **Suspend judgment.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully.
8. **Identify assumptions.** Our assumptions are usually invisible to us, yet they undergird our worldview. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.
9. **Speak your truth.** You are invited to say what is in your heart, trusting that your voice will be heard and your contribution respected. Own your truth by remembering to speak only for yourself. Using the first person “I” rather than “you” or “everyone” clearly communicates the personal nature of your expression.

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## THE PEACE AND JUSTICE INITIATIVE

10. **When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, or shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”
11. **Practice slowing down.** Simply the speed of modern life can cause violent damage to the soul. By intentionally practicing slowing down we strengthen our ability to extend non-violence to others—and to ourselves.
12. **All voices have value.** Hold these moments when a person speaks as precious, because these are the moments when a person is willing to stand for something, trust the group and offer something he or she sees as valuable.
13. **Maintain confidentiality.** Create a safe space by respecting the confidential nature and content of discussions held in the group. Allow what is said in the group to remain there.

*Prepared by the Peace and Justice Initiative with considerable help from the works of Peter Block, Parker Palmer, the Dialogue Group and the Center for Renewal and Wholeness in Higher Education.*



## VALENCIA WELLNESS PROGRAMS

Did you know that Valencia offers a Wellness program to their employees? Full or part-time employees are eligible. Each semester there are an array of class offerings. They begin the week the semester begins and end the week before the semester ends. They are FREE to all employees. Classes range from yoga, boot camp, Zumba toning, stretch and breathe/guided relaxation, Zumba, Toning in the Park, group training, personal training and a walking program with a free pedometer. There is no pre-registration required and the schedule is posted on the Wellness website: [valenciacollege.edu/hr/wellness](http://valenciacollege.edu/hr/wellness). We also offer Weight Watcher meetings on East, West and Osceola campuses.

There are also many educational brown bag series offered throughout the year. They can also be found on the Wellness website.

With the increase in diabetes, obesity and other chronic problems often related to lifestyle, an epidemic on the rise, we truly hope you will take a step towards better health. Valencia is here to help you do that. Please consider joining one or all of the programs offered to you for free. Ideas and suggestions to make the program better are always appreciated. If you have questions, suggestions or need more information please contact: [djakubcin@valenciacollege.edu](mailto:djakubcin@valenciacollege.edu)

Full-time employees have an opportunity to earn up to \$550.00 in incentive points to redeem on the wellness website. Requirements for reaching these goals can be found under Valencia incentives on the wellness website. For more information contact the Valencia Wellness Office at extension 8022 or [djakubcin@valenciacollege.edu](mailto:djakubcin@valenciacollege.edu)

Remember: Good Health Begins with YOU.

# VALENCIA COLLEGE SAFETY

In Case of EMERGENCY Call Campus Security  
Life Threatening Call 911

West Campus Ext .....	1000
East Campus Ext. ....	2000
Downtown Center Ext.....	3000
Osceola Campus Ext.....	4000
Winter Park Campus Ext...	6000
Sand Lake Center Ext.....	6750
Lake Nona Campus Ext. ...	7000
Criminal Justice Center .....	8000

## DISRUPTIVE ACTIVITIES

A concern to all employees is a disruptive person. Problems can occur in classrooms, offices or support areas, etc. and can quickly get out of control.

### Classroom:

*Authority: College Policy Volume 8:  
Sec 8-03 Student Code of Conduct*

Faculty members are authorized to define, communicate and enforce appropriate standards of decorum in classrooms, offices and other instructional areas under their supervision. If a student is unwilling to leave when instructed by a faculty member, Security should be called to assist with the removal.

*Faculty members are referred to the Faculty Handbook and College Policy Manual for full text versions of definitions and authority under this policy.*

### General Areas:

If persons are involved in activities, but not members of the class, which disrupt the classroom setting, contact Security. Be prepared to give your name, room number, the specific location and description of the persons and the activity that is disruptive.

## IMPORTANT GENERAL STUFF

### Lost and Found

A lost and found depository is maintained in your campus security office. Staff members should surrender lost and found items to security and remind students and others who inquire about lost items to contact the security office where the property was lost.

### Emergency Evacuations

Be sure to familiarize yourself and those you are responsible for with the designed escape routes which are posted in the classrooms. Evacuation points for all buildings are in the parking lots.

### **Crime Statistics**

The college maintains crime statistics for each calendar year and publishes them with statistics from the preceding three years. These statistics are available and published in the Student Handbook and are also available online on the Valencia home page: [valenciacollege.edu](http://valenciacollege.edu).

Each campus security office maintains a “crime log” which has all of the offenses reported in the preceding ninety (90) days. These logs can be reviewed at any campus security office by simply visiting and asking to see the crime log.

### **Valencia Alert**

In the event of an emergency, Valencia Alert will notify you by email and/or text message. It will also provide real-time updates, instructions on where to go, what to do, whom to contact and other important information. To learn more and sign up for Valencia Alert, visit [alert.valenciacollege.edu](http://valenciacollege.edu).

For details on these and other safety related topics please review our Annual Security Report at: [valenciacollege.edu/security/documents/AnnualSecurityReport2010.pdf](http://valenciacollege.edu/security/documents/AnnualSecurityReport2010.pdf)

### **Adverse Weather**

Hurricane:

#### **A. General Information**

1. The decision to close the college (all campuses) will be based upon whether a life threatening situation is determined to exist, or is projected to exist, during the time classes are scheduled.
2. The President will make the decision to close.
3. The internal and public announcements regarding the college closing will be the responsibility of Marketing & Strategic Communications area who will be advised by the A.V.P. of Safety and Security on the status of closing. A recorded message with emergency college information will be available on Ext. 1691.

### **Elevator Entrapment**

The college uses elevators to facilitate access in all multi-floor buildings. Regularly scheduled maintenance minimizes the chances of elevator failure and the frequency of problems is minimal. However, if you are in an elevator and it should fail for any reason, the elevator car will not fall, you will not run out of oxygen, and emergency lights will come on.

In the event that an elevator stops operating for any reason while you are inside.

1. DO NOT try to force the doors open or get out of the elevator on your own.
2. Use the emergency phone in the elevator to contact security. To operate, open the phone door and push the button which automatically connects to the security dispatch center. Security will respond to your location and contact Facilities to assist in getting you out of the elevator.
3. Assist others in the elevator in remaining calm.
4. Provide other information to Security as situation changes.
5. Notify Security if you suspect people are trapped in an elevator.

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## **Fire**

### **If a fire occurs in your area:**

1. Evacuate the building to remove people from immediate danger. Confine the fire by closing doors.
2. Pull one of the fire alarm pull stations located throughout the building. Notify 9-1-1 and then Security immediately. Give the following information: the location of the fire (using the room number, if possible), the severity of the fire and your name. Security will immediately call the Fire Department.
3. Unless properly trained by the college, do not attempt to put out a fire with a Fire Extinguisher. Familiarize yourself with the locations of fire extinguishers in your work area.

### **Additional Information:**

4. Disconnect electrical equipment that is on fire if it is safe to do so. Pull the plug.
5. Notify your supervisor of the location and extent of the fire.
6. Never allow the fire to come between you and the exit.
7. Assume smoke and/or fumes are hazardous. Stay clear.
8. Do not break windows unless absolutely necessary for evacuation. Oxygen feeds a fire. Before opening any door, touch it near the top. If the door is hot or smoke is visible, do not open the door.
9. Do not use elevators.
10. Take your car keys, purse, and/or wallet if you evacuate. If you are the last to leave, close doors behind you to confine the fire but do not lock them. Do not attempt to save possessions at the risk of personal injury.
11. If the area is smoky, stay low to the ground. Crawl if necessary. If your clothes or those of another are on fire, STOP, DROP and ROLL.
12. Do not return to the emergency area until instructed to do so.
13. If you are trapped inside your office:
  - Wedge cloth material along the bottom of the door to keep smoke out.
  - Close as many doors as possible between you and the fire.
  - If windows open and you must have air, open the window. Do not break the window, as it will become impossible to close it if necessary.

All fires, no matter how small or how easily extinguished, must be reported to Security.

## CONTINUING EDUCATION

Valencia College provides continuing education and professional training programs that serve individuals, government agencies and businesses. Our training programs and courses are instructed by certified professionals.

Program areas:

- Advanced Manufacturing
- Financial Services and Accounting
- Government and Emergency Management
- Human Resources and Organizational Development
- Language and Culture Courses
- Leadership Development
- Office Administration
- Technology and Certification

SPD funds can be used for continuing education courses. To browse our upcoming courses, visit [valenciacollege.edu/continuingeducation](http://valenciacollege.edu/continuingeducation) or call 407-582-6688 for assistance.

# CAMPUS DIRECTORY

Office/Campus	Location	Phone Extension	Fax Extension	Office/Campus	Location	Phone Extension	Fax Extension
<b>Academic Success Center</b>				<b>Campus Store</b>			
East	4-101	2704		East	5-120	2238, 2237 2577, 2578	
Communication Center	4-120	2795		Lake Nona	135	7103	
EAP Lab	4-105	2098		Osceola	Bldg. C	4160, 4161	
Foreign Language Lab	4-104	2841		West	1-142, 2-121	1471, 1166 1771, 1165	
Math Center	4-102B	2775		Winter Park	1-101	6950	
Student Computer Center	4-101	2431		<b>The Career Center</b>			
Testing Center	4-122	2704		East	5-230	2259	
Tutoring Center	4-101	2540		Osceola	2-151	4897	
<b>Audio Visual Services</b>				West	SSB-206	1464, 1351	
East	4-102B	2419		Winter Park	1-214	6882	
West	6-102	1488		<b>Computer Equipment Servicing/Repairs</b>			
Winter Park	1-200	6819		West	SSB-171	5555	1821
<b>Audio Visual Booking</b>				<b>Learning Technology Center (Faculty)</b>			
Osceola	2-105	4150	4280	East	4-133	2472	
<b>Answer Center/Financial Aid</b>				Lake Nona	1-344	7108	
East	5-211	2330, 2331		West	6-326A	1792	
Lake Nona	1-149	7102		<b>Curriculum Development: Teaching and Learning - Collegewide Coordinator, Faculty Development</b>			
Osceola	2-150	4143		Collegewide	4-133	2416	8905
West	SSB-106	1507		<b>Dental Hygiene Clinic</b>			
Winter Park	1-210	6885		West	10-126A	1305	
<b>Alumni Relations</b>				<b>Food Service</b>			
East	6-101B	2946		East	Bldg. 5	2575	
<b>Assessment</b>				Lake Nona	Bldg. 1	131	
East	5-237	2770		Osceola	Bldg. D	4162	
Lake Nona	1-206	7104		West	Bldg. 2	1193	
Osceola	2-127	4860		Winter Park - Vending Machines in Student Lounge			
West	SSB-235	1101		<b>Foundation</b>			
Winter Park	1-104A	6086		Downtown Center	101	3150	3156
<b>Atlas Access Labs</b>				<b>Honors Program</b>			
East	5-213	2209		West	3-136	1980	1671
Lake Nona	1-147	7101		<b>Honors Program Resource Centers</b>			
Osceola	2-130	4134		East	4-117		
West	SSB-142	1105		West	6-201B		
Winter Park	1-217	6878		<b>Business Office</b>			
<b>Business Office</b>				East	5-214	2387	
East	5-214	2387		Osceola	2-155	4130	
Osceola	2-155	4130		West	SSB-101	1200	
West	SSB-101	1200		Winter Park	1-206	6055	
Winter Park	1-206	6055		<b>Campus Administration</b>			
<b>Campus Administration</b>				East	3-108	2256	2621
East	3-108	2256	2621	Lake Nona	1-302	7100	
Lake Nona	1-302	7100		Osceola	2-255	4101	4858
Osceola	2-255	4101	4858	West	1-211	1280	1912
West	1-211	1280	1912	Winter Park	1-244	1277	1217
Winter Park	1-244	1277	1217				





Office/Campus	Location	Phone Extension	Fax Extension	Office/Campus	Location	Phone Extension	Fax Extension
<b>Security Services</b>				West	7-240	1633	
<b>Downtown Center</b>				Winter Park	1-136, 1-138	6817, 6820	
Security	149	3000		<b>University of Central Florida</b>			
<b>East</b>				West	11-104	5500	5503
Campus Supervisor	5-220	2000, 2689	2251	Osceola	3-319	4190	4859
Decals, Lost and Found	5-220	2000, 2689	2251	<b>Veterans Affairs</b>			
General Information/ Escorts	5-220	2000, 2689	2251	East	5-210	2607	
Security After Hours	5-220	0332	2251	Osceola	2-140	4807, 4808	
<b>Lake Nona</b>				West	SSB 110	1159	
Security	1-150	7000		Winter Park	1-203	6892	
<b>Osceola</b>				<b>Word Processing/Copy Centers</b>			
Security	Port L	4000	4009	East	1-255	2258	8920
Security After Hours	Port L	4000	321-689-3543	West	1-251	1266	1403
<b>Sand Lake Center</b>							
Security		6750					
<b>West</b>							
Campus Supervisor	SSB-170	1000, 1448	1863				
Chief of Security– Collegewide	SSB-170	1000, 1448	1863				
Decals, Lost and Found	SSB-170	1000, 1448	1863				
General Information	SSB-170	1000, 1448	1863				
Security After Hours	SSB-170	1030	1863				
<b>Student Development</b>							
East	5-212	2313					
Lake Nona	1-147	7101					
Osceola	2-131	4158					
West	3-135	1607					
Winter Park	1-122	6893					
<b>Student Services</b>							
East	5-210	2310					
Lake Nona	1-149	7102					
Osceola	2-140	4204					
West	SSB-110	1339, 1343					
Winter Park	1-203	6885					
<b>Testing Center</b>							
East	4-122	2337	8916				
Lake Nona	1-206	7104					
Osceola	2-125	4149	4892				
West	11-142	1323	1939				
Winter Park	1-104	6086	6005				
<b>Tutoring Services</b>							
East	4-101	2540					
Lake Nona	1-230	7106					
Osceola	3-100	4146, 4155					





