OSCEOLA AND LAKE NONA

Campus Plan Draft -- 2012
THE PROCESS

Campus Planning Conversation -- October 4, 2011

- How prepared are our high school graduates for college culture?
- What do students experience after deciding that they will enroll at Valencia, but before they attend their first class?
- What do our students experience in their first semester at the Osceola Campus?
- How do students find purpose while enrolled at the Osceola Campus?
- How do our students interact with faculty outside of their classes at Osceola?
- How are students supported academically inside and outside of the classroom?
- What do students experience while enrolled in an online class?
- What pathways do our students pursue after graduating?
- What do our adjunct faculty experience while teaching a course at Osceola?
- How does our community experience the Osceola Campus?
THE PROCESS

Presentation of Common Themes and Objectives

- Faculty Welcome Back -- January 5, 2012
- Faculty/Staff Meeting -- January 19, 2012

Request for Input on Campus Plan Drafts

Development of Rationale and Deliverables
THE FORMAT

• Themes are highlighted at the top of each page

• Two categories of objectives are used:
  • Those that begin with a verb other than “explore” are ready for implementation
  • Those that begin with “explore” are not yet “ripe”

• The rationale explains why Osceola and Lake Nona are interested in this work at this time

• The deliverable/measure represents how we will know we achieved our objective
THE FORMAT

- Purpose
- Pathway
- Person
- Plan
- Place
EXPAND OUR ACADEMIC PROGRAM OFFERINGS
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Explore the development of a Life Sciences Institute, including A.S. degree offerings in:

- Alternative Energy
- Biomedical Engineering Technology
- Biotechnology
- Environmental Science
- Health Information Management
- Histologic Technology
- Medical Laboratory Technology
- Occupational and Physical Therapy
EXPAND OUR ACADEMIC PROGRAM OFFERINGS

Explore the expansion of course offerings to allow for degree or certificate completion in:

- Graphics Technology
- Hospitality/Tourism
- Nursing
STRENGTHEN OUR CONNECTION WITH STUDENTS AT THE “FRONT DOOR”
STRENGTHEN OUR CONNECTION WITH STUDENTS AT THE “FRONT DOOR”

- Create LinCs with SLS and developmental courses
CREATE A MORE COHESIVE LEARNING SUPPORT EXPERIENCE FOR STUDENTS
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- Locate related services in a single area on campus (i.e. locate tutoring for all subject areas in one zone on campus; locate student services in one zone on campus)
CREATE COHORT-BASED PROGRAMS TO SUPPORT COMMUNITY BUILDING AND STUDENT SUCCESS
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- Refine REACH and continue to offer it for students who place into three prep courses, with rigorous program evaluation and development
EXPLICITLY SUPPORT STUDENTS AS THEY WORK TO FIND THEIR PURPOSE
EXPLICITLY SUPPORT STUDENTS AS THEY WORK TO FIND THEIR PURPOSE

- Collaborate with the Internship Office to develop a directory of established internship sites
CREATE A WARM AND WELCOMING LEARNING ENVIRONMENT
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- Add student artwork and educational murals to the hallways

“...It is the mark of an educated mind to be able to entertain a thought without accepting it.” — Aristotle
CREATE A WARM AND WELCOMING LEARNING ENVIRONMENT

- Add student artwork and educational murals to the hallways

“In Our Village”
STRENGTHEN THE CAMPUS’S ONLINE PRESENCE
STRENGTHEN THE CAMPUS’S ONLINE PRESENCE

- Explore a co-requisite student success course for students enrolled in their first online course.
STRENGTHEN OUR PART-TIME FACULTY CORPS
STRENGTHEN OUR PART-TIME FACULTY CORPS

- Increase the number of part-time faculty that hold Associate Faculty status and offer campus-based professional development opportunities to support new part-time faculty and re-engage part-time faculty who have taught at the campus for years
STRENGTHEN OUR CONNECTION WITH THE COMMUNITY
STRENGTHEN OUR CONNECTION WITH THE COMMUNITY

- Establish strategic dual enrollment pathways with county high schools and home school organizations
STRENGTHEN OUR CONNECTION WITH THE COMMUNITY

- Establish strategic pathways with ALCO and TECO and actively recruit ALCO and TECO graduates
STRENGTHEN THE RELATIONSHIPS BETWEEN VALENCIA FACULTY AND HIGH SCHOOL TEACHERS
STRENGTHEN THE RELATIONSHIPS BETWEEN VALENCIA FACULTY AND HIGH SCHOOL TEACHERS

- Require that high school teachers who teach dual enrollment classes at a high school also serve as an adjunct at the Osceola or Lake Nona Campus at least once per year.
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