3.5.1

Educational Programs – General Education

<table>
<thead>
<tr>
<th>Compliance</th>
<th>X Partial Compliance</th>
<th>Non-Compliance</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

Narrative:¹

General Education at Valencia is an integral part of the A.A. and A.S. degree programs and is designed to contribute to the student's educational growth by providing a basic liberal arts education. While we have identified college-level competencies within the general education core, and developed college-wide assessment procedures, we are not yet in a position to provide evidence of student attainment of those competencies. In November of 2011, the college received a recommendation related to this standard from a SACS team visiting for a substantive change visit; a monitoring report is to be submitted April 15, 2013.

Valencia is currently in partial compliance with the CR 3.5.1 and is working to come into full compliance. Over the past year we have been part of a state-wide conversation regarding the redefinition of General Education in all public state colleges as the result of recent legislation, House Bill 7135 which mandates:

…the appointment of faculty committees to establish general education core course options under the new 30-hour general education requirement. These faculty committees will identify a maximum of five postsecondary courses in each of the general education subject areas of communication, mathematics, social sciences, humanities, and natural

¹ The definitions from the SACS Principles of Accreditation (2012) are used in this section of our report. These terms and definitions are included at the end of this narrative along with a link to Valencia College’s learning assessment glossary.
sciences to make up the general education core. To complete the general education core, students must complete at least one identified course from each of the general education subject areas.

Our original plan for 2012-2013 asserted that by May 1, 2013, we will have finalized interdisciplinary faculty agreement on the indicators of student competence for each general education learning outcome with a completed curricular map detailing the placement of general education learning outcomes within general education courses. The goal of the map was to ensure that each student will have at least two experiences of each outcome, which will be assessed by the time s/he completes the general education requirements. Taking into account the unanticipated changes at the state-level, maintaining the hope that outcomes will be defined for public state institutions by the end of this semester, we are:

a) **continuing the assessment cycle** that the disciplines serving our general education program have been engaged in since 2010 culminating in Assessment Day; and

b) taking next steps this summer to build on the areas of our current assessment process and to use the changes as an opportunity to address areas that need to be strengthened. We will be **working toward more consistent documentation of the plans** – with data analysis and related improvement plans.

c) working toward **using multiple sources of data more consistently**, aiming for triangulation whenever possible once we have addressed reliability issues (for example, we are gathering CCSSE survey data this year, requiring student IDs which means we will be able to analyze and report data specific to degree programs and campuses; our current dataset does not allow us to refine the data and ask pointed questions.) Our faculty and staff currently conduct online surveys (Qualtrics), request and develop focus groups, and then use their own sources of information (such as performance assessments with rubrics.) Increasing the reliability of our large datasets will strengthen our ability to use multiple sources of data.
This is our plan moving forward. This brief narrative describes the structure of the General Education\(^2\) along with an overview of the current assessment process and its results.

### I The Structure of General Education at Valencia College

There are two approaches to general education at Valencia. The first is 36 semester credits, which serve as the core of the curriculum. The 36 credits are selected from 5 core areas of academic courses offered at Valencia: (1) Communications, (2) Humanities, (3) Mathematics, (4) Science, and (5) the Social Sciences. The second approach is the 24-semester-credit Interdisciplinary Studies Honors Program and completion of a six-semester-credit mathematics requirement and additional courses. The program is organized under four Core Competencies (Think, Value, Communicate, and Act) with six learning outcomes that state students will:

1. **Cultural and Historical Understanding:**
   Demonstrate understanding of the diverse traditions of the world and an individual's place in it

---

**Timeline – Milestones**

- **2007** Faculty develop and vote on outcomes, and guidelines created for proposed courses.
- **2008** Course Outline builder integrates the Gen Ed outcomes for the development of all courses.
- **2009** Faculty develop and refine rubrics related to Critical Thinking and Communication core competencies.
- **2010** First Assessment Day and seven Gen Ed-related plans assessed. A.S. programs document alignment of PLOA and Gen Ed outcomes in workbooks.
- **2011** Recommendation related to Learning Outcomes Assessment for Gen Ed from SACS with monitoring report.
- **2012** A.S. programs update alignment workbooks. A.A. program review notes need to map Gen Ed. Legislature passes a bill to redefine the offerings.

*Related documents from the past five years are available online.*
2. **Quantitative and Scientific Reasoning:** Use processes, procedures, data, or evidence to solve problems and make effective decisions

3. **Communication Skills:** Engage in effective interpersonal, oral, written communication

4. **Ethical Responsibility:** Demonstrate awareness of personal responsibility in one's civic, social, and academic life

5. **Information Literacy:** Locate, evaluate, and effectively use information from diverse sources

6. **Critical Thinking:** Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines

Our Course Outline Builder online tool asks faculty to align their courses and assessments with these outcomes when possible. This example shows an engineering course outline.
The relationship between General Education and degrees is shown in Graphic 1 which follows.

Graphic 1: General Education: Outcomes, Degree Programs, and Disciplines
Graphic 2: General Education: Outcomes Cross Referenced with Disciplines

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Communications</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
<th>Economics</th>
<th>History</th>
<th>Psychology</th>
<th>Sociology</th>
<th>U.S. Government</th>
<th>Librarians</th>
<th>Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and Historical Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative and Scientific Reasoning</td>
<td>Quantitative Reasoning</td>
<td></td>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Scientific Reasoning</td>
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<tr>
<td>Communication Skills</td>
<td>Oral Communication</td>
<td>✔️</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Written Communication</td>
<td>✔️</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Interpersonal Communication</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ethical Responsibility</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>✔️</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>
II The Assessment of General Education

The assessment of the General Education Learning Outcomes occurs on a yearly basis. Improvement plans are developed in May stemming from Assessment Day when all the disciplines meet, including professional staff who are responsible for areas such as counseling. The shift from the development of “Assessment Plans” to the development of “Improvement Plans” was possible after two cycles of assessment had passed for most programs from 2010 onwards. Disciplines began with one of the six outcomes described above to then revisit that outcome – with improved instruments and plans – or to move on to assess a different General Education student learning outcome. In May of 2010, 7 college-wide assessment plans were implemented, which focused on General Education
Learning Outcomes. Student artifacts were collected and reviewed by faculty and staff who developed formal and informal plans for improvement in both program content and the assessment process. The following General Education outcomes were assessed:

- English Composition – *Written Communication*
- Humanities – *Cultural and Historical Understanding*
- Mathematics – *Quantitative Reasoning*
- New Student Orientation (Student Affairs) – *Critical Thinking*
- Science – *Scientific Reasoning*
- Political Science – *Ethical Responsibility*
- Speech – *Oral Communication*

In May 2011, the following General Education outcomes were assessed.

- Science – *Scientific Reasoning*
- History – *Cultural and Historical Understanding*
- Math – *Quantitative Reasoning*
- Student Affairs – *Ethical Responsibility*
- English Composition – *Information Literacy*

Assessment Plans for May 2012 include the following:

- Humanities – *Cultural and Historical Understanding*
• History – Cultural and Historical Understanding
• Library – Information Literacy
• Math – Quantitative Reasoning
• Political Science – Ethical Responsibility
• Science – Scientific Reasoning
• Speech – Oral Communication
• English Composition – Information Literacy
• Economics – Scientific Reasoning

Copies of assessment plans for 2012 and the assessment plans for all programs of study at Valencia can be found at http://valenciacollege.edu/instassess/PLOA/assessment_plans.cfm

Student Affairs professional staff also have plans in place from 2006 onwards available online. While they align with the college’s strategic goals, many are also aligned with General Education outcomes. This is evident in examples from Student Development 2010-2011, Career Development 2011-2012, and The Office for Students with Disabilities 2012-2013. (These examples were chosen in part to span the past three years, with data regarding results and next steps shown for the plans from 2010-2011 and 2011-2012.)
III Examples of PLOA in General Education: Developing Disciplines Shown to Impact At-Risk Students

As noted in the main narrative (3.3.1), Valencia’s work with national projects such as the Lumina Foundation’s Achieving the Dream (AtD) has intensified our focus on serving at-risk and underserved students. General Education courses can be the student’s first college classroom experience and so we tend to use data and internal reports such as our Strategic Indicators Report (SIRS) report to monitor courses in which these students will more frequently withdraw or fail. The importance of focusing on our use of data in this way, specific to these courses, was articulated in the final report from the Foundations of Excellence (FoE) process. Knowing these disciplines may be “gatekeepers” for certain at-risk students, this was how we determined which program assessment plans to include as examples in this report. Here we recognize when and where our students face these barriers, and work towards change through our program learning outcomes assessment in the General Education disciplines. The course data over time is shown in Table 1 show the rates of withdrawal and failure, followed by evidence of the process and the outcomes from the PLOA documentation in Table 2.
More of our students are staying in these courses and passing!

Table 1 More of our students are staying in these courses and passing!

From 2006-2011 % of DFI & All W Grades for All Students in High Enrollment Courses

This is an example of the data that we use at the college to compare change over time and to continue to make improvements. These courses are within the disciplines of the General Education program that serve these at-risk students. By assessing the programs, we make changes that aim to better support all students, while lowering rates of failure and drop-out.

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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English ENC1101</td>
<td>29.1%</td>
<td>23.3%</td>
<td>24.2%</td>
<td>22.8%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Political Science POS2041</td>
<td>28.3%</td>
<td>33.4%</td>
<td>29.1%</td>
<td>30.2%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Student Life Skills SLS1122</td>
<td>28.9%</td>
<td>28.5%</td>
<td>26.4%</td>
<td>27.3%</td>
<td>29.1%</td>
</tr>
<tr>
<td>Speech SPC1608</td>
<td>27.2%</td>
<td>28.0%</td>
<td>27.1%</td>
<td>26.2%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Math MAT0024C</td>
<td>49.7%</td>
<td>50.4%</td>
<td>46.4%</td>
<td>45.6%</td>
<td>47.4%</td>
</tr>
</tbody>
</table>

When this percentage of withdrawal and failure gets smaller, more students are staying in the class and passing….
<table>
<thead>
<tr>
<th>General Education Discipline</th>
<th>PLOA Plan AY 2010-2012 Results</th>
<th>Plan for Improvement AY 2012-2013</th>
</tr>
</thead>
</table>
| 1. English                   | **Gen Ed Outcome:** Information Literacy: locate, evaluate, and effectively use information from diverse sources  
Assignment Outcome: Students will be able to integrate and document source materials within a documented paper. **Findings:** Analyzed May 2011, data indicate that faculty members need to make a more concerted effort to teach students in ENC1101 how to properly integrate sources in an essay. The majority (68%) of faculty reported that the student artifacts did not include properly integrated source materials. Additionally, most faculty (72%) reported that the student artifacts did not demonstrate properly documented sources. | **The faculty voted** that students need to learn how to do the following more effectively: (1) Properly integrate source materials into an essay, and (2) Properly document sources within the essay. Faculty agreed to address these two objectives during the upcoming year. Each campus will put together a plan to address the items and an improvement plan to be used on their campus. **Their analysis of data can be found online as one of several examples provided for faculty and staff.** They are assessing for this outcome again and will rotate to another outcome in 2013-2014. |
| 2. Political Science         | **Gen Ed Outcome:** Information Literacy: Locate, evaluate, and effectively use information from diverse sources. **Assignment Outcome:** Students will be able to | **It was the conclusion of the Planning Team** that more targeted instructions with assignments, or an in-class discussion, needs to be conducted to help familiarize students with |
demonstrate an understanding of the checks and balances system created by the U.S. Constitution, including an understanding of the major powers and responsibilities given to each branch.

**Findings:** A general competency in Information Literacy was noted from the results of the assessment. Assignments appear to have aligned with the General Education outcome of Information Literacy. Of the artifacts assessed, only 5% of student work failed to receive at least the minimum acceptable assessment value [assessed as Poor/Beginning]; 13% were assessed at the bare minimum for the acceptable assessment value [Average/Developing], while 59% fell into the Average/Developing range, in total; 28% were assessed at the mid-range of the assessment values [Good/Competent]; 8% were assessed at the top range of the assessment values [Excellent/Accomplished].

| 3. Student Life Skills | Gen Ed Outcome: Related skills development  
As students will identify and evaluate their learning styles | The results of the assessment suggest that further analysis is necessary in order to facilitate changes to the following areas as the utilization of in-body citations. This academic year the primary focus will move back to the Ethical Responsibility Gen Ed outcome (from 2010.) Last year’s LO, Information Literacy will still be addressed via assignments by some faculty, primarily for the purposes of anecdotal observation and implementation of prescribed improvements (based on the finding from Assessment Day 2012). |
and use that knowledge to practice effective study strategies across disciplines. This is related to Communication Outcome in General Education.

**Assignment Outcome:** In the **Student Success course,** in the Learning Reflection for the “Study Skills” section of the Learning Portfolio the student must present sufficient facts, details, or information to support why specific artifacts were selected; “prove” how skills/techniques were used in other classes and outside school; adequately defend ideas; and include a well-constructed conclusion.

**Findings:** The results from their analysis of the portfolios assessed using their **rubric** indicated that students achieved approximately 42% of the learning objectives from section one of the assessment rubric. Additionally, the results indicated that students achieved approximately 35% of the learning objectives for section two. An excel spreadsheet of the Assessment results are included with this summary. Combined, students achieved approximately 40% of the learning objectives for the assessed student artifacts (Learning Reflections).

related to the SLS 1122 Portfolio Learning Reflection: faculty development geared at teaching strategies for the SLS 1122 Learning Portfolio; updated materials for new and returning faculty members; minor changes to the Learning Reflection rubric provided to faculty and students, and other relatable improvement initiatives. Their analysis of data can also be found online as one of several examples provided for faculty and staff.
| 4. Speech | **Gen Ed Outcome:** Communication Skills – Engage in effective interpersonal, oral, written communication  
**Assignment Outcome:** The student will be able to encode clear messages using appropriate language, articulation, pronunciation, and paralinguistic qualities.  
**Findings:** Students delivered an informative speech extemporaneously, which were documented on video, and assessed using a VALUE rubric from AAC&U.  
The speech faculty present at Assessment Day 2012 voted favorably to use the AACU Rubric Level 3 as the benchmark to establish oral communications competency. All 5 criteria (Organization, Language, Delivery Techniques, Supporting Material, and Central Message) of the rubric need to be graded at level 3 for a student to be assessed as competent in oral communications. The level 3 benchmark will be a key measure in the college-wide data analysis. The rubric will be aligned with a Scantron form to allow for easier assessment and analysis of college-wide data. Data will be analyzed to determine next steps. |
| --- | --- |
| 5. Math | **Gen Ed Outcome:** Critical Thinking – Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines  
**Assignment Outcome:** The student will be able to use Algebra to model real world situations.  
The faculty decided on process improvements to ensure that all instructors of MAC1105 administer the assessment and have consistent instructions. The assessment language is an additional topic of concern. Faculty aim to clarify some of the language in the rubric and to address gaps between the levels of achievement for some of the
Findings: A common question was embedded in a final or quiz at the end of the Spring term in MAC1105 (College Algebra) courses. A random sample of students was identified and the student work was collected. A large majority of students scored at the beginning level of competency for the indicators described in the rubric, particularly for the first indicator. The faculty scoring the assessment work noted that this may be partially attributed to some revisions needed in rubric. This year (2012-2013) they aim to focus on both Quantitative and Scientific Reasoning and also the Critical Thinking outcome for General Education. They offer responses and data online within the library of samples for others at Valencia to explore.
IV Moving Beyond Examples Shown in the Report

More detailed narrative on the PLOA process is documented in the 20 page report: Program Learning Outcomes – The Progress and the Promise – January 2012 which includes 70 additional pages of examples of assessment and improvement plans and data as available for the General Education disciplines as well as the A.S. programs. All plans developed in 2010-2012 for the disciplines can be found on the Valencia Institutional Assessment (VIA) Website. The continued PLOA process is structured by the forms that are available online. Sample data sets for a range of programs are also available as are examples of rubrics provided in a library for other program leaders to share. The annual cycle that faculty members and professional staff participate in, including General Education disciplines, culminates on Assessment Day in May as shown in the cycle below.

Graphic 4: General Education: The Cycle of Assessment Since 2010
V Learning Outcomes: The General Education Disciplines and the Majors

In the improvement plans and updates submitted to the Valencia Institutional Assessment office annually, faculty and professional staff typically report the results for one outcome assessed each cycle. This past fall, 34% reported in their updates that they are assessing skills that are part of the general education program (18/53 as of June, 2012.)

As might be expected, faculty members from the general education disciplines submitted some of these updates focused on general education skills. For example, in history students’ ability to “demonstrate understanding of the diverse traditions of the world and an individual's place in it” is assessed using a written assignment. On Assessment Day 2012 faculty reported that 80% of students were found to satisfactorily meet the expectation for this outcome.

Students in the science courses are expected to demonstrate proficiency in “quantitative and scientific reasoning” and are assessed through an exam. Their skills related to the outcome were measured through multiple choice questions and faculty reported that 63% met the targeted outcome. Both of these assessments have been piloted and have been revised and refined to be used in the next cycle of assessment. Ten of the updates with outcomes focused on general education skills were from the general education disciplines. Eight of the A.S. programs and A.A. pre-majors are also documenting student achievement of general education outcomes within their own program learning outcomes.
The analysis of the 64 updates shows that the general education outcomes have been infused into the learning outcomes for specific degree programs or pre-majors. For example some of the faculty members are concerned with whether or not their students are “communicating effectively with technical and non-technical audiences” in Computer Programming and Analysis an A.S. degree program. Professional staff members in Student Affairs – Counseling – expect their students to “effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources.” Students in Articulated Information Technology, an A.A. pre-major are expected to “apply various methods of proof and disproof” and are assessed in part through capstone project notebooks and student-developed communication videos.

There is another way we document the alignment of General Education outcomes specific to program outcomes. The current outcomes alignment workbooks for A.S. degrees and technical certificates asks faculty to articulate their outcomes. Faculty members document the alignment of their program outcomes with: (a) their courses (curriculum mapping) as well as to (b) the general education outcomes that support their program outcomes. On a third tab in this Excel workbook they note when concepts related to our General Education outcomes are introduced, reinforced, or assessed in each course within the program of study (assessment mapping.) Created in 2009-2010 and updated in 2012-2013, the workbooks initially provided a
way for colleagues to exchange feedback on draft outcomes language to then be revised. This workbook provides an example of the kind of template will be using to structure the curricular mapping process that will unfold in the 2013-2014 academic year, which will become part of our assessment cycle going forward.

VI Changes Resulting from the Assessment of Outcomes for 2012-2013

Overall, as a result of the program learning outcomes assessments in 2011-2012, from an analysis of the 64 PLOA improvement plans spanning General Education and the degree programs and their certificates, the impact on instruction was most often evident. Changes were reported for…

…instruction 25/64..................................................39%
…the assessment 15/64.................................................23%
…both the instruction and the assessment 13/64...........20%

17% fell outside of these categories (11/64) because they were new programs or are being taught out, or other types of changes were described. In their survey responses, 22% (14/64) of program leaders responded that they have plans for communicating the purpose and plans for their assessments.

Graphic 5: Patterns of Change Resulting from the PLOA Data Analysis
VII Looking for Multiple Measures that are Reliable and Trusted

While we can observe patterns across the plans that allow us to understand the methods being used (typically embedded assessments) and some of the needs the faculty and staff have (rubric development was one and so we developed a workshop for professional development credit) we also have sources of data that show patterns over time. However these draw on data that needs to be more reliable for us to take it seriously as part of the multiple measures helping us to assess programs. Looking at CSSE measures from 2011 (our most recent administration) we score slightly higher that the cohort of community colleges on all benchmarks, as was elaborated on in their detailed report³.

We note this difference and we understand the limitations that come from using a single source of data and that is not grounded in some aspect of student performance. We look forward to our next round of CCSSE Survey Results (summary in PDF) with more effective use of the data given we are in our third cycle of program outcomes assessment. We have required student IDs for the first time so that we can disaggregate data by program and by campus.

We also intend to explore the information available in our Student Assessment of Instruction (PDF) (SAI - our course evaluation) which was implemented through a recently adopted online technology in the summer of 2012 alongside a communications plan to reach both students and faculty. From our first full term results this past fall (2012) we could begin to see patterns emerge (shown in Table 1).

³ Comparative to the cohort taking the survey scores for Active and Collaborative Learning were – 52.6 compared to 50.0; Academic Challenge – 53.7 compared to 50.0; Student-Faculty Interaction – 51.1 compared to 50.0; Support for Learners – 52.3 compared to 50.
Table 1: Programs that Engage At-Risk Students Score Slightly Higher Related to the Faculty Use of Assessment

Select Items from the 2012 Administration of the Student Assessment of Instruction

N=42,000 38% response rate with the average score out of 5 possible based on analysis of courses with over 25 students enrolled

<table>
<thead>
<tr>
<th></th>
<th>Developmental Courses</th>
<th>General Education</th>
<th>Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The professor provided</td>
<td>4.53</td>
<td>4.36</td>
<td>4.52</td>
</tr>
<tr>
<td>effective assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The professor’s feedback</td>
<td>4.50</td>
<td>4.17</td>
<td>4.35</td>
</tr>
<tr>
<td>on my work was helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The course improved my</td>
<td>4.45</td>
<td>4.33</td>
<td>4.50</td>
</tr>
<tr>
<td>ability to communicate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>in the subject matter</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. The professor encouraged</td>
<td>4.54</td>
<td>4.40</td>
<td>4.50</td>
</tr>
<tr>
<td>students to exchange and</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>consider the ideas of others</td>
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</tbody>
</table>

Developing faculty and staff trust in these large-scale datasets is a second challenge. The desire to increase the response rate is felt across the college while we are also measuring progress over time (sharing response rates.) The aim is to gather more reliable data with higher response rates to make this possible – with a 38% response rate we are not there yet.

We aim to draw on multiple sources of reliable data gathered over time that have been identified as relevant and meaningful by faculty members, professional staff members, and administrators – developed through the committees and meetings already in motion.
(The Learning Assessment Committee LAC and the annual Big Meeting and Assessment Day.) While we believe we are in partial compliance, we are also looking forward to the next stages in the assessment process for our education programs. Given these challenges we have to ask how many cycles of assessment will allow us to document an impact on students due to the changed we are making.

**Graphic 6: An Upwards Spiral:**

**How many cycles will provide reliable data of the impact of improvement?**

Our educational programs have been part of a strengthening spiral - moving from (1) the creation of outcomes, plans, and instruments upwards. From this foundation (2) the next cycle typically resulted in changes to the assessment to aim more reliable results - many from 2010 - and the cycle that follows produces (3) meaningful results which allow instructors to change programs. In the next cycle usually programs - especially in General Education - (4) move to assess a new outcome and pass through similar stages. The use of embedded assessment, primarily, will document the impact on students - but it can take more than three years. Our faculty and staff are responsible for the creative and meaningful assessments used across the college. They are enthusiastic and committed to the mission of the college - engaged in learning, collaboration, and inquiry, striving toward excellence.

These disciplines were chosen for this graphic because of data on courses with highest withdrawal rates over time and since 2006 for most of these fewer students have been dropping or failing - we see more success.
VIII Our Plan Going Forward:
Building on Faculty & Staff Accomplishments in Gen Ed

As mentioned prior, we are part of a larger change process at the state-level as General Education is redefined for public state institutions by the Florida Legislature. But overall the heart of our program will stay true; we know we are assessing disciplines that will remain in place despite changes to policies and required courses. At the same time, we also have General Education electives in disciplines such as History that have and are actively acting on their program assessment plans. The library continues to reach out to students on campus and online, while meeting General Education outcomes and assessing and improving their offerings over time. The work continues with areas across the college collaborating, offering experiences, which encourage students to develop the skills that will help them throughout their time in General Education classes and beyond, for example Skillshops are offered by Student Affairs staff members,

Our Distance Education offerings allow our adult learners to study while still fulfilling their other commitments; the faculty involvement in General Education program assessment, regardless of modality, helps to ensure conversation considers all students and changes aimed to reach all classes, regardless of mode of delivery, across all campuses. (Please see Appendix 1 at the end of this narrative for more details regarding the ways faculty members are supported in order to better teach and assess students online.) At the same time, as the result of two years of program assessment focused on the General Education outcome regarding Information Literacy, the faculty and staff in the library have used their findings to inform the resources offered to all students and instructors, regardless of modality.

Overall, our assessment cycle does not depend on whether or not a discipline is required; what matters is that we improve the experience for all of our students, wherever they engage the college. We will continue our assessment cycle with the annual meetings planned for May 2 and 3, 2013. At the college-level, we will be acting on recommendations from a qualitative analysis of all improvement plans in the summer of 2012 outlined in the report called Program Learning.
Outcomes – The Progress and the Promise – January 2012 (PDF) to improve the assessment cycle and to better support faculty and professional staff working within General Education.

IX Definitions from Valencia College and the SACS Principles of Accreditation – 2012

- Valencia’s Learning Assessment Glossary

- Terms from the SACS Principles of Accreditation – 2012

Assessment and Outcomes:
Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline, and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program. Shared widely within and across programs, the results of this assessment can affirm the institution’s success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised (p. 49.)

Educational Programs:
An educational program is a coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution (p. 112.)

General Education:
Courses in general education introduce students to the basic content and methodology of the principal areas of knowledge – humanities and the fine arts, the social and behavioral sciences, and the natural sciences and mathematics (pp. 113.)

Institutional Effectiveness:
Institutional effectiveness focuses on the design and improvement of educational experiences to enhance student learning (p. 49.)

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Program and Learning Outcomes:
Program and learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program (p. 49.)

Supporting Documents:

(These PDFs are accessible through the embedded links in the narrative above; each “Supporting Documents” folder has a Table of Contents TOC which matches this list and should help you to explore the folders in a more organized way.):

GE - Data Related 1 - English Results
GE - Data Related 2 - Speech AACU Rubric
GE - Data Related 3- SLS Results Spreadsheet
GE - Data Related 4 - STUDYSKILLS Portfolio Rubric
GE - Data Related 5 - Math-Artifacts-Scores-Mathematics
GE - Data Related 6 - Math-Analysis-Charts
GE - Data Related 7 - Student Assessment of Instruction - SAI - 2012 Course Scores Aggregated

Gen Ed 1 - AtD Year Two Compilation FINAL
Gen Ed 2 – Report PLOA- Progress Promise Final
Gen Ed 3 - History PLOA Carl Creasman
Gen Ed 4 - Valencia Skillshops Catalog

Narrative - Resource - Valencia Learning Assessment Glossary
Narrative - SACS Evaluation Resource 3- Rubric for Evaluators - Analyzing for Compliance - Sept 2010
Narrative - SACS Evaluation Resource 4 - Evaluator Training Modules - IE - Excerpts pp 17-23
SACS - Distance and Correspondence Education Policy Final - June 2012
SACS - Quality and Integrity of Undergraduate Degrees - Feb 2012

CCSSE 1 - Valencia CCSSE Benchmarks Scores and SACS Alignment Table
CCSSE 2 - Valencia Executive Summary Report 2011
CCSSE 3 - Valencia Comparison Group Freq 2011
CCSSE 4 - Sample Handout re Advising Used in Faculty - Staff Discussions
CCSSE 5 - Valencia Group Freq CCFSSE and CCSSE 2011
CCSSE 6 - Valencia Group Freq CCFSSE and CCSSE 2007

Engineering Course Outline (not in folder TOC)

Links Included in the Narrative (already embedded above)

http://valenciacollege.edu/curriculumcommittee/documents/StudentProgression20120228.pdf
http://valenciacollege.edu/instassess/documents/FoEFinalReport-ApprovedbyCLC5-7-09.pdf
http://valenciacollege.edu/instassess/loa/
http://valenciacollege.edu/studentservices/unitplans/
http://valenciacollege.edu/instassess/LOA/documents/ENC1101AssessmentDayResults.pdf

http://valenciacollege.edu/instassess/LOA/documents/SLSLearningReflectionsResultsSpreadsheetSLS.pdf
http://valenciacollege.edu/instassess/LOA/documents/ENC1101AssessmentDayResults.pdf
http://valenciacollege.edu/instassess/LOA/documents/Math-ArtifactsScoresMathematics.xls
http://valenciacollege.edu/instassess/LOA/assessment_plans.cfm
http://valenciacollege.edu/instassess/LOA/forms_reports.cfm
http://valenciacollege.edu/instassess/LOA/RubricLibrary.cfm
http://valenciacollege.edu/instassess/LOA/ExamplesOfAlignmentWorkbooks.cfm
http://valenciacollege.edu/instassess/laic/
http://valenciacollege.edu/strategicplan/BIG/2010-11.cfm
http://valenciacollege.edu/instassess/LOA/documents/PLOAPHistoryCreasman.pdf
http://valenciacollege.edu/studentservices/documents/valencia_skillshops.pdf
http://valenciacollege.edu/instassess/loa/
Appendix I Distance Education

The attached Strategic Indicators Report provides information on the growth in distance learning at Valencia, student demographics, enrollment patterns, and success in the top 10 highest enrolled courses. The large growth in these areas prompted the college to create an Alternative Delivery Standards Committee (ADSC) in 2005. The charge of this group was to oversee the development of a college-wide vision and mission statement for alternative delivery and for the development of draft policies and procedures for alternative delivery. This group, now known as the Alternative Delivery Steering Committee has evolved into a standing committee reporting to the College Learning Council. An Alternative Delivery Standards Plan was created in a joint effort by representatives from the Faculty Association, Information Technology, Academic Affairs, Student Affairs, Administration, and the Office of Faculty Development. Over the past couple of years the College has been reorganized and the responsibility for quality in the online environment has shifted to the newly established Campus Presidents and their Deans of Academic Affairs. Currently, the College has engaged an external consultant to review our online and hybrid offerings. Recommendations from the consultant will serve as the starting point for the development of a college-wide strategic plan to guide the future growth and quality of online learning.

Ensuring Equivalent Experiences and Quality Instruction

Valencia’s Strategic Plan for 2008-2015 identifies four goals: (1) Building Pathways, (2) Learning Assured, (3) Invest in Each Other, and (4) Partner with Community. Given the growth in online enrollment, the College added an objective to Goal 2 that is focused on student success in the online environment. The following new objective asks that we aim to: “close achievement gaps in course completion among students in different instructional modalities.” Note: Valencia’s current Strategic Plan was originally scheduled to end in 2013, but has been extended to 2015.

At Valencia College, class sections taught via alternative delivery methods are equivalent to on-campus sections of the same course in terms of outcomes, competencies, content, and transferability. The Programs and Certificates Fifty Percent
Online document lists the degree programs and technical certificates which can be at least 50% completed in an online format. In order to ensure the quality of Valencia’s distance learning courses the College engages in a variety of practices including (1) Quality Matters (a peer review program), (2) A “Boot Camp” for Online Instruction, and 3) The Digital Professor Certification.

1. Quality Matters: A Peer Review Process for Quality Assurance Online

Valencia uses Quality Matters (QM) as a peer review process for courses taught in the online and hybrid formats. Through this process, faculty members evaluate course design in terms of learning objectives, assessments, resources, learner engagement, course technology, learner support, and accessibility. Faculty members who have completed the Quality Matters training provide feedback on hybrid and online courses according to a set of standards (QM Rubric) for course design. For faculty members whose courses are reviewed, their courses may be recognized as one of Valencia's Exemplar Online Courses. These courses and related resources may then be available for adoption and use by other Valencia faculty members. There is a good fit between this program and Valencia’s commitment to teaching and learning. The program is collegial and collaborative, not evaluative or judgmental; based upon a model of continuous improvement; and centered on the student experience. While it has been designed to provide specific, detailed and constructive feedback, it has also been designed to provide feedback on course design, not course delivery. Between 2006-2012, 274 Valencia faculty members completed the Quality Matters training.

2. The Boot Camp for Online Instruction

Faculty who are new to online teaching are encouraged to participate in the Boot Camp for Online Instruction. The Boot Camp is a three-day intensive course that addresses the pedagogy and technology essentials for teaching online using Valencia’s learning management system, Blackboard. The course consists of 10 hours focused on pedagogy and 10 hours related to technology development delivered in both face-to-face and online formats. Participants master the essential
tools of Blackboard and use those tools to produce and implement interactive content in their online courses. Participants also develop a framework of online best practice strategies for engaging, instructing, supporting, and communicating in the online environment. In addition to gaining essential skills to teach in online and hybrid courses, participants produce one orientation/welcome module and at least one content module for their courses. Between 2008-2012, 253 Valencia faculty members completed the Boot Camp for Online Instruction.

3. The Digital Professor Certification

As faculty become more comfortable teaching online they are encouraged to complete Valencia’s Digital Professor Certification. To successfully complete the Digital Professor Certification, the faculty member must complete the following certification requirements: 16 hours of required pedagogy courses, at least 2 hours of optional pedagogy courses, and at least 2 hours of optional technology courses. Between 2007-2012, 148 Valencia faculty members completed the Digital Professor Certification. Faculty from the library continue to reach out to students on campus and online, (while meeting General Education outcomes and assessing and improving their offerings over time) and, as faculty, also participate in these programs, increasing the outreach to students online and on campus.
Valencia College seeks to meet the needs of all students in both the online and face-to-face settings, and this commitment is addressed in the section of the narrative that follows.

**Serving Students through Distance Education at Valencia College**

Within the four strategic goals that guide planning and progress at Valencia College, our focus on access and the quality of education is especially clear for our students studying at a distance. Specific to **Building Pathways**, we engage our students, for example, by providing career services online and by developing the Atlas online portal in ways that better serve students with online programs like LifeMap (a personal online itinerary to help students succeed in their college experience). Specific to **Learning Assured**, our online library resources are enhanced by the ability to connect with others easily online; our faculty learn to teach in the online environment through nationally recognized programs like Quality Matters; and we emphasize that all students – online and on campus – understand and take responsibility for acting ethically in the online environment.

**I. The Growth of Alternative Delivery at Valencia College**

The College has been recently reorganized and the responsibility for quality in the online environment has shifted to the newly established Campus Presidents and their Deans of Academic Support. Currently, the College has engaged an external consultant to review our online and hybrid offerings. Recommendations from the consultant will serve as the starting point for the development of a college-wide strategic plan to guide the future growth and quality of online learning. Currently very few of our students study completely online; of those that take online classes with us, the majority of these students are located in the counties where we have campuses (Orange and Osceola) or in adjoining counties.

In spring of 2012, as a result of faculty, professional staff, and administrators’ review of the Strategic Plan for our college at the annual Big Meeting, “Online Success” (Close achievement gaps in course completion among students in different instructional modalities) was added as a priority within the plan (objective 2.6). The addition of this
goal was based on broad-based, college-wide discussions related to the increase in enrollment of on-line classes since 2005-2006 and the disparity in course success between face-to-face and online sections.

The Alternative Delivery Steering Committee (ADSC) is a standing committee reporting to the College Learning Council. An Alternative Delivery Standards Plan was created in a joint effort by representatives from the Faculty Council, Information Technology, Academic Affairs, Student Affairs, Administration, and the Office of Faculty Development. Due to large growth in distance education, the faculty and staff at the college created an Alternative Delivery Standards Committee, which was established in 2005. The charge of this group was to oversee the development of a college-wide vision and mission statement for alternative delivery and for the development of draft policies and procedures for alternative delivery.

They have been working collaboratively to build our capacity for serving our online students. The minutes from an ADSC meeting in 2010 regarding our “alternative delivery” reference a survey developed to better understand student needs when they study with us online. This is an example of the use of data to better serve the students across all areas of the college that resulted in changes to services accessible through the Atlas Web portal. Valencia's Strategic Indicator Reports provide the ADSC and others at the college an overview of key areas of importance to Valencia—such as student demographics and student progression related to students studying online. The individual reports incorporate State of Florida accountability measures as well as Valencia-generated data to present student success indicators. Online students were 18.2% of all credit FTE in 2010-2011 (rising about one percent each year since 2007). In this annual report, we also track college-wide success and withdrawal in the top ten highest enrolled online courses. At Valencia College class sections taught via alternative delivery methods are equivalent to on-campus sections of the same course in terms of outcomes.

The Learning Technology Services (LTS) department works with various partners across the College to develop customized training content in a variety of formats for a wide range of projects. LTS supports the technology integration and usage goals of our community of learners by using best practices in instructional design and alternative
delivery methods (the narrative for 3.4.12, focused on technology, provides more details related to their services at the college). The mission of the Center for Teaching / Learning Innovation is a hub for collaboration and intellectual inquiry that serves as a catalyst for the expansion of campus-based communities of practice and the advancement of teaching, learning, scholarship, and technology. The Faculty and Instructional Development campus teams on each campus support all faculty members as they use technology for teaching and learning and help them to connect with Instructional Designers from Learning Technology Services.

II. Faculty Development – Teaching in an Online Environment

Valencia College is a learning-centered institution with a commitment to quality education and high standards in all classes and through all modes of delivery. In order to fulfill this commitment, operational systems have been created to guide the development of faculty in the creation, delivery, and assessment of distant learning courses and the use of technology for teaching and learning in general. Consistent course delivery and policy/procedures are designed to increase faculty and student success in the alternative delivery environment. In order to ensure the quality of Valencia’s distance learning courses the College engages in a variety of practices including (1) Quality Matters (a peer review program), (2) A “Boot Camp” for Online Instruction, and (3) The Digital Professor Certification (4) in partnership with academic deans through course observations and evaluations.

- **Quality Matters: A Peer Review Process for Quality Assurance Online**

  Valencia uses Quality Matters (QM) as a peer review process for courses taught in the online and hybrid formats. Through this process, faculty members evaluate course design in terms of learning objectives, assessments, resources, learner engagement, course technology, learner support, and accessibility. Faculty members who have completed the Quality Matters training provide feedback on hybrid and online courses according to a set of standards (QM Rubric) for course design. For faculty members whose courses are reviewed, their courses may be recognized as one of Valencia’s Exemplar Online Courses. These courses and related resources may then be available for adoption and use by other Valencia faculty members. There is a good fit between this
program and Valencia’s commitment to teaching and learning. The program is collegial and collaborative, not evaluative or judgmental; based upon a model of continuous improvement; and centered on the student experience. While it has been designed to provide specific, detailed and constructive feedback, it has also been designed to provide feedback on course design, not course delivery. Between 2006-2012, 274 Valencia faculty members completed the Quality Matters training.

- **The Boot Camp for Online Instruction**
  
  Faculty who are new to online teaching are encouraged to participate in the [Boot Camp for Online Instruction](#). The Boot Camp is a three-day intensive course that addresses the pedagogy and technology essentials for teaching online using Valencia’s learning management system, Blackboard. The course consists of 10 hours focused on pedagogy and 10 hours related to technology development, delivered in both face-to-face and online formats. Participants master the essential tools of Blackboard and use those tools to produce and implement interactive content in their online courses. Participants also develop a framework of online best practice strategies for engaging, instructing, supporting, and communicating in the online environment. In addition to gaining essential skills to teach in online and hybrid courses, participants produce one orientation/welcome module and at least one content module for their courses. Between 2008-2012, 253 Valencia faculty members completed the Boot Camp for Online Instruction.

- **The Digital Professor Certification**
  
  As faculty members become more comfortable teaching online, they are encouraged to complete Valencia’s [Digital Professor Certification](#). To successfully complete the Digital Professor Certification, the faculty member must complete the following certification requirements: 16 hours of required pedagogy courses, at least 2 hours of optional pedagogy courses, and at least 2 hours of optional technology courses. Between 2007-2012, 148 Valencia faculty members completed the Digital Professor Certification. Faculty from [the library continue to reach out to students on campus and online](#), while meeting General Education outcomes and assessing and improving their
offerings over time, and, as faculty, also participate in these programs, increasing the outreach to students online and on campus.

- **The Partnership with Academic Deans**

  Academic Deans observe faculty members who teach online using the Online Classroom Observation process. The Online Classroom Observation process is a collaborative process aiming to encourage conversation with deans built around the following design principles: (1) the ultimate purpose of a classroom observation is to ensure student learning, (2) the end process must have clarity of expectations and purpose, and (3) the purpose of the process is not punitive, but designed to encourage improvement.

  The observation process has been developed to align with existing college policies – created, vetted, and adopted following our shared governance process. Online observations are designed to be similar in scope and process to traditional classroom observations, providing the flexibility to accommodate differences in disciplines and teaching methods. As part of the annual faculty evaluation process, Academic Deans also review grade distribution reports at the section level that distinguish courses by the mode of delivery:

  - Grade Distribution Report – Fall 2012
  - Grade Distribution Report – Spring 2012

**III. The Student Experience**

We know that outside of the college, students are developing more needs related to technology along with higher expectations. Students’ responses on the CCSSE survey (2004-2011) over time (at the most positive end – “very much + quite a bit”) have been increasing related to their use of computing and information technology in general education from 2004-2011 (from 39.8% to 43.5%). Their use of e-mail to communicate with instructors has risen (54.8% to 70% responding “Very often + Often”) and there has also been a rise in terms of their perception of overall support from the College (71.5% to 76.7%) from 2004-2011 (of those responding “Very much + Quite a bit”). The changes
we make related to our accessibility online impact all students, regardless of location – allowing for a blended experience of Valencia that is customized for our students. While several of the tools – like LifeMap – are unique to the college and provided for all students, these are some of the examples of ways in which we are meeting needs of our online learners.

- **Our Developmental Advising Model: LifeMap**
  LifeMap is the developmental advising model that promotes social and academic integration, education and career planning, and acquisition of study and life skills. Organized into a five stage model of student progression, the focus is on student planning and goal setting, creating a normative expectation that students have life, career, and academic goals, while setting up a system of engagement to establish and document those goals for each student. A program evaluation plan related to this work is available from 2012-2013. “My Portfolio,” an online electronic portfolio within LifeMap, is one of the features in the program that allows students studying on campus and at a distance to organize their goals and showcase their work in a way that can then be shared with others online. These tools are more fully described in narrative 2.10 related to Student Support Services.

- **Students Access the Services They Need Online: Atlas**
  The Atlas portal was designed to support our learning-centered focus and to create "connection and direction" for students, faculty, and staff. This is one of the ways in which we ensure equal access and delivery of service to students who are studying through distance education. In Atlas, students can get information about their educational plans, academic progress, services to support their goals, and receive just in time prompts through a series of automated communications (e-mails) that lets them know where they are in various educational processes (e.g. application to enrollment, degree audits, graduation processing). The most recent program evaluation plan related to Atlas is available from 2012-2013.
A Snapshot of Atlas through the Eyes of a Student

While our students participate in their courses through BlackBoard, new technologies are being tested and developed to improve online access to administrative services – such as a Mobile App providing quick access to the college Website. Training and support of administrative staff is also key as we are continually learning ways to use technology to better serve students; this is documented, for example, in the Atlas Online Portal Guide for Administrative Staff and Faculty. Last year 62% of our students studying across all modalities said it is important for them to have an online forum to communicate with other students (asked in a national EDUCAUSE survey focused on Students and Technology), so we are responsive through Facebook and other forms of social media. Students are now able to chat with advisors online, and on our West campus, we will beginning a pilot of SmarThinking this summer to better meets the needs of our students studying online. As we expand these options, we work to ensure equivalent experiences and quality instruction for our students studying online and on our campuses.
This past summer was the first that we administered our course evaluations completely online. This past fall (2012) the Student Assessment of Instruction (SAI) - using CoursEval software – had the highest response rate ever with 37% responding (112,437 / 42,222). Across all modalities of class (face-to-face, hybrid, and online) response rates were high related to student experiences using technology in their courses (using a 5-point scale) as shown in the table below. This is regardless of whether or not the course was in the major or if it was within our General Education offerings; we look forward to tracking their responses over time as we gather more course evaluation feedback using our newly implemented online tool.

<table>
<thead>
<tr>
<th>The technology used in this course helped students learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors (N=10,380) 42% Response Rate</td>
</tr>
<tr>
<td>General Education Classes (Less than 2,000 expected to respond fall term) (N=3,319) 28% Response Rate</td>
</tr>
<tr>
<td>Large General Education courses (More than 2,000 expected to respond fall term) (N=34,010) 35% Response Rate</td>
</tr>
</tbody>
</table>

IV. Educating Students Regarding their Responsibilities Online

All Valencia students access college records and registration, fee payment, and online course systems and tools through a unique username and password which is set and controlled by the student. When setting up their usernames at Valencia, students provide personally identifiable information to create their own secret passwords. Students are required to follow institutional policy for resetting their passwords on a regular basis with an appropriate level of password complexity. Students are only able to access their accounts and their information when logging onto Valencia systems, and it is the responsibility of students to maintain the integrity and confidentiality of their passwords.

Academic integrity online is promoted through instruction, often in collaboration with faculty members, as faculty members teach students ways to prevent academic
dishonesty; for example, through instruction on the use of citations and the use of software to help them detect and correct these problems. Faculty development opportunities are provided to support this work. The Online Student Experience course offered to students addresses issues related to plagiarism, netiquette, security, copyright, academic research, and related institutional policies and procedures. The College also conducts awareness campaigns for students to ensure the security of their usernames and passwords.

Over time, required syllabus elements have developed that consistently promote awareness and expectations related to academic integrity and ethical responsibility alongside a regularly reviewed Student Code of Conduct, which is updated as required. Academic integrity, essential to the purpose of higher education, functions as the basic contract defining the expected relationships among students, faculty, and staff college-wide. As we agree to function honestly and openly in all contexts related to teaching, learning, and academic process, we aim to model and share effective practices through our campus culture, regardless of modality.

V. The Student Experience of the Library when Online

In the EDUCAUSE survey mentioned prior, when asked:

- 46.7% (271) of our students reported “Excellent + Good” when asked about support to access resources online.
- 61.5% (448) of our students reported “Extremely + Very important” regarding the library website access.
- 47.9% (212) of our students reported that they want their instructors to use E-texts more.

All students, including those predominantly engaged in distance learning, have access to all library resources including online databases, e-book collections, and online library tutorials (the survey findings are further explored in narrative 2.9). Students, faculty, and staff can also use and check out materials from any Valencia library location. Additionally, through a statewide reciprocal agreement, students also have access to library materials, via interlibrary loan, from all Florida state universities and colleges.
Online tutorials are also available through the library website and cover topics such as evaluating websites, information literacy, plagiarism, citing sources, and using mobile devices. In conjunction with faculty, college librarians create online library guides to assist students with particular courses or projects. These Libguides are available on the library website. The library website also provides various library instruction tutorials, advertises new resources, and a links to the “Ask-A-Librarian” service.

Distance education (online) students are also provided with library information and resources within their individual courses and through the library website’s Online Library Resources. Through permanent, recurring funding from the Florida Legislature, registered users of the Florida College System enjoy online access to a shared collection of 203 electronic databases from the statewide college library information portal, LINCCWeb. LINCCWeb Information (for full functionality of this site please go to www.linccweb.org).

The objective of library instruction across all modalities is the teaching and learning of information literacy, which Valencia defines as the ability to “locate, evaluate, and effectively use information from diverse sources.” Their Program Learning Outcomes Assessment plan documents the ways they are acting on their assessment from 2011-2012 across multiple courses in General Education, and what they plan to do next in their assessment. Valencia’s work over the past ten years has been guided by the articulation and actualization of six Big Ideas. One of these Big Ideas is that anyone can learn anything under the right conditions. As an institution we are continually striving to create the right conditions for leaning in all instructional modalities.