Valencia’s Year of Reflection

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**Background:**

The *Invitation to Reflection* provided an opportunity to engage faculty, staff, administrators and in some instances students in a dialogue about Valencia as a learning centered institution and, the long-range vision for the College. The discussions prompted how we, as a College, will impact student learning and our community. The events took place at each campus and the district office, beginning in February and ending April 2015, and they helped frame the strategic work over the next five years. Additionally, the college also hosted a Learning Symposium on March 20 and 21 where many of our adjunct faculty attended and learning about college initiatives and answered the question, “What impact would the 21st century college have on its community?”

Additionally, the college hosted its first annual Learning Symposium on March 20 and 21st. There were 103 participants and 19 facilitators. Of the participants, 58 were full-time faculty and staff, and 45 were part-time faculty and staff. The symposium focused on three main themes of work that the college in which the college is presently engage: Front Door Alignment, High Impact Practices, and Building Connections for Student Success. The symposium ended with a design challenge in which participants reflected on what they learned, how to integrate the information into their work, and how the information could inform our strategic plan. More specifically, participants were asked to answer, “What impact would the 21st century college have on its community?”

**Questions for Invitation to Reflection:**

**Reflections on Learning Centered Journey**

1. Where are we on our learning-centered journey?
2. What are our strengths as a learning-centered institution? What do we do well? In what ways do we best promote learning and student success?
3. Where are the gaps? In what ways might we improve?

**Reflections on Our Impact in the Community**

1. What is and should be our place in the community?
2. How have we effectively (or not effectively) impacted the community?
3. How are we uniquely positioned to serve the community in Central Florida? Intersection of what we can do and the aspiration of the community.
4. If the community continues to support us, we promise the community...

**Common Themes:**

**Reflections on Learning Centered Journey**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Gaps</th>
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<tbody>
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<td>Faculty</td>
<td>Online</td>
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<td>TLA</td>
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<td>Diversity</td>
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<td>Brand Name/Aspen</td>
<td>Community Connection</td>
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<td>Faculty Development</td>
<td>Communication</td>
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- Learning Support
- Adaptability
- Collaboration
- Continuous Improvement
- Creativity
- Dedicated Employees
- Learning-Centered
- NSE

### Reflections on Our Impact in the Community

<table>
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<tr>
<th>Strengths</th>
<th>Gaps</th>
<th>Our Promise</th>
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<tbody>
<tr>
<td>- Direct Connect</td>
<td>- Talent Pipeline/Alternative Training/Continuing Education</td>
<td>- Address and respond to community needs. Conduct needs analysis.</td>
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<td>- Learning Day/Service</td>
<td>- Transitioning Veterans</td>
<td>- Increase access to college. “College is Possible” message</td>
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<td>- Advisory Boards</td>
<td>- Service Learning Opportunities</td>
<td>- Raise standard of living, decrease/improve poverty levels</td>
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<td>- Internships</td>
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<td>- Workforce needs (i.e. certificates, workshops, skillshops, training)</td>
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<td>- Partnerships</td>
<td>- Bringing Community into College/Community Forward</td>
<td>- Access to campuses for events</td>
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<td>- Reputation</td>
<td>- Student/Faculty Community Connection</td>
<td>- Reach out to non-traditional students (i.e. older age group.)</td>
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<td>- Processes/Outreach (i.e. Got College)</td>
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Learning Centered Journey

**Strengths**

- Faculty / TLA
- Calling ourselves learning centered sets tone
- Partnerships w/ community
- Our name is our brand nationwide
- Student leaders teaching students
- Adaptability
- Learning support is strong
- 1st step in door = last step across stage
- Focus on outcome
- Individualized learning
- Fluid learning environment
- Quality of instruction
- Diversity of instruction
- Professional development
- Cultural awareness
- Multiple education opportunities in all areas (social, financial, etc.)
- Not just short term, long term goals / success
- Creative learning
- Collaboration
- Embrace change
- Connections / constant improvement
- Diverse culture
- Closed achievement gaps
- Various learning styles
- Home/student engagement
- Personal connections
- Resources available / learning support
- Technology support
- Convenient / affordable
- Tutors / in-depth tutors
- SL programs, workshops, skill shops
- Keep students coming back / they need encouragement
- We all slip; it’s okay / positive / convince
- Want independent learner (move to that)
- Support on campus
- Engage while practice / front door / all individual opportunities
• How to be as student / meet students where they are
• Students have more concerns (empathy, babies)
• NSE working (good start)
• Fringe benefits
• We have actual student leader opportunities
• Small class sizes
• A lot of faculty development
• Student centered
• Resources
• NSE
• Academic freedom (faculty)
• Adjunct training
• 1720 / exempt / non
• Curriculum alignment w/ HS and other colleges
• Moving toward outcomes-based opportunities
• Keeping seasoned faculty fresh

Gaps/Next

• Online support – tutoring and student services
• Updating slower systems / more tech savvy
• TLA for adjuncts and pay them for attending trainings / orientations
• Interpreting data in right way
• Success of transfer students / alignment of curriculum,
• DirectConnect / between faculty of Valencia and UCF
• Transfer coach – college to university
• Marketing of resources
• More counseling resources
• Daycare (onsite)
• Communication with adjuncts
• Social services
• Connect better w/ community and the services provided
• Communication between students, instructors in digital age
• Expectations of instant feedback
• Focused information
• Cyber courtesy
• Online courses not very personal and robotic
• Family outreach / overcome barriers / plan for the future
• Childcare for students
• Show long-term benefits
• Improve retention
• Online communication / availability / teachers
• Support for non-traditional students / resources
• develop sense of purpose before we must do or die
• communicate, instructors, second NSE, transfer students
What happens at universities? What can we control?
- We should hang out with more staff
- Not as many resources
- Better utilization of developmental advising model; start to tell rather than show
- Health services
- More classes! (online, hybrid)
- Transportation

Our Impact in the Community

Strengths
- Got College? Program
- Enrollment rates
- Transition services
- Community engagement
- Facility presence
- Brings attention to space to host
- B.S. opportunity
- Recognizable, respected
- Unique partnerships / UCF, SDOC, OCPS
- Multiple campuses and building new ones
- Strong leadership
- High need – paradigm shift to believe that they are college material (culture). Flip the mentality
- Ability to change quicker than a university
- Affordable
- Engaged with the public schools: food drives, Osceola council of the aging
- International students outreach / very effective
- Open to everyone, but does everyone know this?
- Very diverse
- A leader because of our reputation (more orgs want to partner with us)
- Financially affordable / convenient
- High quality education / standards
- Family outlook / HS
- Our name and brand
- Values (what we stand for)
- Uniquely positioned / global presence / impact
- Student outreach / community improvement
- Service learning
- Mentoring / job shadowing / alumni mentoring
- DirectConnect
- Business ties
- Valencia’s kitchen
• Osceola is out there in community, perhaps more so than other campuses / Got College?
• Economic anchor – we take and give out a lot of dollars / we stimulate economic activity
• Start here, finish here / comfortable for many
• We occupy a social and cultural space in community
  o We represent hope and change
  o More personal experience than UCF
• TSIC
• Osceola middle school science fair / everyone knows of someone who goes or went to Valencia
• 9/11 event
• Host chamber meetings

Gaps/Needs/Next
• Training of unskilled labor
• Deeper level of training i.e. skills based
• More outreach opportunities / ongoing and interaction
• Start earlier
• Some programs only on certain campuses
• Isolated efforts (pockets of passion)
• Demo responsiveness to address college access and success for all
• Action-oriented college / create opportunities
• Need to serve the elderly population?
  o Ex. Osceola Council of the Aging – we are positional close by
• Low cost legal services
• Childcare: voucher or scholarship system
• Early assistance w/ addictions: community based self-help programs
• Lending out our facilities
• Assistance w/ students by assisting their children: teenagers, counseling, addiction programs
• Veterans assistance / The Depot
• Service learning expansion:
  o Send more students into the community.
  o Internships – both inside of Valencia and outside into the community
• Adult education:
  o Parenting classes
  o How to fix your car, your sink
  o Community interest
  o Retirement
  o Taxes (tax season) preparation: we offer this
• Newsletter – resources
  o More for staff members to know what we do offer in the community
• Health and wellness centers for employees: open to community?
• Bereavement groups
• Mentors for potential students (of all ages)
• Trainers (lifelong learning)
  o Not just traditional college material
- Embedded and integrated into community (service learning internships)
- Educational visionaries and guides: help reach and discover goals
- A safe non-judgmental place for community
- Make everyone feel welcome here
- Create compassionate place
- Success / tools to be successful
- Be more effective, more teachers...
  - Reach out to community
  - Bringing in community members to classroom
  - Online (skyping classes)
- Maker Fairs for whole community (or high schools)
- Be tech source
- Do we listen enough to community? What would make them feel welcome?
- Are we nimble enough to respond to community needs?
- To meet community educational needs
- Continuing education for all: life-long adult learners, veterans
- Students should be more engaged / service learning
- Internships / career placement
- Business providing training for students
- What drives Orlando?
- Still a stigma associated with community college
  - 2nd option to many students (except in Osceola)
- Osceola is smaller community than orange county / harder to make an impact
- Community College bring in elected officials, which draw press
- Community garden
  - Council of the Aging may provide compost
  - Swamp lady

If you continue to support us, we promise to the community...
- Support them and respond to their needs
- Visible and engaged partner
- Continue to grow – campus/access/programs
- Be more convenient
- Be more flexible – scheduling / locations
- Respect and value you!
- Advocate for better infrastructure
- Open dialogue and listen to their needs
- Extend our hand to help where we can
- Invest our time and resources, talents, education back into the community
- Look for innovative ways to meet that challenge
- Partner with others (organizations) in order to meet the need
- Offer family services to improve quality of life
- Offer dental hygiene services
- Open facilities to your needs
- Listen
• Welcome you
• Open doors for opportunities
• Prepare you
• Foster innovating
• Prepare the workforce
• Quip you
• Help you solidify your ideas
• Work toward better future together
• Be your petri-dish
• Continue to innovate
• Exceed your expectations
• Walk you through your ideas
• Give you what you need
• Meet you where you are
• Workforce ready individuals
• Real-life ready
• Socially conscience / cultural awareness
• Serviceable
• Civility critical thinkers
• Servant leaders
• Continue to grow
• Foster collaboration
• We will make sure we teach what the community needs
• We will raise graduation rates of our students
• We will continue to raise the educational level of our community
Learning Centered Journey

**Strengths**

- Faculty and Professional development
- LifeMap in EC
- Tenure Process
- EC in general
- Students are individuals
- Small class sizes
- Invest in learning support
- Diverse modalities for services to students
- Dynamic – go to conferences, use evidence, keep informed
- We take risks – BHAG’s
- What else can we do?
- Talking about blending credit/non – innovative
- Student clubs organizations
- Student development
- Open access – setting up expectations for success
- Diversity
- Faculty resources
- Opportunities for development – faculty development
- Comprehensive approach
- Learning support
- Focusing on the student
- Collaboration – willing to help each other
- Better serving students by respecting and understanding what other areas do
- Advising looks at the whole person, including financial aspects
- TLA & faculty development, centers for teaching and learning
- Collaboration among faculty and staff and students in classroom
- Excellent learning support w/ math centers, writing help
- Continuous improvement talk, ref: student learning focus
- Faculty and staff resources such as TLA, Tech Center in Bldg 6
- Good leadership that is willing to invest in people that make this institution happen...student, faculty, and staff
- Small classes / hands-on education
- Accessible / economical
- TLA / Tenure / Prof. Development
- Assoc. Professor – Important
- Skills to work
• Articulations
• Transition – high school outreach (need more staff)
• Listen well – not top-down; try to figure out what issue is and who we serve prior to solving
• Involve different groups into decision making
• Dust settling – so many new things
• Comfortable w/ changes – make most of it focus on what we want
• Promote learning and student success
  o Faculty dev. grown
  o Provide resources
    ▪ Software
    ▪ Tutoring / writing center
• We are constantly learning/growing – model it

Gaps/Next
• Adjuncts teach ½ the classes. Do students get the same experience with them? Are they prepared?
• Are we meeting the diverse needs of diverse students? Equity? Access to technology?
• Enough dollars for advisors, counselors, student support?
• Online: service retention – norms for online T/L?
• Changes are coming fast – we’re not caught up
• Big – we sometimes duplicate efforts, don’t know what others are doing
• How to get students and faculty to take advantage of resources?
• -adjuncts areas where were charged and challenged to engage with the college
• -need more coherent strategy for online learning. Learning Leadership Council has developed teams make recommendations in all areas
• -We’re committed to diversity, but we’re not sure how we’re doing that (servicing that)
• -challenge still with communication and how we drive it through a single system. However we still have "preferred" non-traditional methods
• -communicating with the students that are coming in. I.e letting students know that can have what they want, but they need to know they have to WORK for them.
• -we need to be able to offer all of our employees the opportunity to grow and take courses in times other than night-time. Flexibility in schedule to allow for employee development.
• -how do we juggle time? Do analysis of initiatives that are working vs those that are not working. Letting go of those initiatives that are not working.
• -We’re educators that do not share across disciplines (i.e. Ideas, methods of teaching) -degrees of freedom. Hesitant to say what is not working.
• -how clear are our expectations, especially in online offerings?
• Communication (Internal) – Organic approach
• Facilities
• Reaching students where they are – online learning
• Limited experiential learning
• Continuous student advisement
• Student engagement
• Serving students - This is a work in progress. Everyone at the college should know all other areas
• Everyone needs access to and training on the communication infrastructure. Some staff and students do not have access to computers / devices.
• Offer opportunities for staff to get an education – taking Valencia courses or P.D.
  o Time is an issue in high-service areas.
  o We can study this in other non-education sectors
• Services / Engagement with adjuncts
• Adjunct – taught NSE courses do not offer students access to a personal connection with an advisor
• Intrusive or required advising
  o Time is an issue for advising. Consider volunteer faculty advisors?
• Scaling our initiatives
• Student numbers outnumber our learning support resources (tutoring in all areas)
• Need to do better at communication with students
  o You can do _____ but you also have to work for it – accountability, work for your dreams
• Need better communication about when events on campus are happening – often don’t know when something is happening until last minute.
• Difficult in some areas to recruit qualified faculty (nursing is one...), and others where there is competition w/ industry when more $ in industry...also engineering, hospitality, etc.
• Mentor adjuncts
• Adjunct pay
• Better A.A. advising
• Expand internships & U.G. Research
• Motivating students to study
• Promote what we are doing
• More coherent strategy for online learning
• Judging time between student and other committee work
• Lot of energy around what we are already doing
• Analysis of what is working and what isn’t
• Different lives we lead at the college (roles)
• Front level staff doesn’t feel they can come to these events
• Incentive / motivation
  o Meeting or grading
• Order students – time limits/constraints. Need tweaks
  o Extended hours
  o Daycare
  o Orientation – summer night

Our Impact in the Community

Strengths

• Dental Clinic – Outreach
• Endowed chair projects
• Work with OCPS and SDOC
• Take Stock
• Got College
• 911 Memorial
• Dual Enrollment
• CSA (Javier)
• Downtown Campus – Parramore
• Service Learning
• Learning Day
• Advisory boards
• PJI
• UCF – Direct Connect
• SPS – Fire / Puerto Rico consulting
• By deliberately moving into communities where we can have impact
• By matching programs with workplace demand
• Outreach / college transitions “college is possible” narrative
• DirectConnect
• Dual Enrollment
• Economic impact report, Aspen = public recognition
• Collaboration w/ health partners (hospitals) for $$. 
• Scholarships to increase the number of nurses graduation to meet nursing shortage
• Advisory councils industry partnerships
• Internships
• Day Camps / Outreach
  o Science center – ortronicon
  o H.S. Teach-in / Career Days
  o Maker Faire / LSAMP
• Professional / Trade organizations
• Presenting at conferences
• Hosting conferences
• As advisory board – good internships
• We invite community in

Gaps/Next
• Bring more people to events
• More volunteerism / engagement, opportunities organized
• More understanding of what we offer
• -the way we partner with the HS and regional partners besides UCF. Need for micro-partnerships, specific smaller programs, targeted teaching. Having a presence available on a frequent basis at these locations. Need for a "near-peer"
• -need to hire students to raise aspirations and motivations.
• -veterans, opportunity to reach out, but not as active. Over 7k attend Valencia, and yet we don't do credit aggregation. Need to fast track this at all campuses
• -how do we get better at serving students who come from areas other than HS.
-we’re not that very good a documenting our service to the community. Hours of services. Need a system that can track those hours. Need to capture the data. Might also help reduce overlap.
- leverage our assets and resources to help us accomplish our mission. How do we partner horizontally, what we might learn from them
- closing economic gap
- Where are we in the community? Where do we need to be?
- Is Valencia #1 choice?
- Communicate effectively – what VC offers - look at statistics
- Largely departmental initiatives, but few larger scale so far
- Partner w/ career one-stop centers
- Inquiring of the public
- Teaching in the community
- Bring the public in
- Leverage goals that are shared w/ other sectors. Public / private partnerships
- Learn from the downtown campus experience
- Large workforce that can serve the community and tell our story
- Horizontal partnerships with other state colleges
- Documenting what we do in the community
- Expand programs for wider reach
- Not consistently partnered w/ High Schools or other educational institutions
- Gap department to department in DirectConnect – we are more collaborative; more systematic
- Need to leverage diversity, clubs, and community
- Workforce development and business in terms of certificate programs
- More co-curricular that are service in community
- Tutoring w/ HS and middle
- Creative Village – needs more sustainability focus
- Invite community to our celebrations / annual events
- Competencies that speak to community
- Assess impact on service learning faculty, students, business partners
- Impact not engagement on

**Uniquely Serve Community**

- Spread across Orange and Osceola, regional campuses
- Transitions teams
- Diverse skills and talents
- Workforce education
- Reputation – respected
- Creative Village / Poinciana
- Engage community (parents)
  - Messaging
  - Educate parents
- Lifelong learning
- Industry / business advisory committees (All AS) – collaboration to improve business programs
  - Connect via above means to find out more needs – survey, focus groups
- Good name recognition – need to show up at community events
- More community service like Learning Day and encourage students to do the same
- Develop programs whenever we see a need in community
- Veterans, prisoners, special population?
- Intersection between what Valencia can do and community aspirations
Learning Centered Journey

Strengths

- It’s been assimilated by the college, most people get it. Not a daily struggle to get.
- Winter Park = Innovators and ahead of the curve. Plenty of initiatives began at Winter Park and adapted college-wide.
- In transition, superior in many ways, (faculty dev., student resources, awards, international education, study abroad). We need to think more globally.
- Well on our way to make a national impact, but maybe expand on vocational/apprenticeships - We do well in isolated classroom
- Presence is strong community loves the college
- Generations have been impacted
- Resources are superior & affordable
- Innovators – ahead of the curve
- Pilot ideas that go collegewide
- Creative problem solvers think outside the box. Examples:
  - Learning communities
  - Success coaches
  - Non-wet-lab sciences
  - Probation/suspension
  - Early alert

Gaps/Next

- Cons - not everyone is involved
- More advising to individual students as opposed to general advising.
- Classes are still in isolation. Need holistic general education approach.
- Need to define community and its needs.
- Vocational path-expansion
- Student indicates we focus on what they are doing well
- Needs more versatility in resources (i.e. LifeMap)
- Focus on why useful
- NSE course will help w/ students’ individual plan.
- Students need more individual advising
- Aptitude test
- Need to be more global
- Still in transition / things to do
- Ideas beyond our country’s educational system – think global
- Managing changing legislative landscape (lemonade out of lemons)
- Managing infrastructure (doing a lot w/o resources)
• Struggle out of HS transition to college?
• Inspiring students
• Move forward, bringing students into the conversation
• Torch-bearing, continuity and transition with people
• Effect of external factors / legislation / prep of students / market place
• Service to be based for Winter Park
• Replicate our culture at new small campuses
• Utilize technology
• Digital literacy

Data
• Capturing everything we do and compare it with our journey – how does everything fit?
• Are we offering the right classes – follow students for success – track long term data
• Graduates – where do they go? Did we serve them?
• Retention
• How long degree vs what they take?
• Exempt/non-exempt performance
• Engagement
• Predictive analysis of current upcoming careers; what’s needed by employers, what’s needed by our students?
• Interpersonal skills
• Needs of the community
• Needs of the individual
• Vo-Tech data / possible partnerships
• Veterans
• Integrate employability skills and soft skills

Leadership
• Include those closest to the work (in all areas)
• Daily contact
• Open-minded – willing to listen

Our Impact in the Community

Strengths
• Folks are well connected to the community, which reaches students. Personal relationships with faculty/staff within campus that extends to students.
• Partnerships w/ Park Ave. (Rollins students get discounts)
• Internships – City Hall
• Very close to downtown WP
- Morse museum connection
- Service learning
- Represent Valencia via community partners
- Engaged w/ business leaders
- Jeffersonian program for non-traditional students

**Gaps/Next**

- Continuing ed courses
- Vo-Tech, partner more closely. Look for ways to partner and revamp their programs.
- community forward
- Changing/clarifying what "vocational" really means.
- How do we work with industries to add "rungs" to the growth ladder that will make someone move up? Stackable certificates to facilitate career growth.
- Student population has gotten younger, but does it mean that we're not paying attention to mid-life adults and their needs.
- Who are we NOT serving in the community?
- Downtime we have at Winter Park at night, taking advantage of using that time productively.
- Increase awareness by offering "space" on campus to bring community in -Creative Village / Sun Rail / how can we make a smart partnerships?
- Park Ave, restaurant / culinary program at Winter Park.
- "Leadership Winter Park"
- Relationship between micro-macro, bringing community leaders on campus for faculty engagement.
- Internship Programs - expansion: Do more than what we're currently doing. Commissioned by Learning Leadership Council.
- Non-profit arts organizations, writers/residents, H.S. community outreach, creative writing workshops, tie community closer together.
- Valencia WP seems like offices, need to "look" more like a campus. Not visually accessible.
- Complete programs at WP. Currently, STEM students would have to go to a different campus to complete.
- Do faculty members understand how courses they teach impact community?
  - Venn diagram
  - Overlap goals of community and classroom
- Leadership Winter Park – maybe students go through
- Partnership w/ Edgewater and Winter Park High School
- No STEM Capability – partnership w/ community for facilities
- Project-based curriculum sustainability
- Bike-share
- Alternative to Vo-Tech training
- Flexibility of scheduling is a need for this campus
- Time, money, transportation limit student extra/co-curricular / student life
- We need to think smart about the creative village – Sun Rail
- Outreach to WP high school or other schools close by.
- Transportation
• Continuing ed – yoga, memoir, writing, gardening, sustainability
• Need to maximize downtime (night for continuing-ed / community members for community outreach)
• Focus on community efforts / community plan / key issues.
• Hire a key person to be community outreach representative / coordinator
• Embrace social network
• Connect more with Rollins
• Model after Peace & Justice efforts
• Be more welcoming to community through location for culinary program – proximity to Park Ave.
• General education is still an isolated experience
• Do better at preparing students for demand and direction
• Need more HS engagement
• Winter Park should become Honors College / Gateway
• Need tech programs / no A.S. programs available
• Integrate Gen Ed into A.S. (Give it the feel of A.S.)
• Bring local community into campus
• Define community needs
• Digital learning strategies “toolbox” for state’s digital learning requirements
• WP functioning as a bridge for East/West/WP (unit)
• Promoting later scheduled classes to economics, work, etc.
• Access to faculty makes it a community and provides a better success rate
• Direct connection w/ everyone. Personal vs. corporate
• Continuing Ed
• Digital literacy
• Sustainability

Enhance / Strengthen
• spreading ourselves too thin at WP
• Have dedicated staff from campus that will attend community events. Placed on specific projects.
• Keep students excited about coming in and learning at this campus -Who do we engage faculty without stretching too thin? Balance between teaching and engagement in community events. Prioritize where we need faculty engaged.
• Intentionally connecting with adjuncts. Creating more active connection with tenure/adjunct faculty via events/direct connections. Mentorship program between the two.
• Connecting faculty/staff/students. Campus-wide initiative
• celebrating risk-taking
• Compliance: to be compliant we take too many steps.
• Need unstructured time to be able to connect with other people to talk. How do we create this?
• Cross connection of our work. I.e. Student Services w/ Honors.
• Connect to adjuncts (intentionally)
• Support centers engagement at adjuncts orientation (welcome back)
• Something at end of spring
• More academic & student affairs (social/service)
• TED event
• Integrate students into community
• Unstructured time to talk
• Create connections
• Give students tasks and credit to do it
• Professor of Service Learning
• Activity hour w/ all faculty/staff able to attend and participate
• Re-examine the schedule
• Provide outside the norm/box opportunities instead of sharing information that can be shared via-email
• Get students excited to be here – we need novel and cool things to do for students
• Learning is also outside the classroom
• Circles of Innovations
• Have more “fun.” Bring people together
• Respond to failure differently
• Communication
• Succession planning
• High level of faculty/staff interaction

Threats
• Complacency
• Try to do too much – spreading ourselves too much – we need to focus/consolidate
• Have release time / relief to participate and explore where we want to go
• Bureaucracy
• Fear of failure
• Time, not enough for front-line employees to participate in special events/meetings
• Growth, do we have ability to grow to accommodate community needs? Do we have the space?
• Staffing changes erode personal connections
• Structured activities do not replace real communication
• Reduce internal/external compliance work
• Retirements / Faculty & staff leaving
• Lack of communication (silos)
• Complacency. Easy to pat ourselves on the back.

Opportunities for Connection
• Annual campus events
• Rethink architecture
  o Close campus for an hour
• Events that bring faculty/staff together / food!
• Faculty more involved in probation / suspension process
• More staff involvement in honors

Support Creativity
- Office designs in faculty areas
- KW1C / School for future
- Opportunities to collaborate
- Ability to do more with less
- Dedicated online committee
Learning Centered Journey

Strengths

- LC embedded in TLA, Faculty Development
- Every campus has a learning support area
- Nonacademic areas focus on learning support
- NSE is very focused on LC
- In hiring, the focus is on LC
- Student services / advising / counseling
- Collaboration / academic services
- Breadth of course offerings
- Strong relations w/ UCF
- Disability services/community
- Collaborate w/ community
- Student support / technology support / academic support
- Reputation / people know us and who we are
- Programs / A.S. programs
- Partnerships with businesses, organizations, downtown, and high schools
- Teachers excited about teaching and excited about students learning
- Adaptability of faculty (to find ways to meet student needs in light of new legislation, etc.)
- Creative faculty and culture
- Good ideas from “adaptations” spreading/trickling down/up to other areas.
- Faculty development in learning centered teaching
- Active and experiential learning
- Engaging students in progressive ways.
- International conferences – with college support
- Consistent with ideas
- Will continue to evolve – always in test mode
- Assessment of learning outcomes
- ASC – have great involvement in terms of services provided
- Other support services – advising, OSD
- Resources for students
- TLA is awesome (faculty)
- Investing in each other
- SPD funds
- Professional development
- Diverse institution
- LifeMap tool to develop students for independence
- Highly “qualified” caring faculty/staff
- Personalized student learning
- Meeting needs of students / different modes of teaching
- Professional development opportunities
- Faculty evaluation (strength and gap)
  - Think through competency
  - Revamping and thinking about improvements
- People/Staff/Faculty/Students
- Resources: OSD, support centers, community involvement, DirectConnect
- Governing structure
- Professional development
- Creative, innovative, flexible community
- Valencia Foundation
- Model to other colleges
- Trendsetters
- We are good as an institution and that translates well with working with students
- We are always asking students for feedback and looking for ways to improve
- We have a reputation for caring about our students and it’s well known among the students.
- We’re a community of trust
- Smaller classroom sizes
- Student activities where one-on-one focus is available.
- Student support
- Our priority is learning
- Sense of pride
- Creative / innovative
- Create pathways and connections
- Student engagement – extracurricular activities
- Strong industry/community connections
- Role modeling
- Access to technology resources
- Flexible learning options
- Culture-minded
- Diverse
- At crossroads of ROI of education
- Faculty rebooting pedagogy philosophy, technology
- Every time we think we are behind, we look around and realize we are ahead.

**Gaps/Next**
- Faculty resources for A.S. Programs not LC
- Factors such as enrollment compete with LC
- Level of adjunct training, resources available to them
- Legislation / HB 1720
- Communication overall / sometimes last to know
- Too much information / hard for students to keep track
- Class times / too short to develop subject
- Knowledge about available resources. “Math help 24/7” virtually unknown / Tutoring
- Financial limitations, course compliance restrictions. Hard for students to change courses
• Disconnect between advising/students/faculty/others
• Communication between/within departments
• Communication of resources outside of class to students
• Academic support – getting the word out
• Marketing programs / events / resources.
• Making students aware
  o Communication to students, faculty, and staff
• Engaging human interaction
• Motivation for students. Faculty explaining why the benefits
• Adjuncts – begin conversation about part time staff and equitable benefits – no job security
  o We rely on them and expect a lot, but no job security
• Online learning – student success
• Student readiness
• Convening critical conversations with students
• Reframe digital learning / what that means to students and faculty
• Building connection between departments. Faculty / advising / student
• Develop adjunct faculty and support
• Expanding hours to meet student needs and online support services
• Align hours of departments to support weekend college and non-traditional students
• Collegewide policies and procedures
• Strengthen online / give more structure
  o Pedagogy
  o Technology training
  o Text through BB
• Working w/ “mobile generation”
• Preparing last minute registration students (not just in online)
• Break out retention data and failure data
• Faculty evaluation
  o Tool – hard to work
  o Implementation – too rushed. Not enough instruction
• Not sure how to serve under-prepared students
• Lack of counselors and advisors
• Streamlining admission processes
• Classroom technology / mobile connection / Wi-Fi lacking / software
• As the college becomes larger, we kind of got disjoined where we are worried that the students may not get the service that they need from certain campuses.
• Need to have more communications among campuses.
• Breaking through generational gaps
• OPEN ACCESS
• Flexible learning options
• Student support – mentoring
• Provide more for evening and online
• Faculty get great support, but still need more
Our Impact in the Community

**Strengths**
- Reputation, but we still need to elevate / share it?
- Visibility in community. Lots of options for higher ed
- Partnerships with other high ed
- Alignment (curriculum) w/ UCF
- Assessment to measure institution and alumni
- Foundation / Take Stock
- A.S. advisory councils
- Growth / branched out to areas of need
- Support medical field / expanding programs to meet community needs
- DirectConnect / A.S. Counseling for workforce
- Focus on the workplace
- We prepare students to work/interact/adapt to a diverse community
- DirectConnect with UCF
- Learning Day
- Blood drive
- Internships (department)
- Involvement in downtown campus
- Size
- Location
- Diversity of staff
- Reputation
- Health Academy w/ Lawton Chiles Elementary School
- College Night
- DirectConnect to UCF / Agriculture UF
- Counselor day
- Covenant house involvement
- Learning Day community service
- Service Learning
- Internships
- Alumni have good things to say
- Serve on community boards
- Working with K-12 partners
- Mobilization of students through learning
- Creating new campuses
- Ready for real world/workforce

**Gaps/Next**
- Are we the first/best option?
- Who is responsible for outreach?
- Get more people on campus to enjoy events, lectures and arts culture.
- Elevating the value of our social culture / connections amongst employees.
• Social groups / opportunities (including diverse work “levels” within those groups)
• Downtown presence / involvement
• Research areas of need
• Stronger connection to Online Community
• Social media connection
• Community service forward / what we can do for the community
• Service projects / Learning Day
• Service Learning expansion
• Listed to community needs
• Workforce needs – connections between students and employers – use A.S. degree model – more involvement with internship and workforce services
  o Employer liaison
  o Promote internships
• Partner with big entities (Dr. Phillips Center, Florida Health, Airport).
  o How communicated and documented with all
  o Not all plugged in
• Needs in community? Do our A.S. programs address?
• Program chairs in A.S. programs – more time built in to partner with community (extra release time)
• Inclusion and diversity work – social entrepreneurship
• Targeted discussions with all age groups
• Partner with daycare centers
• “College is possible” message to underserved communities
• Release time for faculty to go into local businesses for training
• Highlight and recognize and support small business owners
• Hosting community forums on major topics
• Educate community about global citizenship / outreach
• We need to know what happens to our students when they leave us
• Unsure how we impact community
• What are the community needs / workforce needs?
• Define community
  o It is more than workforce and transfer
  o Create holistic person not just employee
• Need plan for “service learning” to community that differs from “volunteering”
  o Institutional clarity
  o Service project on learning day is volunteering
  o What does community want from us?
• Can engage business partners, churches, etc. better
• Perception we are less than UCF
• Misunderstanding of our message, rigor, etc.
• We should have more partnerships with a variety of employers of community members.
• A.S. program – we already have partnerships but not the other
• We should have more options than UCF
• More effective strategic partnerships and quality
• Gain better understanding of community needs
• Align VC / OCPS to close gap
• Stronger connections between employers and students.
  o Internships
  o Certification
  o Needs alignment
  o Focus on workplace / grow / advertise
• Services to vets, opportunity, leadership skills, leverage that existing knowledge for development (especially with School of Public Safety, CPS)
• Connecting with communities, not just one within community
• Continuous presence to the non-profit communities
• Meet geographic specific needs
• Bring community to campuses through theater/arts, campus, senior/adult seminars

**We promise...**
• Provide qualified graduates that renew and enrich your people, employees, team, and help your business grow.
• To fulfil excellent workforce and education needs with ethical, reliable, and quality citizens
• To help our students become civically ready and skilled citizens.
• Lower tuition rates
• Embrace and facilitate diversity
• A high quality education at a lower cost
• Create equitable and caring community
• Skilled and creative workforce – jobs for impoverished
• Inclusive and caring
• Connect volunteer opportunities
• Prepare a literate workforce to work in a global community that fosters personal/professional/community growth
• Help promote peace and justice and global understanding
• To prepare literate workforce that will foster innovative inventions
• Hope 2.0
• Bring hope and access to the people of our community
• Need to do “needs assessment” first
• Graduate, functioning professionals that contribute to economy.
• We (Valencia) want more for our students than just employability
• Need to still answer: What is the communities’ promise to us and our students?
• Help break the cycle of generational poverty
• Provide graduates that will share civic leadership and responsibility in our community
• Stay on the cutting edge of job market trends that impact our community
• To give back to the community by educating and preparing students to enter the Central Florida workforce
• Valencia students value the community and spread the word
• Teach them to be good community members – part of this is to promote the community
• Develop lifelong learners
• Offer programs that lead to family and community sustainability
Enhance / Strengthen

- Finding more opportunities for inter-disciplinary courses / activities
- Activities that bring us together
- Define culture that is more inclusive of our students AND faculty/staff
- Encourage student discovery – place where they thrive and does not cost.
- Culture to allow for choices
- Discover and allow in culture of financial aid
- NSE – explore career paths
- Partner w/ community allow exploration
  - Interns / shadowing
  - Scholarships
  - Threat - more privileged can afford to explore. Inequality
- Connection – attending conferences – focus on the workplace
- Creativity
  - Music
  - Arts
  - Family
- Active, great clubs
- Campus is alive – feels like a college campus
- Create culture of fitness, wellness, social interaction
  - Lunch at the lake
  - Trail around lake – walking / biking
  - Use outdoor areas to support permanent space
- Invest in retreats to renew and stay connected
- UCF presence on campus – East
- Performing arts
- Students could go to UCF – come here
- Wide range of faculty
- More collaboration between departments and division
- Increase participation and awareness of clubs and organizations
- Mascot
- Town hall meetings (at least once a semester, inclusive of all employees. More opportunity to talk with peers.

Threats

- Location
- Communication between campuses
- Apathy / indifference
- Belief by some that their thoughts are meaningless to administration
- In-fighting within divisions left over from Gen Ed / NSE offerings still lingers
- Commuter students
- Time, not enough to provide services
• Engrossed in current work.
• Not time to interact w/ other areas
• Definition of our culture
• Thinking only of “student culture” as opposed to “Valencia culture” inclusive of students/faculty/staff
• Weakness – communication disjointed as we grow
• Isolation / online classes only teaching them or only attending them.
• Size of the campus/college
• Need advertise what East does
• Time, need more folks stepping forward
• Limitations on adjunct contributions
Learning Centered Journey

Strengths

- Highly educated
- Dedicated staff
- Collaboration
- Professional development opportunities
  - SPD
  - EDGE
  - Leadership 180 and 360
- Genuinely care about student learning. Evident from the top down
- A.S. Programs / Training is relevant
- Connected to businesses. Industry specific leaders/speakers come to campus
- Informational interviews
- Bridging / connectedness
- Learning centered
- Alignment – hiring processes – stewardship of funds
- Being innovators and not afraid to fails
- Travel /conferences – students – faculty
- Promotion of learning
- Celebrate student success
- Focus on faculty and staff development
- Opportunities to learn
- Learning centered methods
- Quality faculty
- Strong support stem (staff)
- NSE approach and course
- Integration LifeMap
- Resources omitted to student learning and foundations. And pursuing resources
- Collaboration with students, academic affairs, and collegewide
- DirectConnect
- Principles – Start Right
- Common learning outcomes and assessment
- Academic advising and new NSE faculty and career program advisors
- NSO
- Academic reviews – LASSI
- CARE (Early alert)
- Bridges – reach new at-risk students
  - LSAMP
  - Title 3
  - Take Stock
- K-12 Programs
- Reach Campus
- Faculty cares about students
- Learning assessment conference geared toward faculty
- Dedicated faculty/staff (most) committed to mission
- How do we know?
  - Students hired in local industries
  - Students going to 4-year institutions
  - NSE
- Faculty, staff, administration care
- Facilities, state of the art technology available to students via labs – good resources, tutors, libraries, various help centers
- Multiple campus accessibility
- Not afraid to take on problems and challenges
- Take on new innovative things (taking risks)
- Embrace technology (students & employees)
- Develop professional educators
- Culture of collaboration
- Strategic, international and well thought-out in how we act
- Constant self-evaluation for improvement
- Great base to start from
- Continuously enriching student curriculum in a structure that allows fluid change
- We minimize barriers
- Outcomes based curriculum allows measurement of student success
- TLA, Tenure / learning assessment process in professional development
- Moving from SLS to NSE
- Learning communities
- Learning support centers
- Global language centers

**Gaps/Next**
- Department of Disabilities
- Veteran opportunities
- Immigrants
- Pathways – completion
- “bottom four” (state funding)
- Fast expansion
- Customer service
- First impressions
- Partner w/ the community
- Outreach > Equity (social justice)
- Staff stretched too thin
- No overlap between transitioning staff
- Tech/implementation delays due to “fires”
- Too much time to hire staff
• Early academic/workforce connection to confirm career choice / need mentors
• A.A. / Training / Prep to transfer out
• Time constraints
• Identifying internal talent as resources for initiatives
• Diversity of faculty reflecting in our student population
• International student
• How to customize the student experience for the individual student?
• How to keep the experience intimate?
• Campus culture – instituting collegewide initiatives in a decentralized college
• Methods to attract adjuncts
• Short-term industry center
• Dev Ed and college readiness
• Collegiate academies
• Building a high school pipeline
• Identifying structures and schedules for our students
• Orient parents and engage to attract more students
• Promote career programs
• Collegewide discussions of resources
• We don’t know that curriculum is working (GoBes inaccessible but required)
• Faculty development opportunities are robust. Gap closing because of new faculty development tool – required
• Hybrid, online courses increase accessibility
• Data informed decision-making
• Communication gap – faculty, staff, students
• Adjuncts don’t feel part of the culture, yet represent largest portion of instructors
• More support resources for students (personal challenges)
• Become more strategic in thoughtful in the projects we take on
• Keeping up with needs and challenges of the evolving community
• No longer able to measure student readiness
• Do student quantities affect student learning?
• Gap in student perception of pathway and open advising
• Possibly include assessment of student readiness in NSE for self-reflection and growth potential
• Students with disabilities – support
  o Assessment done outside college
• Capacity issues with enrollment
• College readiness from HS to VC
• Legal ramifications for having minors on campus (positive too – reaching out to community)
• Develop cultural capacity
  o Bilingual staff
  o Cultural activities
• Book adoptions different on each campus (cost?)
• Time of course offerings (enrollment management collegewide)
Our Impact in the Community

**Strengths**
- Middle/High School collaboration
- Teach-in
- Business and school partnerships
- Learning Day volunteer work
- Advocates / ambassadors of college
- Accessibility to community vs. other universities

**Gaps/Next**
- Prepare workers and citizens / think not just about tasks, but about goals
- Create models like public safety, manufacturing, that produce the talent pipeline to improve our economic development.
- Employee engagement in community
- Hard to reach/call/contact community members
- Identifying internal resources. Employees are engaged, but we don’t know who they are
- Identifying community needs
- Address long-term systemic issues
- Achieving/raising economic independence
- Show pipeline to success and how to get there
- Follow through in our promises
- Provide strong skillset to secure needed employment expertise
- Engage more in the community
- Revise state funding
- Offer “credit programs” to develop non-traditional students in the workforce (i.e. automotive industry / hybrids)
- Engage “transitioning” potential students (homeless, foster, etc.). towards technical certificates
- Being able to get credit for state certification / licensing
- More intentional service projects with our community partners
  - Part of employee job
  - Part of student curriculum
- Opening up internships to VC

**We promise...**
- Raising the standard of living
- Help the middle class by decreasing the poverty level
- Transportation
- Increase economic value of the community
- Up place people in workforce
  - Certificate, AS, AA, Bach
- Econ. Dev > up attractiveness of diversified, educated workforce (skilled)
- Radically transform face of community (foundation)
• Access – “college is possible”
• Provide hope to the “islands”
• More personal contact for services
• Make our website “mobile friendly”
• Highly-skilled workforce
• Meet needs via direct outreach to increase college readiness, preparedness among underserved
• Develop broader partnerships to address skill-level needs with businesses/industry consortiums (based on School of Public Safety model) including lower level
• Need business partners to make Valencia number 1 training source for workforce
• To reach hardest to serve invest in systemic community-based intervention (Harris Rosen / Tangelo Park model)
• “If you come here we will...” - preschool to college grad
• Getting students working faster and more successfully
• Continue to strengthen community partnerships and credibility
• Make access a real thing at Valencia
Strengths
- Developed Success Coach with CBC
- Transitions, Generate many ideas, Size of institution and classes
- We are Collaborative (within Valencia and as well as outside I.E. Job Fairs)
- Developmental Advising, Learning is promoted, Curricular & Co-curricular
- (Start Right, NSE)
- Established Personal Connections with students and each other
- Resources, Learning Centers, Baycare, are accessible to students
- Diverse and Inclusive (International, Bridges, Foster Care, TSIC etc.)
- Dedicated Advisors who are specialized in specific areas
- The Edge, Assessing Outcomes, Evaluating with Students, Friday Meetings
- Open Access, Students are not turned away
- Actions support our goals, good quality of instruction

Gaps
- Technology and efficiency, Sustainability(go green), Document upload
- Offering activities and events for all ages and demographics
- Position staff realignment, Too many ideas, lack of resources
- Students not prepared to transition to 4 year institution
- Lack of Intramurals, efficiency, resources, too many ideas
- Students have outgrown Valencia’s resources, lack of trust in resources
- Miscommunication between departments, consistency across campus
- Division between academic and student affairs
- Cross training opportunities, alternative ways to market to students
- Go to students, fail at teaching students to finish
- Lack of mentorship for students (Peer mentors)

Community-Effective
- Focus more on Technical Programs
- Valencia offers more opportunity for advancement
- Developed Success Coach with Community (CBC), Transitions, SAC

Community-Ineffective
- Flex size with community transportation (Bus Issues: 2 hours for students to travel from E to W campus) Provide Shuttle Service between campuses
- Do not address needs of students with small children-VPK, Daycare; health needs of students
- Recruitment; knowledge of what you can anticipate enrolling in higher. Ed
- Collaborate and build stronger relationship with faith-based industries, Lockheed Martin, etc.
- Disconnection between High School and Community Colleges
- Lack of knowledge of external factors that impact students (background, financial issues)
**Improvement**
- Include Student and Academic Affairs at next meeting.
- Discuss ideas and collaborate together, College-wide communication of initiatives
- Embrace ALL of Central Florida-Be realistic (Creative Village)- Nurture & assist with poverty issues, narrow the “melting pot” syndrome of Central Florida
- Offer Childcare
- Focus on best ideas, stream line, follow through
- Offer mentorship for students; peer mentors

**Unique**
- Offer more technical programs, certificates, articulations
- Valencia has something for everyone
- Campus accessibility (5 campuses), affordable, identify needs in the community/initiate
- Offers diverse programs and outreach services
- Diversity of instruction; online, hybrid, on site
- Valencia has a great reputation and is well respected