



Divisional Strategic Planning Brief – School of Arts and Entertainment

Campus Outcome:

Build Pathways

Goal:

2. Collaborate with targeted, high market share, service area high schools and technical centers to increase transfer pathways to East and Winter Park Campuses

Objective:

Continue Evans High School – Chase Bank Grant and United Arts Council Work to create workforce pathways and articulation at the high school level including new Chase Bank \$350,000 grant for replication of Evans work at new Osceola STEAM High School. [Givoglu]

Rationale:

To create pathways for Evans High School to Valencia Technical Certificates in Digital Media, Entertainment Design & Technology, and Sound & Music Technology

Measurables/Deliverables:

- Offer courses in Digital Media, Entertainment Design & Technology, and Sound & Music Technology through Career Pathways and Dual Enrollment credits
- Offer summer camp at Valencia for Evans High School students in program

Department Outcome:

Research and investigate ways to partner with high schools to help us establish a close relationship and establish how we might help based on their individual school/program area needs. Focus specifically on outreach with Evans High School for their Arts and Entertainment career program related needs (through Career Pathways credit with the High School and an annual summer camp at Valencia). Programs identified for the JP Morgan Chase & Co/United Arts of Central Florida grant are: Digital Media, Entertainment Design & Technology, and Sound & Music Technology.

BACKGROUND & DESCRIPTION [including the timeline, topic, question or program that is being addressed and how it will contribute to improvement]:

Background and timeline

In June of 2014, United Arts of Central Florida, in partnership with Valencia, UCF, and Children's Home Society of Central Florida, received Grant funding from the JP Morgan Chase Foundation for programming at Evans High School with a focus on Arts and Entertainment curricular and career pathways. Curriculum planning meetings began in the Fall 2014 semester, with the first Valencia class offered at Evans in Spring 2015. The first one-week Summer Camp offered for Evans at Valencia in Summer 2015.

Evans began its Arts & Entertainment Academy in Fall 2015 with curriculum offered in the 2015-2016 Academic year and two-week camp offered at Valencia in Summer of 2016. At the start of the 2016-2017 Academic Year, Evans applied and gained approval to be an Entertainment Production and Management Magnet school. A two-week camp was offered at Valencia in Summer of 2017. At the start of the 2017-2018 Academic Year, Evans implemented its first year of the magnet program. During the Summer of 2018, Valencia will offer its fourth Summer camp for Evans High School students.

Divisional Planning Brief – area of focus

As we are now at the precipice of launching the last grant-funded initiative in our work with Evans High School, we are seeking ways to measure and /or document the effectiveness of our work at the High School and relating to the camps to see what, if any, impact we have made on students' lives, their ability to graduate high school, complete college level work, seek and gain scholarships, and matriculate to Valencia or another college of choice and/or enter the Arts and Entertainment local workforce. This research planning brief encapsulates what we know to date about our students, our successes, and our opportunities to improve upon our work. The overall focus of this brief, in order to keep it brief, will be on our work with students in the summer camp, as this is where Valencia faculty and staff have the most interactions with our Evans students.

INTERVENTION [including outline of methodology, strategies, and assessment plan]:

Note: include references to related research or nationally recognized guidelines/practices.

Now in its fourth year, the *United Arts Career Pathways for Creative Jobs Summer Camp* has been held in one and two week formats on Valencia East Campus and in the community (InfoComm International Conference, Technical tours at Disney parks, tours of Dr. Phillips Center, Orlando Museum of Art, and the Garden Theatre). This camp gives students a taste of college life and the rush of producing and creating their own productions. An immersive experience that yields a production at the end of the session is based on students seeing, feeling, and working in different Arts & Entertainment degree fields. Students are on campus from 8:30 a.m. to 3:30 p.m. Monday – Friday during their camp session and receive breakfast, lunch, snacks, transportation, and all supplies required to complete their assignments and activities. In essence, the camp itself is an intervention – our Valencia faculty and staff intervene in the lives of our Evans students – to interrupt their summer to provide a focus, a pathway, a team of mentors, some fun, a unique learning experience, positive memories, and a hands-on glimpse in to an attainable career. The methodology of organizing the camp has been to gather the faculty in the months leading up to the camp to review prior years' curriculum, learn about how the Evans students are progressing in their high school classes, and brainstorm how to build upon what had previously been offered in the year before.

Over the past three years of the summer camp, we were fortunate to work with Dr. Joseph Fanfarelli from UCF, who has administered a pre- and post- test to our students to measure self-efficacy as well as engagement and

enjoyment of the camp. As indicated by Fanfarelli, in his *United Arts Summer Camp Satisfaction Survey Report*, “self-efficacy was measured along three dimensions: perceived ability to succeed in a future career, perceived ability to succeed in college courses, and perceived ability to succeed in college courses taken while in high school” (2). Further, Fanfarelli outlines the significance of focusing on student self-efficacy in his three-year study of our camp

Self-efficacy is a measure of what an individual believes they are capable of achieving. This is an important metric, as it has been argued that perceptions of one’s own abilities may be more important than one’s actual abilities (Bandura, 1977) – self-efficacy beliefs influence the decisions people make and their corresponding actions. If individuals do not believe they can achieve a particular goal, they may never try, or may not exert much effort if they do try. This could ultimately lead to failure that may not have occurred if the individual committed herself fully. When applying this work to this study, student and career self-efficacy can be influential in whether or not a student succeeds in school and career (3).

This viewpoint of self-efficacy aligned with our goals of the grant and the camp activities, so we were excited to be able to give students reflection time on this topic as well as give faculty data that could reinforce the objectives of the camp. We received the data from Fanfarelli’s camp study each year in September (following the camp), so that data also is part of our planning methodology for planning future camp sessions. Data was shared via e-mail annually with a comprehensive three-year study in 2017. Fanfarelli administered the survey on the first and last days of camp (even meeting us at field trip locations when required).

From the Dean perspective, sitting around the table this year with 10 School of Arts and Entertainment faculty who were so excited, committed, and energetic about planning the 2018 Summer camp, prompted me to send them some open ended questions about how the camp has changed them and their perspectives on teaching. It is always apparent that saying “goodbye” to our students at the end of the camp session is bittersweet for students and faculty alike; bonds are formed, and there is a letdown when it is over, and everyone goes back to their regularly scheduled programming. I was curious about how do faculty feel about their work with the camp, and why do they continue to work on the camp? Included in this year’s study is qualitative data from faculty regarding how the camp has personally impacted them and their work at Valencia.

Lastly, our annual methodology has been to document the camp through still photos and video. In the first year of the camp, one of our Digital Media professors created the video, and in subsequent years, we enlisted Valencia and Evans students to assist. These videos serve to archive the learning activities that take place as well as document the viewpoints of students through interviews.

STRATEGIC RESULTS [including what was implemented, what results were observed/collected, and note if the learning outcomes were met, and how the project worked]:

215 students have either completed Entertainment Production and Management courses at Evans High School or participated in a summer camp over the past 3 years. 23 students from Evans High School have enrolled at Valencia College with majors in: AA General Studies, Fine Arts, Film Production, Music Performance, Sound & Music Technology, Business, Early Childhood Education, and Computer Science.

Fanfarelli's summary of his finding from administering pre- and post- surveys to our camp students from 2015-2017 provides three years of promising data, including:

- Engagement ratings were high and improved over 3 years;
- Enjoyment ratings were high every year over the 3 years;
- Pre- and post-test scores measuring student self-efficacy improved (belief in ability to succeed in career, in college, and in college courses taken in high school), with Summer 2017 seeing the highest scores in this area;
- Effect size was rated "large;" indicating that there was a large difference between pre- and post-test beliefs;
- All scores continued to improve over the 3 years of the study ("Final Report Year 3").

Fanfarelli concluded: "The data supports the effectiveness of the initiatives in years one, two, and three. All three summer camp formats appear to have been successful in producing increases in student perceptions of self-efficacy for their future careers, their college courses in high school, and college" (*Satisfaction Survey Report 6*). This data has been shared with our grant funders as well as with Evans High School and Valencia faculty. Fanfarelli has approached the Dean about extending this study in to a formal research study for future publication.

The additional lens of faculty perceptions and how the work with Evans has impacted them provided powerful insights. A sample of faculty responses is below:

Q1: How has working with our Evans students during the summer camp impacted you as a professor and on your teaching and work at Valencia?

"Working with Evans students has shown me that they are some of the sweetest and creative kids in ways that I never would have known. Each one I have gotten to know over the past four years has proven the ability to speak their minds, voice their passions, make decisions that are pivotal to their future and pursue it to the best of their abilities. My role as an educator and entertainment designer gave me the understanding to guide some of them, encourage and motivate them towards achieving their careers, be it in entertainment or other. The most beautiful part of this journey for me was to discern who was feeling left out, communicate or get them engaged. This alone I notice helped some to make friends that could last a lifetime. They continue to be a reflection for me in how I can always become better at teaching, learning, growing and sharing what I know with others."

"The work with the Evans students is more relaxed, hands-on and driven by what the students want to do and to learn than the courses that I teach for college students. It is within the same realm of knowledge, but it has been fun and interesting to see which way the high school students go with the learning activities that I planned for them and to find out what really interests each individual student. The topic areas that I've taught to the Evans students have been just a small slice of what I teach to college students, but they have shown me that there is still room for flexibility within that small slice to customize to an individual student's interests."

I have had to structure learning activities and projects into shorter instruction sessions with more frequent hands-on opportunities when I work with the high school students. I've taken some of the lessons learned from working with Evans students and restructured some of my projects in my regular classes to be in "phases," rather than explaining the whole project all at once and letting the students get to work on them. Now I will explain the first two or three steps, and then plan a stopping time to explain the next steps. It is not the most efficient way to run a work session, but students seem to appreciate the smaller chunks of information.

I also find that the experience of working with high school students has made me more understanding of the younger students in courses in my program. We have a large contingent of older students who tend to model professional and collegiate behaviors that the students who are right out of high school tend to pick up on, but there is always a few fresh out of high school students who don't realize right away that they need to modify their behavior for the college environment. Some of the defensive behaviors are now more understandable to me and makes me more patient with them as they adjust to college."

"It's been interesting to take a group of students that may not have had any idea of what they wanted to do in entertainment, and watch them grow and learn when they find what they love. Also, having to teach to a group of people that may not start interested, and inspire them to be interested by the end of the day has given me a few new teaching strategies....mainly to find a way to present where I give them something fun to do while I intersperse the technical elements."

"I feel like I am more sensitive to the many issues that students can have. I am definitely more understanding as a person."

"Yes, it gave me insight or actually more a peek in to how these high school students experience their world."

Q2: What do you see as the greatest strength of our work with Evans?

"The diversity is tremendous. I am elated to work with this grant-funded group as there are so many people of color. Exposing them to opportunities they would not have had otherwise, sharing with them some joyful and fun experiences that will stick with them throughout life."

"I think our greatest strength is in our flexibility in adapting our areas of knowledge to the high school students' areas of interest. It has been eye opening to find out what they already know and what they don't know, and then adapting the content of the workshop.

For the students themselves, however, I think our greatest strength is in the fact that the students are on a college campus, interacting with college professors and college students, and succeeding in the activities that they set out to do. Maybe the student felt college was out of reach or that they were not "college material". The students had the opportunity to see for themselves that they do, in fact, belong on a college campus and are capable of succeeding in the college environment."

"I think it's cool that we give these kids a meaningful outlet. Instead of being bored, they get to spend a week doing something that could really impact them long term, but is still fun."

"I think it's finding a way to connect with the students and to be able to inform them that college is not only accessible but it can be interesting and exciting."

"Seeing students discovering and applying their own creativity to themselves."

Q3: If applicable, what is the biggest difference you have seen in the students who have come back to the camp for consecutive summers?

"The biggest difference has been in the students' attitude, they come back wanting to learn more, yes some come for the food and getting out the house. But their positive demeanor to learn more is so sweet."

"I see more confidence and familiarity from the students who come back over consecutive summers. Some remembered me from the past summer and their familiarity made it more comfortable for the new students."

"I've only seen this with a couple of kids, but I've seen some of these kids come alive and become leaders in their chosen area after consecutive summers. I also see this as the week goes on, even within the week long timeframe."

"There were only a few repeaters, but those were clearly there because they wanted more, and wanted to particularly concentrate on the direction they thought was their future."

Q 4: Anything else?

"Thank you for the opportunity."

"I had never had an interest in working with high school students before the Evans summer camps began. I hadn't really looked into the conditions and challenges that go along with teaching high school or being a high school student. I've become much more familiar with the pre-college age group as students and understand now that the shift from high school to college is a really big shift for students. I thought I understood that transition before, but I really get it now."

"There's always that one kid every camp that comes in looking totally lost, and not knowing where to start. The whole reason I enjoy doing the camp is that once that kid becomes passionate about their newfound area, they come alive and just completely absorb everything you start to throw at them. You can tell that you have made a difference in their life, and possibly their future."

"Only that the camp has offered experience that I believe is invaluable and I am grateful to have been involved."

"I love the program."

Evans Camp Video 2015

<https://www.youtube.com/watch?v=jwKdmXLp6Mo&feature=youtu.be>

The videos have not only served to celebrate and document our work but have been great tools to add to presentations in the community when we are talking about our work at Evans.

REFLECTION [including a critique on results, lessons learned and insights on improvement]:

It has been rewarding to see quantitative and qualitative data that supports the tremendous positive impact of our summer camp work. While this initiative was started with a grant, it has morphed into an initiative that faculty and staff are asking to be a part of – even willing to volunteer to go to Evans throughout the year to check in with our students. Faculty bonds have been formed due to working collaboratively across disciplines on the camp, and students from Evans who come to Valencia now will have mentors already in place who know them and know the great work that they are capable of. There are challenges/opportunities that are apparent after studying and implementing this program for the last four years:

- Faculty wish that they had more time with the students, and our students rarely want to part ways at the end of the camp. So, one of our challenges is simply time – everyone wants more of it together, which supports the data indicating that the camp is engaging and enjoyable.
- We are starting to see data from the work of the Evans students year round in the high school classes – through the analysis of portfolios, projects, and other assessments that are used to award Career Pathway credit. However, the articulation agreements and Career Pathways flow of information from Evans to Valencia is still a challenge. This challenge can be attributed to a change in personnel at Evans as well as changes to the program brought on with the Magnet. We are confident that these challenges can be overcome, and procedures can become routinized.
- Another challenge has been attrition. Every year, we have had more students sign up than actually attend the camp and/or students have dropped out of the camp after the first day or two. Anecdotally, we know that this attrition is mainly due to the struggles and challenges that these students are experiencing in their personal lives. Despite the fact that we provide bus transportation to/from Evans to our camp, coming to camp is still a challenge for many students.
- As this is the last year of our funding, sustainability is a challenge and opportunity for us moving forward. We do not yet have a clear picture as to what the 2018-2019 Academic Year will bring for our work; however, what is clear is that our faculty and staff want to continue our work with our Evans students.

NEXT STEPS:

The fourth annual Evans summer camp is June 4 – 8, 2018. With the theme of Creativity and Storytelling inspired by the movie *Black Panther*, students will be producing a fashion show at the end of the week. Next steps will be to offer and assess the camp and document our accomplishments to help inform decisions about sustainability. We will be working with Evans high school to revise our articulation agreements and assure that they have everything in place to be successful in the Fall 2018 semester. We hope to achieve better tracking of students and a smooth onboarding of students who attend Valencia in one of our Arts & Entertainment programs after participating in our program at the high school level. We have been able to award scholarships

to students who continue on from Evans and apply the Career Pathways credit gained, so we hope to continue to offer that support to our students.

Works cited

Fanfarelli, Joseph. "Re: Evans Summer Camp Satisfaction Survey / Final Report Year 3." Received by Wendy Givoglu, 2 August 2017.

Fanfarelli, Joseph. *United Arts Summer Camp Satisfaction Survey Report*. 2017. *Microsoft Word* file.