

**VALENCIA COMMUNITY COLLEGE**  
**Student Affairs Department Unit Plan**

**Active Cycle** (academic year): **2013 - 2014**  
**Area** (Department/Program): **Student Development**  
**Person Responsible:** **Tracey Olsen-Oliver**

	<b>Plan</b>
<b>1. Goal</b> -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)	Utilizing Student Development’s four Core Components (Leadership, Education, Community Involvement, and Personal Engagement) devise, develop, enhance and implement programs/activities/services that provide content and value to the educational experience and that support the QEP’s co-curricular engagement focus.
<b>2. Objectives</b> -what will be accomplished and measured	<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Evaluate the June 2013 Student Leadership and Engagement Academy, and utilize the assessment measures to enhance, present and assess the 3<sup>rd</sup> annual Student Leadership and Engagement Academy</li> <li>• Enhance, present and assess the 2<sup>nd</sup> annual Emerging Leaders Fall Conference</li> <li>• Plan and implement a spring term Student Leadership Symposium that is designed as a culminating event to all Leadership Academy and Leadership Conference activities that were presented during AY 2013-2014</li> <li>• Implement “On Track” Leadership at Lake Nona as a pilot program in support of the Co-Curricular Engagement component of the QEP</li> <li>• Develop and implement Assessment measures to determine efficacy of all leadership programming conducted by Student Development during AY 2013-2014</li> </ul> <p><b>EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Implement a core curriculum for the Wellness Ambassadors (formerly known as Peer Educators) that encompasses the seven Dimensions of Wellness: Mental, Social, Emotional, Physical, Spiritual, Career and Environmental.</li> <li>• Provide one event per campus/per month (minimum) that focuses on a specific Wellness Dimension, so that each Dimension is addressed at least one time during AY 2013-2014</li> <li>• Ensure all Wellness Ambassadors receive CPE training, and that they implement these theories and philosophies in all Wellness Ambassador event planning.</li> </ul> <p><b>COMMUNITY INVOLVEMENT</b></p> <ul style="list-style-type: none"> <li>• Evaluate, select and implement an appropriate curricular focus that addresses Servant Leadership and the importance of active engagement in a global society.</li> <li>• Develop and implement a standardized college-wide/campus process for volunteerism.</li> <li>• Develop and pilot a college-wide tracking system for volunteer participation on campus and within the community.</li> </ul> <p><b>PERSONAL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Evaluate, select and implement an appropriate curricular focus that addresses the importance of active engagement with the college community in order to bolster personal success</li> <li>• Utilize Student Development and/or the campus-based Inter-Club Council structure to provide leadership training and</li> </ul>

	<p>networking opportunities to members of student clubs and organizations.</p> <ul style="list-style-type: none"> <li>• Work with campus club advisors in order to effectively utilize college resources in order to present co-curricular opportunities to students.</li> </ul>
<p><b>3. Measures and Findings</b> – How specifically measures will be conducted. How will we know the objective has been achieved?</p>	<ol style="list-style-type: none"> <li>1. Implement a comprehensive leadership education calendar of planned conferences and seminars.</li> <li>2. Pilot “On Track” at the Lake Nona campus.</li> <li>3. Provide continuing training to the student Wellness Ambassadors</li> <li>4. Implement a comprehensive calendar of events on each campus that encompasses the seven dimensions of wellness.</li> <li>5. Develop campus and college-wide database information that provides greater opportunity for information about and access to volunteerism opportunities.</li> <li>6. Utilize Inter-Club Council as a resource to provide greater training and leadership education opportunities to student groups.</li> </ol>
<p><b>4. Action Plan</b> – what is the implementation plan?</p>	<ol style="list-style-type: none"> <li>1. Student Development Coordinators serve as Core Component Champions</li> <li>2. Student Development College-wide meets monthly to discuss implementation plans for Core Component Curriculum</li> <li>3. Sub-committees meet to ensure adequate progress toward event, activity and service implementation. When necessary and possible, inter-departmental collaboration occurs to involve other departments within Student Affairs and academic focuses</li> <li>4. Evaluation and Assessment of all activities occurs during planning stages and completion of each event/activity/service. Assessment results are utilized to evaluate event/activity/service efficacy and determine enhancements and improvements for future presentations of the event/activity/service.</li> </ol>
<p><b>5. Achievement Summary/Analysis</b>-What was learned from the assessment results? What changes will you make in your initiative for the year to come?</p>	<p>The Four Core Components guided all programming efforts, with a distinct focus on curriculum development in Leadership and Education. These two areas provided learning opportunities in a linked/sequential format.</p> <p><b><u>LEADERSHIP</u></b></p> <ul style="list-style-type: none"> <li>• Leadership s learned and requires ample opportunities for practice and skill enhancement. Continued work will occur on the Student Development Leadership in order to continue to provide sustained learning opportunities over the course of the calendar year.</li> <li>• Within the parameters of available resources, attempt to identify manners for less-restrictive learning opportunities, making leadership education more readily available to the general campus/college student population.</li> <li>• Identify the traits of a Valencia “Student Leader” and begin to make Leadership Training an integral component of Student Leader training opportunities.</li> <li>• Continued intentional structuring of course/curriculum content within the Leadership Academy, Emerging Leaders Conference and Leadership Symposium. Attempt to build in campus-based Leadership Education components that build upon the curriculum presented at college-wide activities.</li> </ul> <p><b><u>EDUCATION</u></b></p> <ul style="list-style-type: none"> <li>• More educational opportunities through Student Development translates into student buy-in, empowerment and connection to place, purpose and personal engagement. Emphasis to be placed on tracking student progress through current Valencia involvement and beyond.</li> <li>• Marketing of the programs will lead to high participation rates, and thereby will aid in increased program intentionality.</li> </ul> <p><b><u>PERSONAL ENGAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>• Club and organization involvement should be encouraged to allow students to experience a connection to Place, Purpose and Personal Connections.</li> <li>• Emphasize reasoning behind processes, continued search for process simplification in order to meet reporting requirements while continuing to encourage faculty and staff involvement.</li> <li>• Involvement in Intramural Programming has largely been male-dominant. A revision of Recreational Wellness Activities</li> </ul>

	<p>needs to be emphasized. 2014-'15 will introduce U-Fit to Valencia, enabling a greater breadth and depth of fitness and recreational programming opportunities to include competitive league and personal wellness activities. Assessment on involvement trends will lead to greater opportunities to develop a new recreational fitness program designed to meet the needs of a greater number of students.</p> <p><b><u>COMMUNITY INVOLVEMENT</u></b></p> <ul style="list-style-type: none"> <li>• A greater focus needs to be placed on developing curriculum and learning opportunities for Servant Leadership.</li> <li>• There needs to be an exploration of partnership possibilities between Valencia Volunteers and Service Learning opportunities to reduce duplicative efforts and promote the goals and objectives of each program.</li> </ul> <p><b><u>ON TRACK</u></b></p> <ul style="list-style-type: none"> <li>• The piloted co-curricular program at Lake Nona will provide a platform for the development of similar opportunities at other campuses. Tracking of participants will occur through Accu-trak,</li> <li>• Design and implement Capstone projects for On-Track and Leadership Education opportunities, in support of co-curricular involvement. Continue to seek faculty involvement in programs, providing curricular relevancy to offerings.</li> </ul>
<b>6. General Education Learning Outcome</b>	Communication Skills, Ethical Responsibility, Critical Thinking, Information Literacy
<b>7. Strategic Plan Outcome</b>	Learning Assured, Invest in Each Other

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	<b>Plan</b>
<b>1. Goal</b> -principal purpose of plan (include how this relates to serving students or increasing student success or supporting LifeMap)	Develop a Student Development Communication Plan that adequately and appropriately provides critical information regarding the annual activities, events and services that are available through Student Development.
<b>2. Objectives</b> -what will be accomplished and measured	<ul style="list-style-type: none"> <li>• Review and revise the Student Development Website in order to present current, up-to-date information about the Department and activities/events/services that are offered.</li> <li>• Review, revise and present the Student Development Resource Guide in print and electronic format</li> <li>• Implement a training program for student club/organization advisors that provides accurate information on departmental process and procedure</li> <li>• Develop a monthly Student Development newsletter.</li> </ul>
<b>3. Measures and Findings</b> – How specifically measures will be conducted. How will we know the objective has been achieved?	<ul style="list-style-type: none"> <li>• District-wide development and implementation of a monthly Student Development newsletter</li> <li>• Online and print production of a user-friendly Student Development Resource Guide</li> <li>• Revision of existing student development website</li> </ul>
<b>4. Action Plan</b> – what is the implementation plan?	<ul style="list-style-type: none"> <li>• Student Development Resource Guide revisions prior to September 2013.</li> <li>• Student Development monthly newsletter piloted throughout the department Fall 2013. Pending approval of AVP, distribution division-wide beginning Spring 2014</li> <li>• Student Development Director to collaborate with OIT to review and revise current website, launch of new Student Development information Spring 2014.</li> <li>• Continued evolution of campus-wide communication plan/calendar throughout AY 2013 – 2014.</li> </ul>
<b>5. Achievement Summary/Analysis</b> -What was learned from the assessment results? What changes will you make in your initiative for the year to come?	<p>There needs to be intentionality within the communication plan, and communication needs to occur through channels that students readily access:</p> <ul style="list-style-type: none"> <li>• Devise and implement a Student Development log, e-newsletter. Communicate with Faculty Senate and Campus Administration to garner faculty/staff support for the activities of the SD Department.</li> <li>• Utilize ICC as a communication and training medium; work to provide increased understanding of process and procedure through ICC meetings and trainings; collaborate with faculty/staff to find common-ground on processes (noting the reporting requirements and tempering those requirements with end-user simplification.</li> <li>• Collaboration is a two-way street. Some process were simplified, others require additional review/revision. However, a greater understanding needs to occur so that Student Development can provide enhances services in a non-adversarial environment.</li> </ul>

<b>6. General Education Learning Outcome</b>	Communication Skills, Information Literacy
<b>7. Strategic Plan Outcome</b>	Learning Assured, Invest in Each Other, Partner with the (Campus/College) Community