

# Valencia Honors Program

**Karen Borglum**  
**Assistant Vice President,**  
**Curriculum and Articulation**

**VALENCIA HONORS**  
P R O G R A M



# History of the Valencia Honors Program

- In the 1970/71 academic year, Valencia community college began offering Honors courses
- In 1989, Valencia hired its first Honors Director, Ron Brandolini.
- In August 2007, Ms. Tracy Harrison became the Interim Director of Honors



# Admissions Criteria for High School Graduates

- Cumulative high school GPA of 3.5 or higher on a 4 point scale (4.3 or higher on a 5 point scale)

**AND**

- CPT score: English 83, Reading 83, and College Level Math 72



## Alternative Admissions Criteria

CPT score: English 83, Reading 83, Algebra 90, and  
College-Level Math 50

or

CPT score: English 100, Reading, 97, Elementary  
Algebra 72

or

ACT score: Composite 26

or

SAT score: Combined 1170  
(or higher)



# Admissions Criteria for Current Valencia Students

- All Prep classes must be completed
- Must have at least 12 Valencia credits, with a minimum Valencia GPA of 3.25 (no test scores needed), and no more than four course withdrawals within the past five years.



## Degree and Certificate Requirements

- **Honors Degree**: students must complete at least 24 Valencia Honors credit hours within 80 total credit hours, with a minimum cumulative GPA of 3.5
- **Honors Certificate**: students must complete at least 12 Valencia Honors credit hours within 80 total credit hours, with a minimum cumulative GPA of 3.25

# Curriculum Options for Honors Students

- Interdisciplinary Studies Honors Curriculum: This program covers 24 hours of the student's general education requirements by integrating the disciplines of English, humanities, social science, and natural science (students can choose to take all or part of the program)
- Course-based Honors Curriculum: Offers over 40 individual Honors courses that range from three to six credit hours each

*\*Students can also mix and match to fulfill their Honors Degree or Certificate requirements!*



**Business / Societal / Communal Needs – 21<sup>st</sup> Century Skills**

**Core Educational Competencies - TVCA**  
Competencies of a Valencia Graduate

**General Education Learning Outcomes**  
Development of Outcome Statements  
With Measurable Indicators

A.A. General Electives  
& Pre-major  
Requirements

A.S / A.A.S. Career  
Requirements

**AA ( 36 Credit Hours)**  
**AS / AAS (15-18 Credit Hours)**

Given the Allocation of Credit Hours within the General Education Core –

Articulation of Discipline Specific Contributions to Learning Outcomes and the Assessment of Indicators

**Communications**

**Humanities**

**Social Sciences**

**Math**

**Science**

**Common Course Outlines**

Articulation of Course Specific Contributions to General Education

Outcomes / Indicators for Required and Elective Courses Within the General Education Offerings

## CO-Curricular Activities

- National Trip – San Antonio, TX. October 22-26
- International Trip – Greece/Turkey, March 8-15, 2009
  - \$1,000 Honors student price
- Speakers 2007/2008 – Prince Cedza D’Lamini  
Dr. Michael Balick



## Reasons For Inactivation

- 4 or more Valencia withdrawals on a student's record within the past 5 years (results in permanent inactivation)
- Valencia cumulative GPA drops below a 3.0 (reactivation will occur once the student notifies the Honors Office that GPA has risen above a 3.0)
- Student has not taken an Honors course for two consecutive terms (excluding all summer terms)

# Honors and Valencia's Strategic Plan

- **Goal 1: Build Pathways**

- *Remove barriers to college*
- *Create connections that raise personal aspirations of students and enable them to achieve their aspirations*
- *Develop and renew programs*

- **Goal 2: Learning Assured**

- *Objective 2.1 - Develop, align, and review program learning outcomes to assure a cohesive curricular and co-curricular experience that enhances student learning.*



# Honors and Valencia's Strategic Plan

- **Goal 3: Invest in Each Other**

- *Strengthen our collaborative institutional culture to foster deep stewardship of our work*
- *Support the professional development, career growth and healthy lives of Valencia employees*

- **Goal 4: Partner with the Community**

- *Cooperate with community partners in meeting students' needs and college goals*
- *Involve the College in meeting the community's needs and goals*



## SACS CS 3.3.1: Know it, Love it



- The institution identifies expected outcomes for its educational programs (*including student learning outcomes for educational program*) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. **(Institutional Effectiveness)**

# Honors Outcomes

A graduate of the Valencia Honors program will demonstrate knowledge in a variety of ways through the achievement of the following program outcomes:

- 1. Recognize and weigh different perspectives in primary and secondary sources
- 2. Produce original work and scholarly research
- 3. Connect learning across academic disciplines



Course / Discipline: HUM 2223H	Think	Value	Communicate	Act
<p><b>General Education Learning Outcome</b> <b><u>Cultural and Historical Understanding</u></b> <i>∴ Understand oneself and the diverse traditions of the world through aesthetic, historical, social, and cultural perspectives.</i></p> <p>a. Evaluate the lasting historical significance of the medieval era b. Demonstrate college-level writing c. Recognize and weigh perspectives in primary and secondary sources</p>	<p><b>Introduced, Practiced, Mastered, Assessed</b></p>	<p><b>Introduced, Practiced, Mastered, Assessed</b></p>	<p><b>Introduced, Practiced, Mastered, Assessed</b></p>	<p><b>Introduced, Practiced, Mastered, Assessed</b></p>
	<p><b>Current Think Indicators (Check all that apply)</b></p> <ul style="list-style-type: none"> <li>analyze data, ideas, patterns, principles, perspectives</li> <li>employ the facts, formulas, procedures of the discipline</li> <li>integrate ideas and values from different disciplines</li> <li>draw well-supported conclusions</li> <li>revise conclusions consistent with new observations, interpretations, or reasons</li> </ul>	<p><b>Current Value Indicators (Check all that apply)</b></p> <ul style="list-style-type: none"> <li>recognize values as expressed in attitudes, choices, and commitments</li> <li>distinguish among personal, ethical, aesthetic, cultural, and scientific values</li> <li>employ values and standards of judgment from different disciplines</li> <li>evaluate your own and others' values from individual, cultural, and global perspectives articulate a considered and self-determined set of values</li> </ul>	<p><b>Current Communicate Indicators (Check all that apply)</b></p> <ul style="list-style-type: none"> <li>identify your own strengths and need for improvement as communicator</li> <li>employ methods of communication appropriate to your audience and purpose</li> <li>evaluate the effectiveness of your own and others' communication</li> </ul>	<p><b>Current Act Indicators (Check all that apply)</b></p> <ul style="list-style-type: none"> <li>apply disciplinary knowledge, skills, and values to educational and career goals</li> <li>implement effective problem-solving, decision-making, and goal-setting strategies</li> <li>act effectively and appropriately in various personal and professional settings</li> <li>assess the effectiveness of personal behavior and choices</li> <li>respond appropriately to changing circumstances</li> </ul>
	<p><b>Additional Indicators for Think</b></p>	<p><b>Additional Indicators for Value</b></p>	<p><b>Additional Indicators for Communicate</b></p>	<p><b>Additional Indicators for Act</b></p>
	<p><b>Assessment – Observable Student behavior / performance</b> One research paper that will address the content of “evaluating the lasting historical significance of the medieval era.” This paper will be also assessed for college-level writing and for recognizing/weighing perspectives in primary and secondary sources.”</p>			

# Honors Forums

- Why does the Honors program exist?
- What do you like about the Honors program?
- What changes in the Honors program would you like to see in the next five/ten years?
- What do the honors students get that the non-honors students do not?

# Honors Program Student Perks

- **Smaller classes**
- **Advanced registration for classes**
- **Honors resource center located in the library**
- **Scholarship opportunities**
- **Great advisors**
- **Travel abroad during spring break**
- **Travel to State, Regional and National Conferences**



## Qualitative Data on Changes

- More classes
- Cross disciplinary teaching
- Offer retreat
- Offer faculty credential
- Create honors track
- Create more transfer opportunities

# Honors Future

- **September 2008**
  - Faculty forums
- **October 2008**
  - Student input
  - Synthesize data from forums
- **Spring 2009**
  - Share data with faculty, hire new Director
- **Summer 2009**
  - New Director begins

