Enhancing Admissions and Retention through an On-line Advising System

Dr. Renee K. Simpson Vice President, Admissions and Records
Valencia Community College
rsimpson@valenciacc.edu
Valencia Community College

- 55,000 students enrolled annually
- 40,000 credit students
- 15,000 non-credit students
- 4 Campuses
- 75% of degree seeking students are seeking AA degree
- 900/1 students to advisor ratio
What Motivated Us to Begin Systemic Change?

• 75% of students were required to take at least one college-preparatory course
• Completion rates of college preparatory course sequences were low
• Enrollment growth and Access important
• Graduation rates were low
• Graduation rates of under-represented students (Hispanic and African-Americans) were lower
• Fragmentation of Services and Support Systems encouraged student “dependency”
A Matter of Perspective

Institution
• Recruitment
• Retention
• Teaching-centered

Student
• Postsecondary Transition
• Persistence
• Learning-centered
Literature and Research

- Hossler and Schmit, 1990
- Tinto, 1975
- Frost, 1991
- O’Banion, 1975
- Gordon and Sears, 1997
Tinto (1975) Model of Student Persistence

Student Enters

- Goal Commitment
- Institutional Commitment

Student Experience

- Curricular
- Co-Curricular

Student Results

- Academic Integration
- Social Integration
Developmental Advising -
(Frost, 1991)

- Student motivation is key to learning
- Relating student goals to course learning goals will enhance student learning
- Advising alliances
- Advising as teaching (its own curriculum)
Career Planning Model  
(O’Banion, 1975)

- Life Goals  
- Career Goal  
- Educational Goal  
- Course Choice  
- Schedule
Gordon & Sears (1997) Career Decision Making Model

- Taking Stock
- Exploring Majors
- Exploring Self
- Exploring Occupations
- Making a Decision
- Implementing Your Decision
WHAT IF………?

• Students and parents understood postsecondary transition decisions and arrived to college “ready to learn”?

• Students had clear Career and Educational Plans early in their college experience?

• Students understood how College Prep and General Education courses were helpful to accomplishing their career
WHAT IF........?

• Students had connections with faculty/staff who could talk to them about their career and educational plans?
• Students saw a clear progression towards their degree each semester?
• Students learned the process to develop and implement career and educational plans and could repeat it for themselves as needed?
President Sandy Shugart

- Getting students through the first 15 credit hours is crucial
- Prioritizing key efforts at the Front Door and making a Strategic Plan for the College
- How can we do more of what works for student learning and persistence?
- Our Goal: “Every student will have a plan as early as possible in his or her career with us – a plan to learn and a plan to graduate.”
LifeMap™

Life’s a trip. You’ll need directions.
LifeMap: Mission Statement

A system of shared responsibilities between students and the college that results in social and academic integration, education and career plans, and the acquisition of study and life skills.
Conceptual Model

Goal: Student Self-Sufficiency
From a Model to a System

- “Gap” Analysis and Re-alignment
- LifeMap\textsuperscript{sm}
- Faculty Alliances
- Computer-Based Planning Tools: My Education Plan, My Career Planner, My Portfolio, My Job Prospects, My Profile
- Faculty/Staff Development
- Atlas: Learning Support System
- Engagement Model: Re-engineer Delivery of Traditional Student Services
- Measure and Evaluate Results
Valencia’s Developmental Advising Model

The “brand name” that:

• describes to students what they should do and when.
• links all of the services/program/activities that form the developmental advising system.
• describes to faculty and staff how they contribute and participate with students in developmental advising.
• presents to students visual cues in the physical college environment as to where they can obtain different forms of assistance towards their career/educational goals.
• links together written publications that are designed to assist students in achieving their career/educational goals.
• Promotional marketing campaign of LifeMap
LifeMap℠: Ideal Model of Student Progression

- Postsecondary Transition
- Introduction to College
- Progression to Degree
- Graduation Transition
- Life Long Learning
Each LifeMap℠ Stage

- Outcomes
- Performance Indicators
- Guiding Principles
- Interventions
Postsecondary Transition Outcome

- Students make informed choices about post secondary education based on an awareness of their general career and academic interests, abilities, and career path options.
Postsecondary Transition Strategies

• Strategic Marketing Plan
  – Consistent “look” and message
  – Coordinated publications

• Enrollment Services Center and Transition Programs
  – Age-appropriate programs by grade level
  – Written communications to students and parents
  – Selected calling campaigns
High School Senior Campaign

- Parent letter to Rising Srs. July
- Countdown to College Magnet/Invite to College Night-Sept.
- College Night-Oct
- College Night follow up-Nov.
- Registration T-shirt Letter-July
- Orientations (for HS grads)- June
- President’s Congrats Note
- Assessment in high schools-Jan-April
- “Better Place” in English Classes
- T-shirts sent-Sept.
- Follow Up Calls to New Students
- Follow Up with “no-shows”
Introduction to College Outcome

• Students make academic and social connections and successfully complete their first 15 hours of course work at Valencia Community College.
Introduction to College Strategies

- Start Right strategies
  - CPT Preparation Workshops
  - College Prep requirements & access
  - Application and first-day deadlines
  - Student Support Centers
- Student Success course
- New Student Orientation
- RoadMap to Success Awards ($500)
- FTIC Calling Campaign
Progression to Degree Outcome

- Students become increasingly self-sufficient in their ability to implement career and educational goals.
Progression to Degree Strategies

- Pre-majors
- Career Development Services
- Faculty Development/Learning-Centered Curriculum
- Core Competencies
- Degree Audits
- My Education Plan, My Career Planner, My Portfolio
- Academic Standards
- Workplace Learning/Internships
- Benchmark Calls (15, 30, 45 hours)
Graduation Transition Outcome

Students make appropriate preparations to transition to the workplace or to transfer to an upper division college/university.
Graduation Transition Strategies

- My Career Planner, My Portfolio, My Job Prospects
- Grad Track
- Degree Audits
- Benchmark Calls
- Managers, Career Programs (CPAs)
- Placement Services
Life Long Learning Strategies

• Valencia Institute
• Credit courses for:
  – personal interest
  – job improvement
  – teacher re-certification
Life Long Learning Outcome

• Students are able to recreate the experience of goal-setting, career choice, and educational planning in periods of career transition, retooling, or acquiring new skills.
Taking life one semester at a time? Students who succeed have a plan.

Life's a trip - You'll need directions ```LifeMap™```

A career and educational planning service for the students of Valencia Community College
Start with a good plan. Finish with a great life.
Make the small decisions. See the big picture.

Plan your life and then plan your classes. See an advisor or the My Lifespan tab in Atlas. atlas.valencia.edu
Start with a good plan.
Finish with a great life.

Ricky Hayden/Valencia grad and Firefighter

Ricky used LifeMap to help plan the successful life he's now living.
Go to the Career Center or the My LifeMap tab in Atlas. atlas.valenciacc.edu
Faculty Alliances

• Career or Education Plans as part of Student Motivation
• Inclusive classrooms
• Engagement in learning strategies
• Connection and Direction critical to student success
• A “Competency” of Valencia Faculty
• Included in Teaching and Learning Academy curriculum (tenure process)
• Faculty LifeMap Guidebook corollary to LifeMap Student Handbook
Your professor.
Your mentor.
Your guide.

You’re looking at him.

Bill Gombash, Speech Professor

Talk with your professors about your educational and career goals. atlas.valenciacc.edu
You’re not just another number to her.

Carmen Humphrey, Math Professor

Talk with your professors about your educational and career goals. atlas.valenciacc.edu
Meet Bruce Everson. Best search engine you’ll ever use.

Bruce Everson
Osceola Campus Librarian

Get the answers you need at the Learning Resources Center. valenciacc.edu/lrc.asp
Tell her your story.

Ilyse Kusnetz, Communications Professor

Talk with your professors about your educational and career goals. atlas.valenciacc.edu
Student LifeMap Survey

- Student Survey (Summer 2001 & 2004)
  - 53% vs. 87% had heard of LifeMap
  - 92% vs. 93% had a career goal, 44% vs. 48% had it written down, 38% vs. 46% had a written plan
  - 91% vs. 96% had an educational goal, 46% vs. 51% had it written down
  - 20% vs. 58% wrote an accurate description of LifeMap
Faculty LifeMap Survey (2002 & 2004)

- Majority of faculty agreed it was important that students have well-defined learning (90% vs. 98%) and career (63% vs. 72%) goals.
- Majority of faculty sometimes or often tied student career or learning goals to class activities (73% and 94% vs. 69% and 79%)
- Majority of faculty discuss goal setting and planning with students outside of class (86% vs. 72%)
- Virtually all faculty had heard of LifeMap
- 45% vs. 40% could tell a student a few things about LifeMap; 49% vs. 21% could explain to a student how LifeMap works
Atlas: Learning Support System

• Designed to support “Connection” and “Direction”
• Integrated Portal: single sign-on to 14+ separate applications
• Enhance student planning (My LifeMap) and self-sufficiency
• Encourage connection through on-line learning communities
Welcome to Atlas at Valencia Community College.

Atlas is Valencia's online learning community that connects faculty, students and staff to the resources they need to succeed at Valencia.

What's Inside?

- **E-mail:** Send and receive e-mail, and create your own personal address book.
- **Calendar:** Access and manage your personal, course and school calendars.
- **Groups:** Create, manage and join group homepages for clubs, affiliations and interests.

Also available:

- Registration, grades, & financial aid
- Course Information
- Up-to-the-minute college announcements
- LifeMap resources, and more

First-time User? **Set up your account**

To log in to Atlas, please enter your user name and your Personal Identification Number (PIN) in the Atlas Log-in area at the upper left of this page.
My Announcements

- WANTED GRADUATION APPLICANTS FOR SUMMER TERM
- SEA WORLD INTERNSHIPS
- Summer 2007 Time Tickets
- More personal announcements...

College Announcements

- Solo Guitar Recital by Eladio Schargon

My Headlines

Home

Click here to get all the latest news stories, stockquotes, sports scores, and take advantage of many other information services.

Top Stories

- Cheney Makes Surprise Afghanistan Visit
- Bush Presents Governors A Shopping List
My Courses

Click here to:
View your course schedule - Access your course home pages - Email your professors or students - Access course-related materials
# My Courses

**Course Schedule for:** All Terms

**Courses I’m Attending:**

<table>
<thead>
<tr>
<th>Spring 2007 Credit Courses:</th>
<th>Sec.</th>
<th>Dept</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Success</strong></td>
<td>SLS-1122-0</td>
<td>Student Life Skills</td>
<td>Ms. Corintheane Elizabeth Hutchison &lt;br&gt;<a href="mailto:dutchison1@atlas.valencia.edu">dutchison1@atlas.valencia.edu</a></td>
</tr>
</tbody>
</table>

**Courses I’m Teaching:**

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February 26, 2007

Course list last updated<br>Mon Feb 26 14:07:48 EST 2007
Registration Spring Flex Start & Summer 2007

WOW Hot Classes Click Here
Check out these Hot Classes. Get 'em while they're HCT!!

Click Here to Register
Register, Search for Classes, Check Your Financial Aid Status, Print Your Schedule, Apply for a Parking decal

Common Terms

- **Advanced Registration**: Degree seeking students who are currently enrolled, returning, or new will register between Feb 19 - Mar 1, 2007. Registration appointment times are based on earned credit hours. Your advanced registration appointment is open to you for 48 hours. After that, you must wait for Open Registration period.

- **Initial Fee Payment Deadline**: The Initial Fee Payment deadline is the deadline to pay for all classes that have been registered for between Feb 19 - Apr 17, 2007. If classes have not been paid for by this date all classes will be deleted.

- **Second Fee Payment Deadline**: The Second Fee Payment deadline is the Deadline for ALL classes to be paid.

- **Assisted Registration**: Once classes begin, students may only add courses that have not met. To add a course on the same day it meets for the first time, students must go the Answer Center to have a staff member complete the course registration.

- **Audit/Refund Deadline**: Last day to change to audit grade mode for students wishing to take a course and not receive a standard grade. Last day to drop and receive 100% refund for all refundable Fees.

- **Drop/Refund Deadline**: Student may drop a course from the beginning of registration to the Drop/Refund/Audit Deadline January 16, 2007.

- **Late Registration**: A $25 non-refundable fee is charged to students who begin registration May 2, 2007 (June 15, 2007 for Term B Only).

- **Open Registration**: Registration is open to all degree-seeking and non-degree seeking students Mar 2, 2007.

Take a look!

Atlas Quick Reference Guide

Types of Instruction

- **Online Courses**: Click on the link above to learn more about technology requirements, course timelines, and see if you are ready for an online instructional method.

- **Hybrid/Blended**: Course that blends online and face-to-face delivery.

- **Weekend College**: Your Monday through Friday is
LifeMap Tools:

**MY CAREER PLANNER**
Determine your future career path in just three easy steps: exploration, evaluation and goal setting.

**MY EDUCATION PLAN**
Completely map out all your classes, set a projected graduation date and never take an unnecessary class again.

**MY PORTFOLIO**
Keep an online portfolio of your best work to show professors, friends, college admissions officers and potential employers.

**MY JOB PROSPECTS**
Find out what jobs pay the big bucks, what industries are hot and which jobs match your interests.

**MY FINANCIAL PLANNER**
Learn how to spend and save more wisely, borrow better, organize your finances and read your credit report.

- Start Now
- Start Now
- Start Now
- Start Now
**Postsecondary Transition**

Students involved in postsecondary transition are making decisions about educational directions following high school or as a career change. Understanding the educational options available and other issues in planning for college attendance is important. A variety of Valencia programs are designed to assist this decision making process.

**Introduction to College**

Students enrolled in their first 15 credit hours of college coursework are making important transitions and connections that will affect success at Valencia. Valencia assists students in the beginning of their college career to make the connections and directions needed to plan a successful college experience.
Progression to Degree

Students enrolled while completing their 16 to 44 credit hours of college course work are implementing career and educational plans and confirming decisions about their goals. Students benefit from exploring, adjusting or confirming their career and educational goals and connecting with Valencia resources and educational experiences to enhance their educational experience.

Programs and Services

Click here for the Valencia programs and services that support your achievement at this time in your educational program.

Success Indicators

Click here for the success indicators to check your progress and make sure you are on track.

Graduation Transition

Students enrolled while completing 45 credit hours and beyond are completing their degrees and making plans for transfer to complete a bachelor’s degree or preparing to enter the workforce. Students preparing for this transition can connect with Valencia resources to assist in this process.

Programs and Services

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Welcome to MyPortfolio

My Portfolio is a LifeMap tool that enables you to:

1. Upload samples of your best work
2. Link your work to goals, competencies, and course outcomes
3. Request reviews of your work
4. Display your work and your most favorable reviews for:

   Potential employers        College admissions officers
   Faculty members            Fellow students

Life's a trip – you'll need directions.
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   - Potential employers
   - College admissions officers
   - Faculty members
   - Fellow students

Life's a trip – you'll need directions.

LifeMap™
Add An Entry: Step 1 - Describe Your Entry

Directions:
1. Enter a title for your entry
2. Enter a brief summary of your entry
3. Decide if you want your entry to be publicly viewable (can be changed later)
4. Click 'Step 2'

Title: 

Summary: 

Do you want this entry to be publicly viewable?
- Yes
- No

Add An Entry: Step 2 - Upload A File

Directions:
1. Click the 'Browse' button below to locate a file you want to upload
2. Click 'Upload File'
3. Repeat for each file you would like to associate with your entry
4. Click 'Step 3'

Please press "Browse" to locate a file. Then, press "Upload File"

Browse...  Upload File

Step 3: Faculty Review
Add An Entry: Step 3 - Request a Faculty Review

Directions:

1. From the drop-down box, select the first letter of the faculty member’s last name whom you wish to email.
2. From the Faculty List on the left, select one or more faculty members. HINT: Hold down the CTRL key and left mouse-click to select multiple faculty members.
3. Click the "ADD" button to add the selected faculty member(s) to the Recipient List on the right. Click the "REMOVE" button to remove someone from the Recipient List.
4. Click "Send Email".

Add An Entry: Step 4 - Associate Goals, Competencies, or Course Outcomes

Directions:

To associate your entry with one of the goals you set in My Career Planner, with a Valencia core competency, or with a course outcome:

1. Click on the associated link below.
2. Follow the directions that appear in the pop-up window.
3. Close the pop-up window.
4. Click "Finish".

- Career Goals
- Learning Goals
- Core Competencies
- Course Outcomes
Congratulations! You have successfully added an entry.

Your entry has been uploaded, and if you have designated it as public, it may now be viewed by anyone who has Web access. To view your portfolio as it will appear on the Web, click on the Profile tab above.

Where to from here?

- If you requested a review, you'll be notified by email when the review is complete
- To edit or delete an entry, read a review, or designate a review as public or private, choose the Entries tab
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There are four aspects of who you are that are important in deciding on a career:

- **Skills** - what do you do well and what would you like to do well
- **Personality** - what kind of person are you
- **Interests** - what do you find fascinating and entertaining
- **Values** - what's important to you about work and about life

This section provides a set of self-assessment tests that measure these personal dimensions. Your test results are automatically stored in My Assessments. You can link your results to occupations that might be a good fit. As you explore, you can save interesting occupations in an electronic basket for future reference. Your occupations basket (called My Occupations) is available under both the Occupations tab and the Options tab.
**Occupations**

In evaluating possible occupations, there are several important aspects to consider. In this section, you can:

- Find out information about various occupations.
- Link occupations to Valencia majors
- Link occupations to personal dimensions (interests, values, personality, skills)

As you explore, you can save interesting occupations and majors in electronic baskets for future reference. Your baskets are available under the Options tab. You can examine your interests, values, personality, and skills by taking the assessments under the Self tab.

**Majors**

A degree is the gateway to your career. Different majors open up different occupational possibilities. In this section you can:

- Explore Valencia majors & degree requirements
- Find Florida colleges that offer various majors
- Link majors to different occupations

While you're exploring, you can save interesting majors, colleges, and occupations for future reference by adding them to your baskets. You can view all your baskets under the Options tab.
Majors

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Goals

Once you have decided on a top-rated major and (we suggest) three top-rated occupations, it's time to set some concrete educational and career goals. By sharing these goals with your instructors and advisors, you can tailor your education, your volunteer experiences, your internships, and other activities to help you meet these goals. Remember, at Valencia, we want to work closely with you to help you set and reach fulfilling goals.
Welcome to MyEducationPlan

** My Education Plan is a web-based tool that allows you to design and save your education plan to graduate from Valencia and to project the time it will take to complete your degree. You may save up to 3 different plans. Once you develop a plan, you can use it to select the courses in which you will enroll each term. In this way, you will complete your degree and achieve your educational goals.

- I want to [Learn how to use "My Educational Plan"]
- I want to [Explore Valencia's programs].
- I want to [Manage my existing program plans].

Currently we are in the testing phase of this program; therefore, we are interested in your feedback. [Click here to email your comments]
Welcome to MyJobProspects

MyJobProspects is a system that provides database information about Central Florida industries, companies and job titles.

To begin your search, please choose one of the options from the list below. If you are a new user, or need help with a search, try the Help Page. For additional helpful information, try the Toolbox.

- Student Search
- Advisor Search

If you encounter any problems while using MyJobProspects, we want to know! Email the MyJobProspects Webmaster

Life's a trip – you'll need directions.
Welcome to MyFinancial Plan Self-Study Modules

- Do you have a financial plan?
- Are you good at budgeting expenses?
- Do you know how to handle credit?
- Are you prepared financially for an emergency?

If you answered, "No" to any of these questions, then you might want to check out these FREE self-study modules on managing your finances.

Each module is

- **Quick**
  You can complete a module in just a few minutes. Start and stop as your schedule allows.

- **Entertaining**
  Based on the award-winning Credit Compass e-Learning course, the content is presented in an interactive, game show format.

- **Rewarding**
  There's no pass or fail, or academic credit, but understanding the information in these modules may help you get good financial credit later on.

So, what are you waiting for? Click on the START button to choose a topic.
Re-Design of Student Service Delivery

• With LEARNING as the design principle:
• Emphasize level of assistance students are seeking rather than the content.
• Create staff positions whose primary job is working directly with students and staff positions whose primary job is processing and verifying information.
• Focus on students LEARNING process, not just getting answers to questions.
Learning-Centered Student Services

• Atlas Access Labs
• Information Station
  – Directional Information
• The Answer Center
  – General Information (End-to-End Process)
• Student Services
  – More complex transactions
• District Offices
  – Information processing
Staff Training

• Cross-training
• Written documentation of procedures and processes
• Don’t just answer the first question – “What is it you want to do?”
• When to refer? - Balance between The Answer Center and Student Services
• Advisor Ratio
Student Handbook

- Chapters follow O’Banion model (life, career, and educational goals, building a schedule, success tips, learning outcomes)
- College services are listed in the chapter related to the goals they support.
- Includes self-assessments and interpretations.
- Calendar pages like “Day-Timer” include key college dates.
- “To Do” cues are listed on each calendar page and are tied to Developmental Advising Stages with icons.
- “Been There” quotes add advice from peers.
Results

- Enrollment Growth
- Increase in persistence
- Effect of Student Success course completion
- High percentage of students completing 15 credit hours
- Increase in graduation rates
- High placement rates
- High enrollment in State Universities
College-Wide: DA who enrolled Fall, returned Spring Compared to Not DA enrolled Fall, returned Spring
Between Session Retention Rates for FTIC, Degree-Seeking Students Enrolled Fall 2004 Returned Spring 2005

- In College Prep, In SLS: 90%
- In College Prep, No SLS: 83%
- Dropped Prep, In SLS: 76%
- Dropped Prep, No SLS: 62%

Source: (IR)\projects\sls\sls_retent.4.sas
Average Number of Credit Hours
Fall Terms

Source: Student Characteristics Reports
Percent of First Time in College Students Returning in the Next Major Session

- 65% in 1994/95
- 74% in 1999/00
- 79% in 2003/04
- 77% in 2004/05

Data includes all FTIC students enrolled in Fall who returned in Spring.

Source: IR\projects\retention\prsrv.sas
Percent of First Time in College, Degree-Seeking Students Returning in the Next Major Session

Data includes only FTIC, degree-seeking students enrolled in Fall who returned in Spring.

Source: (IR) 'projects\retention\prsrv.sas
First Time in College Student Retention Rates
Fall to Fall

- Fall 97 to Fall 98: 58%
- Fall 00 to Fall 01: 58.2%
- Fall 03 to Fall 04: 59.6%
Degrees Awarded
(based on 2003-04 data)

• #1 Community College in Associate Degrees Awarded

• #9 Community College in Associate Degrees Awarded to Hispanic students

• #14 Community College of Associate Degrees Awarded to African-American students.

Community College Week, June 19, 2006
My LifeMap Tools
As of beginning of Spring Term, 2005

- 28,255 students have an My Ed Plan (28% of FTIC)
- 10,789 students have taken a career assessment
- 10,907 students have a stored Occupation in My Career Planner
- 10,764 students have a stored Major in My Career Planner
- 5,572 students have a saved My Portfolio entry
Critical Success Factors

- College wide, conceptual model focusing on student perspective
- Systematic, comprehensive set of strategies
- Re-alignment of effort to support the conceptual model
- Coordinated/collaborative strategies
- Institutional data to review results
- Frequent feedback to stakeholders
LifeMap Web Sites

- [http://valenciacc.edu/LifeMap/pbs](http://valenciacc.edu/LifeMap/pbs)
  - Developmental Stages
  - Strategies
- [http://atlas.valenciacc.edu](http://atlas.valenciacc.edu)
  (My LifeMap Tab)
  - User name: catlas
  - Password: 111111
- [http://valenciacc.edu/sacs](http://valenciacc.edu/sacs)
  - Strategic Self-Study Topics
QUESTIONS?