

**VALENCIA**

*Community College*

*Institutional Report*

*IR2007-05*

*Statistical History*

*Fact Book*

*2005-2006*

*October 2006*

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## Preface

The Statistical History Fact Book is a compilation of data and information intended to support academic and administrative planning and decision-making. Much of the data presented in this document describes the College's experiences during the year preceding publication; however, comparative information with one, and often two prior years, is displayed when appropriate. In addition, the inclusion of a complete copy of the College's Strategic Indicators Report (SIR) within this publication provides a comprehensive reference document for college constituents as well as for other parties interested in Valencia's progress toward achieving its strategic goals. A brief summary of the general content included in both (Statistical History Fact Book and SIR) segments of this publication follows.

The **Statistical History Fact Book**, through displays of selected data, presents a quantitative overview of Valencia Community College as well as selected dimensions of its service area (Orange and Osceola counties). The broad topics detailed in this document include information about the College's student body, personnel, and financial resources. In general, most data is descriptive in nature and sometimes includes comparative data from previous years. In addition to college wide data displays, several types of student data are presented by campus. Readers are invited to consult the glossary for definitions and clarification of unfamiliar terms. The Statistical History Fact Book is designed as additional support for the College's major planning document, the Strategic Learning Plan. This edition marks the nineteenth year of publication of the Statistical History Fact Book at Valencia.

The **Strategic Indicators Report (SIR)** incorporates State of Florida accountability measures as well as Valencia's self-defined student performance and student success indicators, which are outlined in the College's Strategic Learning Plan (SLP). The SIR includes both graphical and tabular data, which is complemented with explanatory narrative and summary-level analysis. The SIR is designed as a primary progress report on the action items and goals presented in the SLP.

Valencia's Statistical History Fact Book is compiled with the assistance of several College offices. The Office of Institutional Research and Learning Assessment acknowledges their efforts and offers special thanks to contributors such as Resource Development, Financial Aid, Financial Services, Human Resources, Valencia Enterprises, and the Office of Information Technology.

Please contact the Office of Institutional Research and Learning Assessment (407-582-1612) should you require clarification regarding the data and information presented in this document.

## Introduction

Valencia was founded in Fall 1967 as part of the network of community colleges designed to open the door of postsecondary education to all segments of the Florida population. Beginning in temporary buildings on the grounds of Mid-Florida Technical Institute, Valencia enrolled 567 students in credit classes that first year. In comparison, the **unduplicated credit** headcount enrollment reached 41,820 in 2005/2006. As might be expected, Valencia also expanded in terms of its physical size and number of sites during over the years.

Six campus locations provide broad access to various educational disciplines for students within the Orange/Osceola service district: (1) West Campus, moved from its temporary Mid-Florida Tech location in 1971 to a permanent site, is the original founding campus; (2) Downtown Center, established in 1974, was renovated to preserve its 1926 architectural style and now houses the College's central administration offices; (3) East Campus, founded in 1974, expanded rapidly over the past three decades and now enrolls the largest number of students in terms of FTE; (4) Osceola Campus, founded in 1986 as a joint-use facility shared by Gateway High School, opened as a comprehensive campus in January 1997 and is growing rapidly; (5) Winter Park Center, founded in 1987, occupied its permanent facility in Fall 1998; (6) Sand Lake Center, houses Valencia Enterprises (VE) and the Valencia Institute, which offer area businesses industry-related non-credit courses; (6) Criminal Justice Institute, near Valencia's East Campus, opened in 2005/2006 and provides a comprehensive center for criminal justice programs of study in addition to housing the college's Human Resources unit. When student FTE (Full-Time Equivalency) enrollments from all locations are considered, Valencia currently ranks third in size among the state's 28 community colleges.

During the last three decades, Valencia has received many awards and much praise from local, state, and national agencies. The 1998/1999 year brought prominence when the *National Alliance of Business* selected Valencia as the "**National Community College of the Year**." The award praised Valencia for its "effective and innovative leadership" in meeting the workforce needs of business and industry. In 1999/2000, *The League for Innovation in the Community College* brought international distinction to Valencia by designating Valencia as a **Vanguard Learning College**. One of only 12 colleges to receive this distinction, the honor provided the opportunity to collaborate with highly regarded consultants and corporate partners on ways to strengthen learning. In July 2004, Valencia was honored as one of 27 community colleges in the nation to receive the **Lumina Foundation Achieving the Dream** grant. The grant provides support dollars to assist colleges in identifying performance gaps among students and in developing strategies to close those gaps. Another benefit of the opportunity is the support provided by the Lumina Foundation partners, which include the American Association of Community Colleges, Community College Leadership Program at the University of Texas, Community College Research Center, Teacher's College of Columbia University, Futures Project of Brown University, and Jobs for the Future.

Learning for Valencia students is available in a wide variety of credit and noncredit educational paths that prepare students for employment in the workforce as well as degree programs that transfer to upper division education. Students who choose an Associate in Arts (A.A.) degree, which is comparable to the freshman and sophomore years at the university, may enter any State university at the junior level after graduating from Valencia. Students may also choose from approximately 50 disciplines or areas of concentration within the A.A. degree program. More than half of Valencia's credit students enroll in the A.A. degree program. Three out of four graduates earn an A.A. degree, and more than 80% of the A.A. graduates continue their education at universities. In 2005/2006, Valencia conferred 3,277 A.A. degrees and 943 A.S./A.A.S degrees.

Students who choose an Associate in Science (A.S.) or Associate in Applied Science (A.A.S.) degree program receive instruction in field-specific curricula that prepares them for entry into a particular vocation. There are more than fifty A.S. and A.A.S. degree programs available for students. The placement rate for A.S./A.A.S. graduates placed in jobs related to their degree within one year after graduation ranges from 90% to 100% each year.

Another instructional option available to students is the vocational certificate. The College offers vocationally specific college credit certificates (PSV - Postsecondary Vocational) as well as non-college credit, highly specialized vocational certificates (PSAV - Postsecondary Adult Vocational). Certificate programs are generally completed in less than two years.

At Valencia's Sand Lake site (Valencia Enterprises), non-degree-seeking students may select from a broad range of both technical and academic credit courses that are designed to enhance specific job skills, provide the opportunity for personal academic enrichment, and/or meet certification requirements. In addition, students may choose from a number of noncredit continuing workforce education (CWE) courses and seminars held at corporate sites throughout Orange and Osceola counties as well as Criminal Justice programs of study at Valencia's Criminal Justice Institute in East Orlando. For 2005/2006, enrollment in CWE courses was 7,564 with additional open course enrollments at Valencia Enterprises (VE) of 3,916. When credit, PSAV, CWE, and VE enrollments are combined, Valencia served 53,806 students last year.

In 2005/2006, Valencia's credit student population was quite diverse with slightly less indicating they were Caucasian. Hispanics comprise the next highest portion with 23 percent. The median age remained unchanged (21) and residents of Orange County continued to be the largest segment of enrollees. The representative student is enrolled part time, attends day classes, takes 9.0 credit hours, and seeks an A.A. degree. Overall, the credit student body is 58% female and 42% male. Approximately 60% of credit students enroll on a part-time basis, while three out of four credit enrollees attend classes during the day.

Valencia is a significant contributor to the job market in the Orlando area. The College provides employment for nearly 2,000 full-time positions in the Orlando Metropolitan Workforce. This past year, there were more than 400 full time faculty, an average of 750 part-time faculty, 549 career service personnel, 143 professional staff, 35 administrators, and 11 Executives employed by the college. The number of part time, non-instructional staff varies throughout each year and averages between 400 and 500.

Valencia begins its 39th year of operation in Fall 2006, and continues the intensified focus on learning initiated in 1998 and furthered by the Vanguard College distinction in 2000. The College's learning-centered focus crystallized in 2005/2006 as the second year of the Lumina Foundation Achieving the Dream grant brought the strategies and learning interventions to implementation as set forth in the grant-planning document. Early findings indicate a positive experience with improvement in the success rate of students struggling in math course work. The coming year will build upon these early returns as students progress through their degree programs.

# Valencia Community College Strategic Learning Goals

**GOAL 1: LEARNING FIRST**

Shape Valencia's culture by making learning the chief value and design principle in every College policy, procedure, plan, and initiative.

**GOAL 2: START RIGHT**

Ensure that students experience extraordinary learning success in their earliest encounters with the College and establish a solid foundation for success in future learning.

**GOAL 3: LEARNING LEADERS**

Hire, develop, support, and empower learning leaders throughout the organization.

**GOAL 4: LEARNING BY DESIGN**

Create a culture in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning and in which the College's learning leaders can effectively create the best conditions for learning.

**GOAL 5: LEARNING SUPPORT SYSTEM**

Create systems of learning support to enable students to achieve extraordinary learning results in classrooms, laboratories and beyond.

**GOAL 6: DIVERSITY WORKS**

Engage the power of diversity to enhance learning and the College's impact on the community.

**GOAL 7: LEARNING WORKS**

Position Valencia as a powerful and effective community partner for creating a learning workforce in a knowledge economy.

**Valencia Community College  
Student Profile  
2005/2006**

	Credit Students		Postsecondary Adult Vocational (PSAV)		*Continuing Workforce Education (CWE)	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>ENROLLMENT (Annual)</b>	<b>41,820</b>	<b>100.0%</b>	<b>508</b>	<b>100.0%</b>	<b>7,562</b>	<b>100.0%</b>
<b>GENDER</b>						
Female	24,127	57.7%	161	31.7%	3,124	41.3%
Male	17,556	42.0%	346	68.1%	4,425	58.5%
Not Indicated	137	0.3%	1	0.2%	13	0.2%
<b>ETHNICITY</b>						
African American	6,449	15.4%	128	25.2%	1,344	17.8%
Asian/Pacific Islander	2,270	5.4%	9	1.8%	155	2.0%
Caucasian	20,533	49.1%	219	43.1%	4,025	53.2%
Hispanic	9,415	22.5%	128	25.2%	1,538	20.3%
Native American	198	0.5%	3	0.6%	33	0.4%
Not Indicated	2,955	7.1%	21	4.1%	467	6.2%
<b>DEGREE STATUS</b>						
A.A. Degree	20,573	49.2%				
A.S. Degree	6,114	14.6%				
A.A.S. Degree	1,132	2.7%				
Awaiting Acceptance	4,160	9.9%				
Non-Degree Seeking	9,840	23.5%				
Not Indicated	1	0.0%				

Note: Only includes CWE reported for state funding (support)

**Fall 2005  
End of Term**

	Credit Students		Postsecondary Adult Vocational (PSAV)		Continuing Workforce Education (CWE)	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>AGE CATEGORY</b>						
18 & Under	6,153	21.0%	0	0.0%	23	0.5%
19 to 20	8,098	27.6%	10	5.5%	40	0.9%
21 to 24	6,993	23.8%	66	36.5%	218	4.8%
25 to 34	4,972	16.9%	57	31.5%	1,181	25.9%
35 to 44	1,989	6.8%	31	17.1%	1,629	35.7%
45 and Over	1,116	3.8%	17	9.4%	1,250	27.4%
No Birth Date	21	0.1%	0	0.0%	222	4.9%
<b>AVERAGE AGE</b>						
Mean	23.8		29.8		39.3	
Median	21.0		26.0		39.0	
<b>CREDIT LOAD</b>						
Full-Time	11,696	39.9%				
Part-Time	17,646	60.1%				
<b>AVERAGE CREDIT HOURS</b>	8.94					

Note: CWE only includes data reported for State funding (Support)

Source: Banner STU4

**Valencia Community College  
Full-Time Personnel Profile  
2005/2006**

Category	Total		Gender				Ethnicity											
			Female		Male		Caucasian		African American		Hispanic		Asian/ Pacific Islander		American Indian or Alaskan		Unknown / Not Reported	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
Administrative	35	2.9%	19	1.6%	16	1.3%	26	2.2%	6	0.5%	2	0.2%	1	0.1%	0	0.0%	0	0.0%
Career Service	549	46.1%	332	29.5%	217	18.2%	242	20.3%	121	10.2%	138	11.6%	42	3.5%	4	0.3%	2	0.2%
Enterprise	33	2.8%	23	2.0%	10	0.8%	23	1.9%	3	0.3%	7	0.6%	0	0.0%	0	0.0%	0	0.0%
Executive Management	11	0.9%	7	0.6%	4	0.3%	9	0.8%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
Faculty - 10 month	306	25.7%	170	15.1%	136	11.4%	243	20.4%	26	2.2%	23	1.9%	11	0.9%	3	0.3%	0	0.0%
Faculty - 12 month	29	2.4%	18	1.6%	11	0.9%	21	1.8%	1	0.1%	7	0.6%	0	0.0%	0	0.0%	0	0.0%
Faculty - 4 month	83	7.0%	49	4.3%	34	2.9%	64	5.4%	9	0.8%	6	0.5%	1	0.1%	1	0.1%	2	0.2%
Faculty - 8 month	2	0.2%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%
Professional	143	12.0%	96	8.5%	47	3.9%	101	8.5%	21	1.8%	19	1.6%	1	0.1%	0	0.0%	1	0.1%
<b>Total</b>	<b>1,191</b>	<b>100.0%</b>	<b>715</b>	<b>63.4%</b>	<b>476</b>	<b>40.0%</b>	<b>729</b>	<b>61.2%</b>	<b>188</b>	<b>15.8%</b>	<b>205</b>	<b>17.2%</b>	<b>56</b>	<b>4.7%</b>	<b>8</b>	<b>0.7%</b>	<b>5</b>	<b>0.4%</b>

Note: Data extracted as of October 1, 2005  
Source: Human Resources Office

## Demographic Overview

Florida's population has grown tremendously since the 1950s when Florida was the twentieth largest state with less than 3 million people. Florida is now the fourth largest state with nearly 18 million people. According to the Bureau of Economic and Business Research at the University of Florida, Florida's demographic composition has changed dramatically since the 1950s—those under 15 declined from 26.2% to 19%; those over 65 rose from 8.6% to 17.6%; and the African American population declined from 21.7% to 14.6%. Hispanics increased from 6.0% in the 1970s to 16.8% in 2000.

Although Florida's population continues to grow, it has slowed dramatically. The slower growth rate is caused by both declines in natural population increase and in net migration. As of April 2005, Florida's population estimate was 17,918,227—representing a 12.1% increase in population since the 2000 Census. According to the 2005 U.S. Census population estimates, Florida's current population makes it the fourth largest state following California, Texas, and New York.

The 2005 "Florida Estimates of Population" indicates that since the 2000 Census, Florida's top five counties in absolute population change were Miami-Dade (168,296), Orange (147,093), Palm Beach (134,709), Hillsborough (132,598), and Broward (117,969). During this timeframe, nine counties had an absolute population change of less than 1,000 people; three of these counties had a population change of less than 500 people.

The Orlando MSA (**M**etropolitan **S**tatistical **A**rea) estimated population was 1,953,354 as of April 2005. The Orlando MSA, which comprises Lake, Orange, Osceola, and Seminole counties, grew by 18.8% since 2000. The chart below provides the 2005 population estimate and the percent of increase since the 2000 Census for Florida and the Orlando MSA.

County	2005 Population Estimate	% Increase Since 2000
FLORIDA	17,918,227	12.1%
MSA (Orlando)	1,953,354	18.8%
Lake County	263,017	24.9%
Orange County	1,043,437	16.4%
Osceola County	235,156	36.3%
Seminole County	411,744	12.7%

Although Seminole county is not within Valencia's service area, it is geographically close and provided 7.7% of Valencia's credit enrollment during Fall Term 2005.

According to BEBR estimates, 96% of Florida's 2000 population fell into one of three groups—non-Hispanic whites, non-Hispanic blacks, and Hispanic. As stated earlier, Florida's population was 6% Hispanic in the 1970s. Florida's Hispanic population now ranks third (according to StateMaster.com) in the nation, only surpassed by California (1<sup>st</sup>) and Texas (2<sup>nd</sup>). We are followed by New York (4<sup>th</sup>) and Arizona (5<sup>th</sup>).

Florida's diversification can also be seen in the age of its population. As of July 1, 2005, 31.8% of Florida's population was under the age of 24, compared to 34.7% nationally. At the same time, the over-65 population was the highest in the nation (16.8%), compared to 12.4% of the total U. S. population over 65.

**Source:** Population Division, U. S. Census Bureau, February 25, 2005. Table 1-RES: "Estimates of the Resident Population by Selected Age Groups for the U.S., States, and Puerto Rico: July 1, 2005)

"Florida Estimates of Population 2005" page 32 and 34, Bureau of Economic and Business Research, University of Florida, April 2005

"Florida Population Studies," page 74, Bureau of Economic and Business Research, University of Florida, June 2005

StateMasters.com

**Population by County and Municipality  
Orlando Metropolitan Counties  
2000 Census and 2005 Estimates**

<b>LOCATION</b>	<b>2000 Census Data</b>	<b>2005 Estimate</b>	<b>Number Change</b>	<b>Percent Change</b>
<b>ORANGE COUNTY</b>	<b>896,344</b>	<b>1,043,437</b>	<b>147,093</b>	<b>14.1%</b>
Apopka	26,642	34,801	8,159	23.4%
Bay Lake	23	28	5	17.9%
Belle Isle	5,531	5,974	443	7.4%
Eatonville	2,432	2,474	42	1.7%
Edgewood	1,901	2,160	259	12.0%
Lake Buena Vista	16	19	3	15.8%
Maitland	12,019	15,850	3,831	24.2%
Oakland	936	1,861	925	49.7%
Ocoee	24,391	30,597	6,206	20.3%
Orlando	185,951	217,567	31,616	14.5%
Windermere	1,897	2,443	546	22.3%
Winter Garden	14,351	24,610	10,259	41.7%
Winter Park	24,090	27,868	3,778	13.6%
Unincorporated	596,164	677,185	81,021	12.0%
<b>OSCEOLA COUNTY</b>	<b>172,493</b>	<b>235,156</b>	<b>62,663</b>	<b>26.6%</b>
Kissimmee	47,814	58,223	10,409	17.9%
St. Cloud	20,074	24,700	4,626	18.7%
Unincorporated	104,605	152,233	47,628	31.3%
<b>SEMINOLE COUNTY</b>	<b>365,199</b>	<b>411,744</b>	<b>46,545</b>	<b>11.3%</b>
Altamonte Springs	41,200	42,616	1,416	3.3%
Casselberry	23,438	24,899	1,461	5.9%
Lake Mary	11,458	13,922	2,464	17.7%
Longwood	13,745	13,913	168	1.2%
Oviedo	26,316	30,800	4,484	14.6%
Sanford	38,291	49,252	10,961	22.3%
Winter Springs	30,860	33,321	2,461	7.4%
Unincorporated	179,891	203,021	23,130	11.4%

Source: "Florida Estimates of Population 2005," page 16, 17, & 20 BEBR (Bureau of Economic and Business Research), University of Florida, April 2005

**Population Change by Decade  
Orlando Metropolitan Statistical Area  
1980 through 2005**

LOCATION	Census Population				Percent Change		
	2005	2000	1990	1980	2000 to 2005	1990 to 2000	1980 to 1990
<b>Total Florida Population</b>	17,918,227	15,982,824	12,938,071	9,746,961	12.1%	23.5%	32.7%
<b>Total Florida MSA Population</b>	16,650,003	14,837,943	12,023,514	9,038,653	12.2%	23.4%	33.0%
<b>Orlando MSA Population</b>	1,953,354	1,644,563	1,224,844	804,774	18.8%	34.3%	52.2%
<b>Lake County</b>	263,017	210,527	152,104	104,870	24.9%	38.4%	45.0%
<b>Orange County</b>	1,043,437	896,344	677,491	470,865	16.4%	32.3%	43.9%
<b>Osceola County</b>	235,156	172,493	107,728	49,287	36.3%	60.1%	118.6%
<b>Seminole County</b>	411,744	365,199	287,521	179,752	12.7%	27.0%	60.0%

**Note:** Includes census corrections through October 10, 2004

**Source:** "Florida Estimates of Population 2005," page 26-28, BEBR (Bureau of Economic and Business Research), University of Florida, April 2005

**Population Projections  
Florida and Orlando Metropolitan Counties  
2005 - 2030**

2005		2005		2010		2015		2020		2025		2030	
Estimates													
<b>FLORIDA</b>	<b>17,918,227</b>												
Low		17,497,800	-2.3%	19,136,900	6.8%	20,388,800	13.8%	21,655,500	20.9%	22,896,500	27.8%	24,071,000	34.3%
Medium		17,872,300	-0.3%	19,920,300	11.2%	21,767,500	21.5%	23,475,800	31.0%	24,988,000	39.5%	26,419,200	47.4%
High		18,164,400	1.4%	20,376,600	13.7%	22,613,100	26.2%	24,838,500	38.6%	27,001,800	50.7%	29,057,600	62.2%
<b>LAKE</b>	<b>263,017</b>												
Low		250,100	-4.9%	287,200	9.2%	316,700	20.4%	341,300	29.8%	360,400	37.0%	375,100	42.6%
Medium		260,400	-1.0%	313,200	19.1%	359,900	36.8%	403,800	53.5%	443,200	68.5%	480,100	82.5%
High		270,900	3.0%	337,200	28.2%	403,100	53.3%	471,300	79.2%	540,500	105.5%	612,000	132.7%
<b>ORANGE</b>	<b>1,043,437</b>												
Low		1,000,600	-4.1%	1,099,200	5.3%	1,179,800	13.1%	1,244,400	19.3%	1,219,400	16.9%	1,324,900	27.0%
Medium		1,042,000	-0.1%	1,197,700	14.8%	1,340,600	28.5%	1,473,700	41.2%	1,592,300	52.6%	1,703,000	63.2%
High		1,084,000	3.9%	1,290,400	23.7%	1,501,500	43.9%	1,718,400	64.7%	1,937,100	85.6%	2,161,800	107.2%
<b>OSCEOLA</b>	<b>235,156</b>												
Low		224,300	-4.6%	262,500	11.6%	294,800	25.4%	320,500	36.3%	339,100	44.2%	351,900	49.6%
Medium		236,000	0.4%	292,700	24.5%	346,700	47.4%	397,700	69.1%	443,600	88.6%	486,900	107.1%
High		247,900	5.4%	320,800	36.4%	398,800	69.6%	480,700	104.4%	565,200	140.4%	653,500	177.9%
<b>SEMINOLE</b>	<b>411,744</b>												
Low		395,800	-3.9%	422,300	2.6%	443,600	7.7%	459,500	11.6%	469,600	14.1%	475,700	15.5%
Medium		412,200	0.1%	460,000	11.7%	504,100	22.4%	544,700	32.3%	580,400	41.0%	613,700	49.0%
High		428,800	4.1%	495,800	20.4%	564,600	37.1%	634,600	54.1%	704,400	71.1%	776,100	88.5%

3.4

Source: "Projections of Florida Population by County, 2005-2030" pages 6-8, Florida Population Studies, February 2006

**Population by Race and Hispanic Origin  
Orlando Metropolitan Counties  
2000 Census**

	2000 Census Population	Percent of Total Population						Hispanic (any Race)
		White	Black	American Indian & Alaska Native	Asian, Hawaiian, or Pacific Islander	Some Other Race	Two or More Races	
<b>FLORIDA</b>	15,982,378	78.0%	14.6%	0.3%	1.7%	3.0%	2.4%	16.8%
<b>Lake County</b>	210,528	87.5%	8.3%	0.3%	0.8%	1.9%	1.2%	5.6%
<b>Orange County</b>	896,344	68.6%	18.2%	0.3%	3.4%	6.0%	3.4%	18.8%
<b>Osceola County</b>	172,493	77.2%	7.4%	0.5%	2.3%	9.1%	3.6%	29.4%
<b>Seminole County</b>	365,196	82.4%	9.5%	0.3%	2.5%	3.1%	2.2%	11.2%

Source: "Florida Population: Census Summary 2000," page 44 & 45 BEBR (Bureau of Economic and Business Research), University of Florida, May 2001

**Population Estimates and Projections  
by Race and Hispanic Origin  
Orlando Metropolitan Counties  
2005 - 2030**

	Population		Projections					
	2000 Census	2005 Estimate	2005	2010	2015	2020	2025	2030
<b>FLORIDA</b>								
<b>All Races</b>	<b>15,982,378</b>	<b>17,918,227</b>	<b>17,872,295</b>	<b>19,920,348</b>	<b>21,767,503</b>	<b>23,475,838</b>	<b>24,998,018</b>	<b>26,419,166</b>
Non Hispanic White	10,591,456	11,277,646	11,324,881	12,039,583	12,704,580	13,308,533	13,857,218	14,390,161
Non Hispanic Black	2,358,124	2,776,602	2,731,073	3,190,068	3,579,817	3,931,966	4,232,035	4,499,299
Hispanic	2,682,746	3,425,417	3,386,202	4,159,161	4,857,064	5,516,465	6,102,084	6,637,022
<b>Lake County</b>								
<b>All Races</b>	<b>210,528</b>	<b>263,017</b>	<b>260,440</b>	<b>313,154</b>	<b>359,898</b>	<b>406,744</b>	<b>443,159</b>	<b>480,109</b>
Non Hispanic White	178,518	216,175	214,963	252,752	286,684	318,023	346,043	372,496
Non Hispanic Black	17,582	21,635	21,453	25,367	28,923	32,196	35,199	37,945
Hispanic	11,808	21,844	20,685	30,915	39,401	47,890	55,474	62,457
<b>Orange County</b>								
<b>All Races</b>	<b>896,344</b>	<b>1,043,437</b>	<b>1,042,035</b>	<b>1,197,745</b>	<b>1,340,561</b>	<b>1,473,715</b>	<b>1,592,346</b>	<b>1,703,024</b>
Non Hispanic White	526,006	540,618	541,437	556,560	569,519	583,255	596,126	608,496
Non Hispanic Black	165,407	213,154	208,610	262,492	307,785	349,530	385,370	418,072
Hispanic	168,361	240,878	244,302	316,692	388,197	452,972	510,827	564,612
<b>Osceola County</b>								
<b>All Races</b>	<b>172,493</b>	<b>235,156</b>	<b>236,011</b>	<b>292,749</b>	<b>346,740</b>	<b>397,670</b>	<b>443,630</b>	<b>486,922</b>
Non Hispanic White	104,852	118,801	121,293	131,009	143,378	155,539	166,728	176,653
Non Hispanic Black	11,932	18,583	18,589	24,822	30,541	35,868	40,641	45,229
Hispanic	50,727	90,012	88,374	126,554	160,070	191,284	219,286	246,159
<b>Seminole County</b>								
<b>All Races</b>	<b>365,196</b>	<b>411,744</b>	<b>412,180</b>	<b>459,987</b>	<b>504,074</b>	<b>544,690</b>	<b>580,405</b>	<b>613,721</b>
Non Hispanic White	278,258	297,572	299,358	319,420	337,649	354,882	370,242	384,556
Non Hispanic Black	35,010	43,242	42,353	51,259	58,872	65,632	71,396	76,666
Hispanic	40,731	56,723	56,557	72,009	87,157	100,839	112,720	123,809

3.6

**Note:** Non Hispanic White, Non Hispanic Black, and Hispanic are 96% of Florida's population; therefore, these categories will not total the All Races category.

**Source:** "Florida Population Studies," pages 40, 54, 55, 65, & 74, BEBR (Bureau of Economic and Business Research), University of Florida, June 2006

**Annual Enrollment  
Credit, Postsecondary Adult Vocational,  
Continuing Workforce Education, and Valencia Enterprises  
1967/1968 - 2005/2006**

Year	Credit		PSAV		CWE		Valencia Enterprises		*Total Students	
	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change
1967/1968	567								567	
1968/1969	3,125	451.1%							3,125	451.1%
1969/1970	3,935	25.9%							3,935	25.9%
1970/1971	5,206	32.3%							5,206	32.3%
1971/1972	5,754	10.5%							5,754	10.5%
1972/1973	7,918	37.6%							7,918	37.6%
1973/1974	8,774	10.8%							8,774	10.8%
1974/1975	11,221	27.9%							11,221	27.9%
1975/1976	9,593	-14.5%							9,593	-14.5%
1976/1977	11,825	23.3%							11,825	23.3%
1977/1978	12,519	5.9%			11,964				24,483	
1978/1979	14,545	16.2%			12,468	4.2%			27,013	10.3%
1979/1980	14,646	0.7%			17,590	41.1%			32,236	19.3%
1980/1981	15,976	9.1%			20,582	17.0%			36,558	13.4%
1981/1982	17,194	7.6%			19,988	-2.9%			37,182	1.7%
1982/1983	16,915	-1.6%			23,457	17.4%			40,372	8.6%
1983/1984	17,780	5.1%			25,532	8.8%			43,312	7.3%
1984/1985	17,631	-0.8%			21,550	-15.6%			39,181	-9.5%
1985/1986	19,575	11.0%			29,536	37.1%			49,111	25.3%
1986/1987	20,836	6.4%			34,175	15.7%			55,011	12.0%
1987/1988	22,739	9.1%			31,776	-7.0%			54,515	-0.9%
1988/1989	24,872	9.4%			26,276	-17.3%			51,148	-6.2%
1989/1990	27,297	9.7%			28,519	8.5%			55,816	9.1%
1990/1991	30,800	12.8%			21,692	-23.9%			52,492	-6.0%
1991/1992	33,842	9.9%			15,549	-28.3%			49,391	-5.9%
1992/1993	35,841	5.9%			9,308	-40.1%			45,149	-8.6%
1993/1994	35,307	-1.5%			7,670	-17.6%			42,977	-4.8%
1994/1995	35,416	0.3%			8,240	7.4%			43,656	1.6%
1995/1996	36,486	3.0%			10,726	30.2%			47,212	8.1%
1996/1997	36,843	1.0%			10,844	1.1%			47,687	1.0%
1997/1998	36,817	-0.1%	229		11,457	5.7%			48,503	1.7%
1998/1999	36,995	0.5%	285	24.5%	11,601	1.3%			48,881	0.8%
1999/2000	39,234	6.1%	334	17.2%	10,949	-5.6%			50,517	3.3%
2000/2001	40,397	3.0%	367	9.9%	10,889	-0.5%			51,653	2.2%
2001/2002	43,440	7.5%	374	1.9%	10,674	-2.0%			54,488	5.5%
2002/2003	43,128	-0.7%	364	-2.7%	11,277	5.6%			54,769	0.5%
2003/2004	42,847	-0.7%	385	5.8%	10,924	-3.1%			54,156	-1.1%
2004/2005	42,039	-1.9%	315	-18.2%	7,294	-33.2%			49,648	-8.3%
2005/2006	41,820	-0.5%	508	61.3%	7,562	3.7%	3,916	NA	53,806	8.4%

**Note:** Prior to 1997/1998, PSAV was included in CWE  
CWE only includes data reported for state funding (Support)  
Totals are duplicated across instructional categories (student could be in more than one category)

**Source:** Banner STU4 & Student Data Base  
Valencia Enterprises provided its own data

**Comparative Credit Enrollment History**  
**Fall End of Term**  
**1979/1980 - 2005/2006**

Year	Full-Time		Part-Time		Total	
	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change
1979/1980	3,665		5,504		9,169	
1980/1981	3,969	8.3%	5,285	-4.0%	9,254	0.9%
1981/1982	4,041	1.8%	7,082	34.0%	11,123	20.2%
1982/1983	3,784	-6.4%	7,062	-0.3%	10,846	-2.5%
1983/1984	3,393	-10.3%	7,709	9.2%	11,102	2.4%
1984/1985	3,171	-6.5%	8,261	7.2%	10,998	-0.9%
1985/1986	3,293	3.8%	8,865	7.3%	12,158	10.5%
1986/1987	3,581	8.7%	8,978	1.3%	12,559	3.3%
1987/1988	4,053	13.2%	9,803	9.2%	13,856	10.3%
1988/1989	4,756	17.3%	10,096	3.0%	14,852	7.2%
1989/1990	5,459	14.8%	12,172	20.6%	17,631	18.7%
1990/1991	6,131	12.3%	13,463	10.6%	19,594	11.1%
1991/1992	7,067	15.3%	14,922	10.8%	21,989	12.2%
1992/1993	7,117	0.7%	16,032	7.4%	23,149	5.3%
1993/1994	7,118	0.0%	16,142	0.7%	23,260	0.5%
1994/1995	7,495	5.3%	16,069	-0.5%	23,564	1.3%
1995/1996	7,858	4.8%	16,263	1.2%	24,121	2.4%
1996/1997	8,438	107.4%	16,198	-0.4%	24,636	2.1%
1997/1998	8,452	0.2%	16,265	0.4%	24,717	0.3%
1998/1999	8,551	1.2%	16,662	2.4%	25,213	2.0%
1999/2000	9,158	7.1%	17,399	4.4%	26,557	5.3%
2000/2001	9,832	7.4%	17,832	2.5%	27,664	4.2%
2001/2002	10,568	7.5%	18,540	4.0%	29,108	5.2%
2002/2003	11,063	4.7%	18,384	-0.8%	29,447	1.2%
2003/2004	10,966	-0.9%	18,289	-0.5%	29,255	-0.7%
2004/2005	11,900	8.5%	17,653	-3.5%	29,553	1.0%
2005/2006	11,696	-1.7%	17,646	0.0%	29,342	-0.7%

**Note:** Enrollments include College Prep and exclude PSAV  
FTE is calculated using a divisor of 30

**Source:** Banner STU4

## Unduplicated Annual Enrollment

### Credit

#### End of Term

**2003/2004 - 2005/2006**

Term	2003/2004	2004/2005	2005/2006	Difference 2004/2005 - 2005/2006	
				Nbr.	Pct.
Summer Full Term	18,501	17,581	17,108	-473	-2.7%
Fall Term	29,255	29,553	29,342	-211	-0.7%
Spring Term	28,991	27,643	27,575	-68	-0.2%
<b>Annual Unduplicated Credit</b>	<b>42,847</b>	<b>42,039</b>	<b>41,820</b>	<b>-219</b>	<b>-0.5%</b>

**Note:** Credit excludes PSAV and CWE  
Term and Annual headcounts are unduplicated

**Source:** Student Data Base

## Unduplicated Annual Enrollment Postsecondary Adult Vocational (PSAV)

### End of Term

**2003/2004 - 2005/2006**

Term	2003/2004	2004/2005	2005/2006	Difference 2004/2005 - 2005/2006	
				Nbr.	Pct.
Summer Full Term	108	119	97	-22	-18.5%
Fall Term	135	63	181	118	187.3%
Spring Term	142	137	247	110	80.3%
<b>Annual PSAV</b>	<b>379</b>	<b>315</b>	<b>508</b>	<b>193</b>	<b>61.3%</b>

**Note:** Credit excludes PSAV and CWE  
Term and Annual headcounts are unduplicated

**Source:** Student Data Base

## Unduplicated Annual Enrollment Continuing Workforce Education (CWE)

### End of Term

**2003/2004 - 2005/2006**

Term	2003/2004	2004/2005	2005/2006	Difference 2004/2005 - 2005/2006	
				Nbr.	Pct.
Summer Full Term	5,209	2,984	3,666	682	22.9%
Fall Term	5,383	4,321	4,563	242	5.6%
Spring Term	5,855	4,755	4,593	-162	-3.4%
<b>Annual CWE</b>	<b>10,924</b>	<b>7,294</b>	<b>7,562</b>	<b>268</b>	<b>3.7%</b>

**Note:** Credit excludes PSAV and CWE  
Term and Annual headcounts are unduplicated

**Source:** Student Data Base

**Enrollment Status  
Part-Time and Full-Time  
Average Credit Hours Taken  
Fall End of Term**

Year	FT / PT Status		Average Credit Hours Taken		
	Part-Time	Full-Time	Part-Time	Full-Time	All Students
<b>2005/2006</b>	<b>60.1%</b>	<b>39.9%</b>	<b>12.9</b>	<b>6.3</b>	<b>8.9</b>
2004/2005	59.7%	40.3%	12.9	6.4	9.0
2003/2004	62.5%	37.5%	12.8	6.2	8.7
2002/2003	62.9%	37.1%	12.8	6.1	8.6
2001/2002	63.7%	36.3%	12.8	6.1	8.5
2000/2001	64.5%	35.5%	12.8	6.0	8.4
1999/2000	65.5%	34.5%	13.1	6.1	8.5
1998/1999	66.1%	33.9%	13.3	7.0	8.5
1997/1998	65.8%	34.2%	13.2	5.9	8.4
1996/1997	65.7%	34.3%	12.9	5.6	8.1
1995/1996	67.4%	32.6%	12.9	5.6	8.0
1994/1995	68.2%	31.8%	12.8	5.6	7.9
1993/1994	69.4%	30.6%	12.9	5.6	7.8
1992/1993	69.3%	30.7%	13.2	5.7	8.1
1991/1992	67.9%	32.1%	13.0	5.5	7.9
1990/1991	68.7%	31.3%	13.0	5.4	7.7
1989/1990	69.0%	31.0%	13.0	5.4	7.7
1988/1989	68.0%	32.0%	13.0	5.4	7.8
1987/1988	70.7%	29.3%	13.0	5.3	7.5
1986/1987	71.5%	28.5%	13.0	5.3	7.5
1985/1986	72.9%	27.1%	13.0	5.3	7.4
1984/1985	72.3%	27.7%	13.0	5.4	7.5
1983/1984	69.4%	30.6%	13.0	5.6	7.8
1982/1983	65.1%	34.9%	13.0	5.7	8.2
1981/1982	63.7%	36.3%	NA	NA	NA
1980/1981	59.5%	40.5%	NA	NA	NA

Source: Banner STU4

**Credit Enrollment by Program Area  
Fall End of Term  
2003/2004 - 2005/2006**

Program Area	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
AA Degree	15,330	52.40%	15,581	52.72%	15,334	52.26%	-247	-1.59%
AS / AAS Degree	7,128	24.37%	7,884	26.68%	8,357	28.48%	473	6.00%
Other (Miscellaneous)	6,797	23.23%	6,088	20.60%	5,651	19.26%	-437	-7.18%
<b>TOTAL</b>	<b>29,255</b>		<b>29,553</b>		<b>29,342</b>		<b>-211</b>	<b>-0.71%</b>

**Credit Enrollment by Miscellaneous Category  
Fall End of Term  
2003/2004 - 2005/2006**

Self-Reported Major	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
Personal Interest	3,191	46.95%	3,262	53.58%	3,191	56.47%	-71	-2.18%
Undecided	169	2.49%	162	2.66%	0	0.00%	-162	-100.00%
Upgrading Job Skills	259	3.81%	157	2.58%	183	3.24%	26	16.56%
Teacher Recertification	75	1.10%	72	1.18%	90	1.59%	18	25.00%
Transient	826	12.15%	776	12.75%	866	15.32%	90	11.60%
Dual Enrollment	1,815	26.70%	1,516	24.90%	1,270	22.47%	-246	-16.23%
Not Indicated	462	6.80%	143	2.35%	51	0.90%	-92	-64.34%
<b>TOTAL</b>	<b>6,797</b>		<b>6,088</b>		<b>5,651</b>		<b>-437</b>	<b>-7.18%</b>

Note: Credit enrollments exclude PSAV  
Source: Banner STU4

**Credit Headcount by Term  
Reporting Year  
2005/2006**

Campus	Summer Term	Fall Term	Spring Term	Annual Unduplicated
West Campus	7,729	11,617	11,053	
East Campus	7,119	12,619	11,621	
Osceola Campus	1,781	4,057	3,908	
Winter Park Campus	479	1,049	993	
<b>Collegewide (Unduplicated)</b>	<b>17,108</b>	<b>29,342</b>	<b>27,575</b>	<b>41,820</b>

**Note:** Campus totals are unduplicated by term  
 Collegewide total is unduplicated by term; annualized total is unduplicated over three terms

**Source:** Banner STU4

**Credit Student Distribution by County  
Fall 2005 End of Term  
2005/2006**

Total Credit Students: 29,342

County (In-District)	Number of Students	Percent of Total
Orange County	16,925	57.7%
Osceola County	3,835	13.1%
<b>Total In-District</b>	<b>20,760</b>	<b>70.8%</b>
County (Surrounding Valencia's District)	Number of Students	Percent of Total
Brevard County	164	0.6%
Lake County	530	1.8%
Polk County	320	1.1%
Seminole County	2,151	7.3%
Volusia County	140	0.5%
<b>Total Surrounding Counties</b>	<b>3,305</b>	<b>11.3%</b>
Other In-State	Number of Students	Percent of Total
<b>Total Other In-State</b>	<b>4,858</b>	<b>16.6%</b>
Total In-State Residents	Number of Students	Percent of Total
<b>Total Florida Residents</b>	<b>28,923</b>	<b>98.6%</b>
Out of State / Missing Zip Codes	Number of Students	Percent of Total
<b>Out of State / Missing Zip Codes</b>	<b>419</b>	<b>1.4%</b>
Total All Students Fall 2005	Number of Students	Percent of Total
<b>Total All Students</b>	<b>29,342</b>	<b>100.0%</b>

Source: Student Characteristics Fall 2005

**Orange and Osceola County  
Market Share of Previous Year Public High School Graduates  
Fall 2005 Beginning of Term**

	H.S. Graduates			Enrolled at Valencia			Percent at Valencia			Difference 2004/2005 - 2005/2006	
	2003	2004	2005	2003	2004	2005	2003	2004	2005	Nbr.	Pct.
<b>ORANGE COUNTY</b>	<b>7,277</b>	<b>7,649</b>	<b>8,054</b>	<b>1,945</b>	<b>2,077</b>	<b>2,166</b>	<b>26.7%</b>	<b>27.2%</b>	<b>26.9%</b>	<b>89</b>	<b>-0.3%</b>
Apopka	556	569	621	105	114	158	18.9%	20.0%	25.4%	44	5.4%
Boone	549	518	554	148	139	165	27.0%	26.8%	29.8%	26	2.9%
Colonial	557	555	586	162	190	152	29.1%	34.2%	25.9%	-38	-8.3%
Cypress Creek	667	582	524	177	178	146	26.5%	30.6%	27.9%	-32	-2.7%
Dr. Phillips	713	738	683	220	222	177	30.9%	30.1%	25.9%	-45	-4.2%
Edgewater	554	602	577	113	103	131	20.4%	17.1%	22.7%	28	5.6%
Evans	380	340	330	72	72	82	18.9%	21.2%	24.8%	10	3.7%
Freedom	0	271	462	0	73	128	NA	26.9%	27.7%	55	0.8%
Hungerford	126	70	76	37	32	20	29.4%	45.7%	26.3%	-12	-19.4%
Jones	143	103	123	23	12	26	16.1%	11.7%	21.1%	14	9.5%
Oakridge	277	272	284	79	86	76	28.5%	31.6%	26.8%	-10	-4.9%
Olympia	477	548	666	145	154	186	30.4%	28.1%	27.9%	32	-0.2%
Timber Creek	405	530	598	133	159	197	32.8%	30.0%	32.9%	38	2.9%
University	600	668	593	204	234	180	34.0%	35.0%	30.4%	-54	-4.7%
West Orange	575	583	617	149	165	174	25.9%	28.3%	28.2%	9	-0.1%
Winter Park	698	700	760	178	144	168	25.5%	20.6%	22.1%	24	1.5%
<b>OSCEOLA COUNTY</b>	<b>1,825</b>	<b>1,912</b>	<b>2,072</b>	<b>525</b>	<b>583</b>	<b>616</b>	<b>28.8%</b>	<b>30.5%</b>	<b>29.7%</b>	<b>33</b>	<b>-0.8%</b>
Celebration	61	155	197	17	33	50	27.9%	21.3%	25.4%	17	4.1%
Gateway	449	428	428	122	118	127	27.2%	27.6%	29.7%	9	2.1%
Harmony	0	0	117	0	0	24	NA	NA	20.5%	24	NA
Osceola	427	460	482	135	150	145	31.6%	32.6%	30.1%	-5	-2.5%
PATH	93	89	106	26	26	41	28.0%	29.2%	38.7%	15	9.5%
Poinciana	408	368	405	111	116	137	27.2%	31.5%	33.8%	21	2.3%
St. Cloud	387	412	337	114	140	92	29.5%	34.0%	27.3%	-48	-6.7%
<b>SERVICE AREA</b>	<b>9,102</b>	<b>9,561</b>	<b>10,126</b>	<b>2,470</b>	<b>2,660</b>	<b>2,782</b>	<b>27.1%</b>	<b>27.8%</b>	<b>27.5%</b>	<b>122</b>	<b>-0.3%</b>

**Note:** Includes enrollments in Summer End of Term and Fall Beginning of Term of previous year grads; Standard Diplomas only

**Source:** DOE School Diploma & Certificate Reports as of 10/23/03 (03 Grads), 10/2004 (2004 Grads), 11/2005 (2005 Grads); Banner STU4

**Orange and Osceola County  
Dual Enrolled Students 2005/2006  
Unduplicated Headcount by Public High School**

High School	Fall Term		Spring Term	
	Enrolled	Percent	Enrolled	Percent
<b>ORANGE COUNTY</b>	<b>551</b>	<b>51.8%</b>	<b>484</b>	<b>44.3%</b>
Apopka	54	5.1%	45	4.1%
Boone	81	7.6%	64	5.9%
Colonial	57	5.4%	60	5.5%
Cypress Creek	3	0.3%	10	0.9%
Dr. Phillips	96	9.0%	67	6.1%
Edgewater	19	1.8%	15	1.4%
Evans	4	0.4%	4	0.4%
Freedom	14	1.3%	10	0.9%
Hungerford	24	2.3%	19	1.7%
Jones	0	0.0%	8	0.7%
Oakridge	4	0.4%	5	0.5%
Olympia	26	2.4%	17	1.6%
Timber Creek	20	1.9%	21	1.9%
University	17	1.6%	17	1.6%
West Orange	30	2.8%	22	2.0%
Winter Park	22	2.1%	15	1.4%
*Other Orange County Schools	80	7.5%	85	7.8%
<b>OSCEOLA COUNTY</b>	<b>512</b>	<b>48.2%</b>	<b>609</b>	<b>55.7%</b>
Celebration	19	1.8%	20	1.8%
Gateway	45	4.2%	65	5.9%
Harmony	83	7.8%	80	7.3%
Osceola	139	13.1%	194	17.7%
PATHS @ TECO	45	4.2%	59	5.4%
Poinciana	65	6.1%	68	6.2%
St. Cloud	93	8.7%	97	8.9%
*Other Osceola County Schools	23	2.2%	26	2.4%
<b>SERVICE AREA</b>	<b>1,063</b>	<b>100.0%</b>	<b>1,093</b>	<b>100.0%</b>

**Note:** Other schools include private, charter, and non-traditional high schools  
**Source:** Banner STU4

**International Student Enrollment**  
**Fall End of Term**  
**2003/2004 - 2005/2006**

Note: 1. Includes all students with a Citizenship Code of NonResident Alien AND a Visa type other than US  
2. 89 Countries Represented in Fall Term 2005  
3. Based on Campus of Record

Source: Banner STU4

Country	East			West			Total		
	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006
Albania	4	2	2	0	0	0	4	2	2
Algeria	0	0	0	1	1	0	1	1	0
Angola	0	0	0	1	1	1	1	1	1
Anguilla	0	0	0	2	2	1	2	2	1
Antigua and Barbuda	0	0	0	1	0	2	1	0	2
Argentina	3	1	1	6	3	2	9	4	3
Aruba	6	2	4	0	0	0	6	2	4
Australia	0	0	1	0	1	1	0	1	2
Azerbaijan	0	0	0	0	1	0	0	1	0
Bahamas	13	9	6	5	9	9	18	18	15
Bangladesh	1	0	1	0	1	1	1	1	2
Barbados	0	0	0	1	1	0	1	1	0
Belarus (Byelowssian SSR)	1	1	1	0	0	0	1	1	1
Belgium	0	0	0	1	1	1	1	1	1
Bermuda	0	1	0	0	2	3	0	3	3
Bolivia	0	0	0	2	1	1	2	1	1
Brazil	9	12	8	36	34	31	45	46	39
British Virgin Islands	0	0	0	0	0	1	0	0	1
Bulgaria	0	0	0	2	1	0	2	1	0
Cambodia(Kampuchea,Democratic)	0	0	0	1	0	0	1	0	0
Cameroon	0	0	0	0	0	1	0	0	1
Canada	10	10	6	14	12	10	24	22	16
Cape Verde	0	0	0	1	1	1	1	1	1
Cayman Islands	1	3	2	0	0	0	1	3	2
Chad	1	3	1	3	1	1	4	4	2
Chile	0	1	2	1	2	0	1	3	2
China	4	3	2	15	11	8	19	14	10
Colombia	18	13	15	26	20	13	44	33	28
Congo	0	0	0	0	1	0	0	1	0
Costa Rica	1	0	0	0	0	0	1	0	0
Cyprus	0	1	1	0	0	0	0	1	1
Czech Republic	0	0	1	0	1	0	0	1	1
Dominica	1	1	0	1	0	0	2	1	0
Dominican Republic	0	0	1	2	1	0	2	1	1
Ecuador	2	1	3	5	8	3	7	9	6
Egypt	1	0	1	0	0	0	1	0	1
El Salvador	2	1	2	0	1	0	2	2	2
Fiji	1	0	0	1	0	0	2	0	0
Finland	0	0	1	1	1	0	1	1	1
France	4	1	0	0	1	2	4	2	2
Georgia	1	1	0	1	1	0	2	2	0
Germany, Federal Republic	2	5	3	3	4	3	5	9	6
Gibraltar	0	0	0	0	1	1	0	1	1
Grenada	0	0	0	0	0	1	0	0	1
Guatemala	1	1	1	1	1	0	2	2	1
Guyana	0	0	0	3	2	0	3	2	0
Haiti	2	1	2	10	7	12	12	8	14
Honduras	1	1	3	1	1	0	2	2	3
Hong Kong	0	0	0	2	3	1	2	3	1
Hungary	0	0	2	0	0	0	0	0	2
Iceland	0	1	0	0	0	0	0	1	0
India	8	8	3	11	9	7	19	17	10
Indonesia	1	0	0	1	2	0	2	2	0
Iran, Islamic Republic	1	2	2	0	0	1	1	2	3
Iraq	1	0	0	1	1	1	2	1	1
Israel	0	0	0	1	1	0	1	1	0
Italy	1	0	0	1	1	2	2	1	2
Ivory Coast (Cote Divoire)	1	0	0	2	1	0	3	1	0
Jamaica	1	3	1	4	4	5	5	7	6
Japan	12	6	5	4	7	10	16	13	15
Jordan	1	1	0	1	0	0	2	1	0
Kazakhstan	0	0	1	0	0	0	0	0	1

**International Student Enrollment**  
**Fall End of Term**  
**2003/2004 - 2005/2006**

Note: 1. Includes all students with a Citizenship Code of NonResident Alien AND a Visa type other than US  
2. 89 Countries Represented in Fall Term 2005  
3. Based on Campus of Record

Source: Banner STU4

Country	East			West			Total		
	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006
Kenya	2	2	2	3	5	2	5	7	4
Korea, Democratic Peoples Rep	1	0	0	0	0	0	1	0	0
Korea, Republic of	12	8	3	6	5	7	18	13	10
Kuwait	2	1	2	1	2	1	3	3	3
Latvia	0	0	0	1	1	0	1	1	0
Lebanon	1	0	0	2	0	0	3	0	0
Lithuania	0	0	0	1	1	0	1	1	0
Macau	5	1	2	5	3	3	10	4	5
Malawi	1	0	0	0	0	0	1	0	0
Malaysia	1	1	2	1	1	2	2	2	4
Mauritius	1	0	0	0	0	0	1	0	0
Mexico	2	1	0	2	3	5	4	4	5
Mongolia	0	0	0	1	1	2	1	1	2
Morocco	3	4	0	20	15	8	23	19	8
Nepal	0	0	2	0	0	0	0	0	2
Netherlands	10	7	2	7	4	5	17	11	7
Netherlands Antilles	0	0	1	0	1	1	0	1	2
Nicaragua	3	1	0	2	0	0	5	1	0
Nigeria	0	0	0	0	0	1	0	0	1
Oman	1	1	2	0	0	0	1	1	2
Pakistan	3	3	2	10	10	6	13	13	8
Panama	1	0	1	0	0	0	1	0	1
Peru	9	6	3	4	6	3	13	12	6
Philippines	4	4	4	3	2	1	7	6	5
Pitcairn Islands	1	0	1	0	0	0	1	0	1
Poland	0	0	0	1	1	1	1	1	1
Portugal	0	1	0	0	0	0	0	1	0
Romania	0	0	1	1	1	1	1	1	2
Russian Federation	3	0	1	1	2	1	4	2	2
Saint Kitts-Nevis	0	0	0	0	0	1	0	0	1
Saint Vincent & the Grenadines	0	0	0	1	0	0	1	0	0
Saudi Arabia	5	4	3	1	0	1	6	4	4
Senegal	0	1	0	0	0	0	0	1	0
Somalia	1	0	1	0	1	0	1	1	1
South Africa	2	2	0	4	2	1	6	4	1
Spain	4	2	0	1	2	2	5	4	2
Sri Lanka	2	1	1	0	1	0	2	2	1
Suriname	0	0	0	0	1	1	0	1	1
Sweden	2	2	2	2	1	0	4	3	2
Switzerland	3	0	0	1	1	0	4	1	0
Syrian Arab Republic	2	1	1	0	0	2	2	1	3
Taiwan, Province of China	2	1	2	0	3	1	2	4	3
Tanzania, United Republic	0	2	0	0	1	1	0	3	1
Thailand	2	1	0	2	0	1	4	1	1
Togo	0	0	0	0	0	1	0	0	1
Trinidad and Tobago	2	4	4	4	3	2	6	7	6
Tunisia	0	0	0	1	0	0	1	0	0
Turkey	6	4	2	5	2	1	11	6	3
Turks and Caicos Islands	2	1	0	0	0	1	2	1	1
Ukraine or Ukraina	1	0	0	0	0	0	1	0	0
United Kingdom-Great Britain	9	8	2	18	19	13	27	27	15
Unknown (SEVIS use only)	1	1	0	7	6	2	8	7	2
Uruguay	1	0	0	0	1	1	1	1	1
Venezuela	36	30	24	34	37	19	70	67	43
Vietnam	7	8	7	3	3	4	10	11	11
Yugoslavia	2	3	0	1	0	0	3	3	0
Zambia	0	1	1	0	1	1	0	2	2
Missing Values	0	0	79	0	0	68	0	0	147
<b>Total All Countries</b>	<b>275</b>	<b>214</b>	<b>245</b>	<b>333</b>	<b>315</b>	<b>311</b>	<b>608</b>	<b>529</b>	<b>556</b>

**Collegewide  
FTE by Instructional Category & Term  
2005/2006**

Collegewide	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2004/05-2005/06	
	Term A	Term B	Full Term						Nbr.	Pct.
<b>Advanced &amp; Professional (Credit)</b>	401.3	427.9	1,424.9	<b>2,254.1</b>	5,740.1	5,461.1	<b>13,455.3</b>	64.1%	235.5	1.8%
<b>Post Sec Voc (PSV)</b>	82.1	70.5	851.3	<b>1,003.9</b>	2,011.3	1,956.0	<b>4,971.2</b>	23.7%	2.9	0.1%
<b>College Prep (Credit)</b>	19.3	49.4	198.9	<b>267.6</b>	995.5	739.3	<b>2,002.4</b>	9.5%	-70.7	-3.4%
<b>Total Credit</b>	<b>502.7</b>	<b>547.8</b>	<b>2,475.1</b>	<b>3,525.6</b>	<b>8,746.9</b>	<b>8,156.4</b>	<b>20,428.9</b>	<b>97.4%</b>	<b>167.8</b>	<b>0.8%</b>
<b>Post Sec Adult Voc (PSAV)</b>	0.0	0.0	60.4	<b>60.4</b>	101.3	149.0	<b>310.7</b>	1.5%	102.8	49.5%
<b>Cont WF Educ (CWE)</b>	0.0	0.0	123.2	<b>123.2</b>	166.5	195.4	<b>485.1</b>	2.3%	-24.0	-4.7%
<b>Lifelong Learning</b>	0.0	0.0	0.7	<b>0.7</b>	0.8	0.7	<b>2.2</b>	0.0%	0.2	12.2%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>184.3</b>	<b>184.3</b>	<b>268.6</b>	<b>345.1</b>	<b>798.0</b>	<b>3.8%</b>	<b>79.1</b>	<b>11.0%</b>
<b>CAMPUS TOTAL</b>	<b>502.7</b>	<b>547.8</b>	<b>2,659.4</b>	<b>3,709.9</b>	<b>9,015.5</b>	<b>8,501.5</b>	<b>21,226.9</b>		<b>246.8</b>	<b>1.2%</b>
<b>PERCENT OF TOTAL</b>	<b>2.4%</b>	<b>2.6%</b>	<b>12.7%</b>	<b>17.5%</b>	<b>42.5%</b>	<b>40.1%</b>	<b>100.1%</b>			

**2004/2005**

Collegewide	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
<b>Advanced &amp; Professional (Credit)</b>	397.5	389.3	1,379.2	<b>2,166.0</b>	5,764.4	5,289.4	<b>13,219.8</b>	63.0%	-26.0	-0.2%
<b>Post Sec Voc (PSV)</b>	65.9	37.2	875.5	<b>978.5</b>	1,974.9	2,014.8	<b>4,968.3</b>	23.7%	77.1	1.6%
<b>College Prep (Credit)</b>	22.4	55.2	243.2	<b>320.8</b>	1,001.9	750.4	<b>2,073.1</b>	9.9%	-323.2	-13.5%
<b>Total Credit</b>	<b>485.7</b>	<b>481.7</b>	<b>2,497.9</b>	<b>3,465.3</b>	<b>8,741.2</b>	<b>8,054.6</b>	<b>20,261.1</b>	<b>96.6%</b>	<b>-272.1</b>	<b>-1.3%</b>
<b>Post Sec Adult Voc (PSAV)</b>	0.0	0.0	63.7	<b>63.7</b>	46.9	97.3	<b>207.9</b>	1.0%	-29.3	-12.4%
<b>Cont WF Educ (CWE)</b>	0.0	0.0	85.6	<b>85.6</b>	236.5	187.0	<b>509.1</b>	2.4%	102.7	25.3%
<b>Lifelong Learning</b>	0.0	0.0	0.1	<b>0.1</b>	0.9	1.0	<b>2.0</b>	0.0%	1.8	880.0%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>149.4</b>	<b>149.4</b>	<b>284.3</b>	<b>285.3</b>	<b>718.9</b>	<b>3.4%</b>	<b>75.1</b>	<b>11.7%</b>
<b>CAMPUS TOTAL</b>	<b>485.7</b>	<b>481.7</b>	<b>2,647.3</b>	<b>3,614.7</b>	<b>9,025.5</b>	<b>8,339.9</b>	<b>20,980.1</b>		<b>-196.9</b>	<b>-0.9%</b>
<b>PERCENT OF TOTAL</b>	<b>2.3%</b>	<b>2.3%</b>	<b>12.6%</b>	<b>17.2%</b>	<b>43.0%</b>	<b>39.8%</b>	<b>100.0%</b>			

**2003/2004**

Collegewide	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2002/03-2003/04	
	Term A	Term B	Full Term						Nbr.	Pct.
<b>Advanced &amp; Professional (Credit)</b>	479.6	474.0	1,481.3	<b>2,434.9</b>	5,399.2	5,411.6	<b>13,245.7</b>	62.5%	-336.3	-2.5%
<b>Post Sec Voc (PSV)</b>	120.7	88.8	823.1	<b>1,032.5</b>	1,865.2	1,993.5	<b>4,891.2</b>	23.1%	136.7	2.9%
<b>College Prep (Credit)</b>	36.4	64.8	320.8	<b>422.0</b>	1,072.8	901.5	<b>2,396.3</b>	11.3%	111.7	4.9%
<b>Total Credit</b>	<b>636.7</b>	<b>627.6</b>	<b>2,625.2</b>	<b>3,889.5</b>	<b>8,337.2</b>	<b>8,306.5</b>	<b>20,533.2</b>	<b>97.0%</b>	<b>-87.9</b>	<b>-0.4%</b>
<b>Post Sec Adult Voc (PSAV)</b>	0.0	0.0	61.2	<b>61.2</b>	83.4	92.6	<b>237.2</b>	1.1%	12.7	5.7%
<b>Cont WF Educ (CWE)</b>	0.0	0.0	97.2	<b>97.2</b>	127.0	182.2	<b>406.4</b>	1.9%	76.3	23.1%
<b>Lifelong Learning</b>	0.0	0.0	0.0	<b>0.0</b>	0.1	0.1	<b>0.2</b>	0.0%	-1.3	-86.7%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>158.4</b>	<b>158.4</b>	<b>210.5</b>	<b>274.9</b>	<b>643.8</b>	<b>3.0%</b>	<b>87.7</b>	<b>15.8%</b>
<b>CAMPUS TOTAL</b>	<b>636.7</b>	<b>627.6</b>	<b>2,783.6</b>	<b>4,047.9</b>	<b>8,547.7</b>	<b>8,581.4</b>	<b>21,177.0</b>		<b>-0.2</b>	<b>0.0%</b>
<b>PERCENT OF TOTAL</b>	<b>3.0%</b>	<b>3.0%</b>	<b>13.1%</b>	<b>19.1%</b>	<b>40.4%</b>	<b>40.5%</b>	<b>100.0%</b>			

Note: The FTE divisor for all disciplines is 30

Source: Enrollment Bulletin (End of Term), starting in 2004/2005 CWE uses SDB FTE-3 data

**West Campus**  
**FTE by Instructional Category & Term**  
**2005/2006**

West	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2004/05-2005/06	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	162.9	166.6	502.1	831.6	1,856.2	1,744.3	4,432.1	21.1%	-125.9	-2.8%
Post Sec Voc (PSV)	47.9	38.3	524.8	611.0	1,097.4	1,094.0	2,802.4	13.4%	43.8	1.6%
College Prep (Credit)	9.4	25.4	84.7	119.5	375.9	278.1	773.5	3.7%	-53.9	-6.5%
<b>Total Credit</b>	<b>220.2</b>	<b>230.3</b>	<b>1,111.6</b>	<b>1,562.1</b>	<b>3,329.5</b>	<b>3,116.4</b>	<b>8,008.0</b>	<b>38.2%</b>	<b>-136.0</b>	<b>-1.7%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0%	-0.1	-58.3%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0%</b>	<b>-0.1</b>	<b>-58.3%</b>
<b>CAMPUS TOTAL</b>	<b>220.2</b>	<b>230.3</b>	<b>1,111.6</b>	<b>1,562.1</b>	<b>3,329.6</b>	<b>3,116.4</b>	<b>8,008.1</b>	<b>38.2%</b>	<b>-136.1</b>	<b>-1.7%</b>
<b>PERCENT OF TOTAL</b>	<b>2.7%</b>	<b>2.9%</b>	<b>13.9%</b>	<b>19.5%</b>	<b>41.6%</b>	<b>38.9%</b>	<b>100.0%</b>			

**2004/2005**

West	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	181.6	178.8	477.3	837.7	1,956.3	1,764.0	4,558.0	21.7%	-118.7	-2.5%
Post Sec Voc (PSV)	36.3	20.0	527.2	583.5	1,056.4	1,118.7	2,758.6	13.1%	27.9	1.0%
College Prep (Credit)	12.1	30.4	102.1	144.7	389.7	293.0	827.4	3.9%	-131.2	-13.7%
<b>Total Credit</b>	<b>230.0</b>	<b>229.2</b>	<b>1,106.7</b>	<b>1,565.9</b>	<b>3,402.4</b>	<b>3,175.7</b>	<b>8,144.0</b>	<b>38.8%</b>	<b>-222.0</b>	<b>-2.7%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.1	0.1	0.1	0.0	0.2	0.0%	0.0	20.0%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>0.2</b>	<b>0.0%</b>	<b>0.0</b>	<b>20.0%</b>
<b>CAMPUS TOTAL</b>	<b>230.0</b>	<b>229.2</b>	<b>1,106.8</b>	<b>1,566.0</b>	<b>3,402.5</b>	<b>3,175.8</b>	<b>8,144.2</b>	<b>38.8%</b>	<b>-222.0</b>	
<b>PERCENT OF TOTAL</b>	<b>2.8%</b>	<b>2.8%</b>	<b>13.6%</b>	<b>19.2%</b>	<b>41.8%</b>	<b>39.0%</b>	<b>100.0%</b>			

**2003/2004**

West	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2002/03-2003/04	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	199.6	217.6	541.6	958.8	1,849.9	1,868.0	4,676.7	22.1%	42.0	0.9%
Post Sec Voc (PSV)	71.6	57.7	473.1	602.4	1,020.1	1,108.1	2,730.7	12.9%	156.8	6.1%
College Prep (Credit)	17.5	30.1	135.1	182.7	413.1	362.9	958.7	4.5%	53.9	6.0%
<b>Total Credit</b>	<b>288.7</b>	<b>305.5</b>	<b>1,149.7</b>	<b>1,743.9</b>	<b>3,283.1</b>	<b>3,339.1</b>	<b>8,366.0</b>	<b>39.5%</b>	<b>252.7</b>	<b>3.1%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.1	0.1	0.2	0.0%	-0.2	-50.0%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.1</b>	<b>0.2</b>	<b>0.0%</b>	<b>-0.2</b>	<b>-50.0%</b>
<b>CAMPUS TOTAL</b>	<b>288.7</b>	<b>305.5</b>	<b>1,149.7</b>	<b>1,743.9</b>	<b>3,283.2</b>	<b>3,339.2</b>	<b>8,366.2</b>	<b>39.5%</b>	<b>252.5</b>	
<b>PERCENT OF TOTAL</b>	<b>3.5%</b>	<b>3.7%</b>	<b>13.7%</b>	<b>20.8%</b>	<b>39.2%</b>	<b>39.9%</b>	<b>100.0%</b>			

Note: The FTE divisor for all disciplines is 30

Source: Enrollment Bulletin (End of Term), starting in 2004/2005 CWE uses SDB FTE-3 data

**East Campus**  
**FTE by Instructional Category & Term**  
**2005/2006**

East	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2004/05-2005/06	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	189.5	203.6	628.2	<b>1,021.3</b>	2,633.0	2,521.0	<b>6,175.3</b>	29.4%	152.4	2.5%
Post Sec Voc (PSV)	29.6	32.2	271.3	<b>333.1</b>	742.0	689.7	<b>1,764.8</b>	8.4%	-39.6	-2.2%
College Prep (Credit)	7.9	16.0	69.3	<b>93.2</b>	392.2	290.7	<b>776.1</b>	3.7%	-22.9	-2.9%
	<b>227.0</b>	<b>251.8</b>	<b>968.8</b>	<b>1,447.6</b>	<b>3,767.2</b>	<b>3,501.4</b>	<b>8,716.2</b>	<b>41.5%</b>	<b>90.0</b>	<b>1.0%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	60.4	<b>60.4</b>	101.3	149.0	<b>310.7</b>	1.5%	102.8	49.5%
Cont WF Educ (CWE)	0.0	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.7	<b>0.7</b>	0.7	0.7	<b>2.1</b>	0.0%	0.4	22.1%
	<b>0.0</b>	<b>0.0</b>	<b>61.1</b>	<b>61.1</b>	<b>102.0</b>	<b>149.7</b>	<b>312.8</b>	<b>1.5%</b>	<b>103.2</b>	<b>49.2%</b>
<b>CAMPUS TOTAL</b>	<b>227.0</b>	<b>251.8</b>	<b>1,029.9</b>	<b>1,508.7</b>	<b>3,869.2</b>	<b>3,651.1</b>	<b>9,029.0</b>	<b>43.0%</b>	<b>193.2</b>	<b>2.2%</b>
<b>PERCENT OF TOTAL</b>	<b>2.5%</b>	<b>2.8%</b>	<b>11.4%</b>	<b>781.0%</b>	<b>42.9%</b>	<b>40.4%</b>				

**2004/2005**

East	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	175.2	169.2	632.7	<b>977.1</b>	2,618.1	2,427.7	<b>6,022.9</b>	28.7%	-20.9	-0.3%
Post Sec Voc (PSV)	28.1	14.9	294.1	<b>337.2</b>	745.6	721.6	<b>1,804.4</b>	8.6%	58.1	3.3%
College Prep (Credit)	10.3	15.9	80.0	<b>106.1</b>	400.4	292.5	<b>799.0</b>	3.8%	-119.5	-13.0%
	<b>213.6</b>	<b>200.0</b>	<b>1,006.8</b>	<b>1,420.4</b>	<b>3,764.1</b>	<b>3,441.7</b>	<b>8,626.2</b>	<b>41.1%</b>	<b>-82.3</b>	<b>-0.9%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	63.7	<b>63.7</b>	46.9	97.3	<b>207.9</b>	1.0%	-29.3	-12.4%
Cont WF Educ (CWE)	0.0	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	<b>0.0</b>	0.8	0.9	<b>1.7</b>	0.0%	1.7	N/A
	<b>0.0</b>	<b>0.0</b>	<b>63.7</b>	<b>63.7</b>	<b>47.7</b>	<b>98.2</b>	<b>209.6</b>	<b>1.0%</b>	<b>-27.6</b>	<b>-11.6%</b>
<b>CAMPUS TOTAL</b>	<b>213.6</b>	<b>200.0</b>	<b>1,070.5</b>	<b>1,484.1</b>	<b>3,811.8</b>	<b>3,539.9</b>	<b>8,835.9</b>	<b>42.1%</b>	<b>-109.9</b>	<b>-1.2%</b>
<b>PERCENT OF TOTAL</b>	<b>2.4%</b>	<b>2.3%</b>	<b>12.1%</b>	<b>16.8%</b>	<b>43.1%</b>	<b>40.1%</b>				

**2003/2004**

East	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2002/03-2003/04	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	234.1	208.3	659.3	<b>1,101.7</b>	2,476.1	2,465.9	<b>6,043.7</b>	28.5%	-194.3	-3.1%
Post Sec Voc (PSV)	47.2	30.5	279.3	<b>357.1</b>	676.5	712.7	<b>1,746.3</b>	8.2%	33.2	1.9%
College Prep (Credit)	16.9	21.6	114.3	<b>152.8</b>	422.5	343.2	<b>918.5</b>	4.3%	36.4	4.1%
	<b>298.3</b>	<b>260.4</b>	<b>1,052.9</b>	<b>1,611.6</b>	<b>3,575.2</b>	<b>3,521.7</b>	<b>8,708.5</b>	<b>41.1%</b>	<b>-124.7</b>	<b>-1.4%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	61.2	<b>61.2</b>	83.4	92.6	<b>237.2</b>	1.1%	12.7	5.7%
Cont WF Educ (CWE)	0.0	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>0.0</b>	0.0%	-0.9	-100.0%
	<b>0.0</b>	<b>0.0</b>	<b>61.2</b>	<b>61.2</b>	<b>83.4</b>	<b>92.6</b>	<b>237.2</b>	<b>1.1%</b>	<b>11.8</b>	<b>5.2%</b>
<b>CAMPUS TOTAL</b>	<b>298.3</b>	<b>260.4</b>	<b>1,114.1</b>	<b>1,672.8</b>	<b>3,658.6</b>	<b>3,614.3</b>	<b>8,945.7</b>	<b>42.2%</b>	<b>-112.9</b>	<b>-1.2%</b>
<b>PERCENT OF TOTAL</b>	<b>3.3%</b>	<b>2.9%</b>	<b>12.5%</b>	<b>18.7%</b>	<b>40.9%</b>	<b>40.4%</b>				

Note: The FTE divisor for all disciplines is 30

Source: Enrollment Bulletin (End of Term), starting in 2004/2005 CWE uses SDB FTE-3 data

**Osceola Campus**  
**FTE by Instructional Category & Term**  
**2005/2006**

Osceola	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2004/05-2005/06	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	22.8	47.2	230.0	300.0	965.4	921.2	2,186.6	10.4%	108.3	5.2%
Post Sec Voc (PSV)	4.6	0.0	51.2	55.8	153.9	155.5	365.2	1.7%	-4.8	-1.3%
College Prep (Credit)	2.0	8.0	34.3	44.3	178.5	136.9	359.7	1.7%	7.4	2.1%
<b>Total Credit</b>	<b>29.4</b>	<b>55.2</b>	<b>315.5</b>	<b>400.1</b>	<b>1,297.8</b>	<b>1,213.6</b>	<b>2,911.5</b>	<b>13.9%</b>	<b>110.9</b>	<b>4.0%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>N/A</b>
<b>CAMPUS TOTAL</b>	<b>29.4</b>	<b>55.2</b>	<b>315.5</b>	<b>400.1</b>	<b>1,297.8</b>	<b>1,213.6</b>	<b>2,911.5</b>	<b>13.9%</b>	<b>110.9</b>	<b>4.0%</b>
<b>PERCENT OF TOTAL</b>	<b>1.0%</b>	<b>1.9%</b>	<b>10.8%</b>	<b>13.7%</b>	<b>44.6%</b>	<b>41.7%</b>				

**2004/2005**

Osceola	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	16.3	30.3	222.9	269.5	941.7	867.1	2,078.3	9.9%	103.5	5.2%
Post Sec Voc (PSV)	1.5	0.0	53.1	54.5	155.5	160.0	370.0	1.8%	-19.6	-5.0%
College Prep (Credit)	0.0	8.9	48.7	57.6	162.4	132.3	352.3	1.7%	-51.7	-12.8%
<b>Total Credit</b>	<b>17.7</b>	<b>39.2</b>	<b>324.7</b>	<b>381.6</b>	<b>1,259.6</b>	<b>1,159.4</b>	<b>2,800.6</b>	<b>13.3%</b>	<b>32.2</b>	<b>1.2%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>N/A</b>
<b>CAMPUS TOTAL</b>	<b>17.7</b>	<b>39.2</b>	<b>324.7</b>	<b>381.6</b>	<b>1,259.6</b>	<b>1,159.4</b>	<b>2,800.6</b>	<b>13.3%</b>	<b>32.2</b>	<b>1.2%</b>
<b>PERCENT OF TOTAL</b>	<b>0.6%</b>	<b>1.4%</b>	<b>11.6%</b>	<b>13.6%</b>	<b>45.0%</b>	<b>41.4%</b>				

**2003/2004**

Osceola	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2002/03-2003/04	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	15.3	36.5	231.1	282.9	849.7	842.1	1,974.8	9.3%	160.9	8.9%
Post Sec Voc (PSV)	1.9	0.5	69.6	72.0	155.7	161.9	389.6	1.8%	48.7	14.3%
College Prep (Credit)	1.1	13.1	52.9	67.1	182.0	154.9	404.0	1.9%	15.7	4.1%
<b>Total Credit</b>	<b>18.3</b>	<b>50.1</b>	<b>353.6</b>	<b>422.0</b>	<b>1,187.5</b>	<b>1,158.9</b>	<b>2,768.4</b>	<b>13.1%</b>	<b>225.3</b>	<b>8.9%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>N/A</b>
<b>CAMPUS TOTAL</b>	<b>18.3</b>	<b>50.1</b>	<b>353.6</b>	<b>422.0</b>	<b>1,187.5</b>	<b>1,158.9</b>	<b>2,768.4</b>	<b>13.1%</b>	<b>0.0</b>	<b>0.0%</b>
<b>PERCENT OF TOTAL</b>	<b>0.7%</b>	<b>1.8%</b>	<b>12.8%</b>	<b>15.2%</b>	<b>42.9%</b>	<b>41.9%</b>				

Note: The FTE divisor for all disciplines is 30

Source: Enrollment Bulletin (End of Term), starting in 2004/2005 CWE uses SDB FTE-3 data

**Winter Park Campus  
FTE by Instructional Category & Term  
2005/2006**

Winter Park	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2004/05-2005/06	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	26.1	10.5	64.6	101.2	285.5	274.6	661.3	3.2%	100.7	18.0%
Post Sec Voc (PSV)	0.0	0.0	4.0	4.0	18.0	16.8	38.8	0.2%	3.5	9.8%
College Prep (Credit)	0.0	0.0	10.6	10.6	48.9	33.6	93.1	0.4%	-1.2	-1.3%
<b>Total Credit</b>	<b>26.1</b>	<b>10.5</b>	<b>79.2</b>	<b>115.8</b>	<b>352.4</b>	<b>325.0</b>	<b>793.2</b>	<b>3.8%</b>	<b>102.9</b>	<b>14.9%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	123.2	123.2	107.7	106.4	337.3	1.6%	-68.8	-16.9%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>123.2</b>	<b>123.2</b>	<b>107.7</b>	<b>106.4</b>	<b>337.3</b>	<b>1.6%</b>	<b>-68.8</b>	<b>-16.9%</b>
<b>CAMPUS TOTAL</b>	<b>26.1</b>	<b>10.5</b>	<b>202.4</b>	<b>239.0</b>	<b>460.1</b>	<b>431.4</b>	<b>1,130.5</b>	<b>5.4%</b>	<b>34.1</b>	<b>3.1%</b>
<b>PERCENT OF TOTAL</b>	<b>2.3%</b>	<b>0.9%</b>	<b>17.9%</b>	<b>21.1%</b>	<b>40.7%</b>	<b>38.2%</b>				

**2004/2005**

Winter Park	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	24.4	11.1	46.3	81.7	248.3	230.6	560.6	2.7%	10.1	1.8%
Post Sec Voc (PSV)	0.0	2.3	1.1	3.3	17.5	14.5	35.3	0.2%	10.7	43.2%
College Prep (Credit)	0.0	0.0	12.4	12.4	49.3	32.6	94.3	0.4%	-20.7	-18.0%
<b>Total Credit</b>	<b>24.4</b>	<b>13.3</b>	<b>59.7</b>	<b>97.5</b>	<b>315.1</b>	<b>277.8</b>	<b>690.3</b>	<b>3.3%</b>	<b>0.0</b>	<b>0.0%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	85.6	85.6	174.9	145.6	406.1	1.9%	-0.3	-0.1%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>85.6</b>	<b>85.6</b>	<b>174.9</b>	<b>145.6</b>	<b>406.1</b>	<b>1.9%</b>	<b>-0.3</b>	<b>-0.1%</b>
<b>CAMPUS TOTAL</b>	<b>24.4</b>	<b>13.3</b>	<b>145.3</b>	<b>183.1</b>	<b>490.0</b>	<b>423.4</b>	<b>1,096.4</b>	<b>5.2%</b>	<b>-0.3</b>	<b>0.0%</b>
<b>PERCENT OF TOTAL</b>	<b>2.2%</b>	<b>1.2%</b>	<b>13.3%</b>	<b>16.7%</b>	<b>44.7%</b>	<b>38.6%</b>				

**2003/2004**

Winter Park	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2002/03-2003/04	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	30.5	11.6	49.3	91.5	223.5	235.6	550.5	2.6%	42.3	8.3%
Post Sec Voc (PSV)	0.0	0.0	1.1	1.1	12.8	10.8	24.7	0.1%	-24.8	-50.1%
College Prep (Credit)	0.9	0.0	18.5	19.5	55.2	40.4	115.1	0.5%	5.7	5.2%
<b>Total Credit</b>	<b>31.5</b>	<b>11.6</b>	<b>68.9</b>	<b>112.0</b>	<b>291.5</b>	<b>286.8</b>	<b>690.3</b>	<b>3.3%</b>	<b>23.1</b>	<b>3.5%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	97.2	97.2	127.0	182.2	406.4	1.9%	76.3	23.1%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	-0.2	-100.0%
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>97.2</b>	<b>97.2</b>	<b>127.0</b>	<b>182.2</b>	<b>406.4</b>	<b>1.9%</b>	<b>76.1</b>	<b>23.0%</b>
<b>CAMPUS TOTAL</b>	<b>31.5</b>	<b>11.6</b>	<b>166.1</b>	<b>209.2</b>	<b>418.5</b>	<b>469.0</b>	<b>1,096.7</b>	<b>5.2%</b>	<b>75.9</b>	<b>7.6%</b>
<b>PERCENT OF TOTAL</b>	<b>2.9%</b>	<b>1.1%</b>	<b>15.1%</b>	<b>19.1%</b>	<b>38.2%</b>	<b>42.8%</b>				

Note: The FTE divisor for all disciplines is 30

Source: Enrollment Bulletin (End of Term), starting in 2004/2005 CWE uses SDB FTE-3 data

**Sand Lake - Valencia Enterprise**  
**FTE by Instructional Category & Term**  
**2005/2006**

Telecourse	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2004/05-2005/06	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Post Sec Voc (PSV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
College Prep (Credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Credit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>N/A</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	58.8	89.0	147.8	0.7%	44.8	43.5%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>58.8</b>	<b>89.0</b>	<b>147.8</b>	<b>0.7%</b>	<b>44.8</b>	<b>43.5%</b>
<b>CAMPUS TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>58.8</b>	<b>89.0</b>	<b>147.8</b>	<b>0.7%</b>	<b>44.8</b>	<b>43.5%</b>
<b>PERCENT OF TOTAL</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>39.8%</b>	<b>60.2%</b>				

**2004/2005**

Telecourse	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Post Sec Voc (PSV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
College Prep (Credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Credit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>0.0</b>	<b>N/A</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	61.6	41.4	103.0	0.5%	103.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>61.6</b>	<b>41.4</b>	<b>103.0</b>	<b>0.5%</b>	<b>103.0</b>	<b>N/A</b>
<b>CAMPUS TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>61.6</b>	<b>41.4</b>	<b>103.0</b>	<b>0.5%</b>	<b>103.0</b>	<b>N/A</b>
<b>PERCENT OF TOTAL</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>59.8%</b>	<b>40.2%</b>				

**2003/2004**

Telecourse	Summer			Summer Total	Fall Term	Spring Term	Year	% of CW Total	Difference 2003/04-2004/05	
	Term A	Term B	Full Term						Nbr.	Pct.
Advanced & Professional (Credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Post Sec Voc (PSV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	-77.2	-100.0%
College Prep (Credit)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Credit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>-77.2</b>	<b>-19.9%</b>
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	-464.4	-100.0%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
<b>Total Noncredit</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>-464.4</b>	<b>N/A</b>
<b>CAMPUS TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0%</b>	<b>-541.6</b>	<b>N/A</b>
<b>PERCENT OF TOTAL</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>				

Note: The FTE divisor for all disciplines is 30

Source: Enrollment Bulletin (End of Term), starting in 2004/2005 CWE uses SDB FTE-3 data

**CLAST First-Time Examinee Results for February 2006  
by Gender and Ethnic Category**

	Essay			Writing			Reading			Computation			All Subtests	
	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass
<b>ALL</b>	<b>116</b>	<b>74</b>	<b>6.4</b>	<b>107</b>	<b>44</b>	<b>293</b>	<b>103</b>	<b>50</b>	<b>294</b>	<b>47</b>	<b>21</b>	<b>284</b>	<b>39</b>	<b>10</b>
Male	59	73	6.4	55	44	294	53	57	299	22	18	287	19	11
Female	57	75	6.4	52	44	292	50	42	289	25	24	282	20	10
African American	20	55	5.6	18	44	290	17	18	279	10	10	280	9	0
Asian/Pacific Islander	5	60	6.8	5	20	288	5	40	285	2	0	260	2	0
Caucasian	55	84	6.7	52	46	295	49	59	303	23	35	288	16	19
Hispanic	33	70	6.2	29	45	294	29	48	289	11	0	284	11	0
Native American	0	na	na	0	na	na	0	na	na	0	na	na	0	na
Nonresident Alien	1	100	9.0	1	100	297	1	100	310	1	100	306	1	100
Unknown Race	2	100	6.5	2	0	279	2	100	301	0	na	na	0	na

**CLAST First-Time Examinee Results for February 2005  
by Gender and Ethnic Category**

	Essay			Writing			Reading			Computation			All Subtests	
	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass
<b>ALL</b>	<b>90</b>	<b>76</b>	<b>6.7</b>	<b>83</b>	<b>59</b>	<b>299</b>	<b>79</b>	<b>66</b>	<b>300</b>	<b>45</b>	<b>18</b>	<b>280</b>	<b>40</b>	<b>15</b>
Male	47	74	6.5	43	51	299	42	62	298	18	22	283	17	24
Female	43	77	6.8	40	68	300	37	70	303	27	15	278	23	9
African American	18	67	6.2	17	53	294	17	41	286	8	0	275	7	0
Asian/Pacific Islander	4	75	6.3	4	75	300	4	100	306	3	33	293	3	33
Caucasian	53	85	7.1	48	67	304	44	84	310	28	25	283	24	21
Hispanic	14	50	5.6	13	38	290	13	31	284	5	0	263	5	0
Native American	0	na	na	0	na	na	0	na	na	0	na	na	na	na
Nonresident Alien	1	100	8.0	1	0	286	1	0	284	1	0	270	1	0.0
Unknown Race	0	na	na	0	na	na	0	na	na	0	na	na	na	na

**CLAST First-Time Examinee Results for February 2004  
by Gender and Ethnic Category**

	Essay			Writing			Reading			Computation			All Subtests	
	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass	Mean	# Tested	% Pass
<b>ALL</b>	<b>180</b>	<b>87</b>	<b>7.3</b>	<b>177</b>	<b>64</b>	<b>304</b>	<b>170</b>	<b>74</b>	<b>306</b>	<b>137</b>	<b>47</b>	<b>296</b>	<b>664</b>	<b>30</b>
Male	54	81	6.8	51	57	300	51	73	307	31	48	296	187	21
Female	126	90	7.5	126	90	305	119	74	306	106	46	296	477	33
African American	22	82	6.7	22	77	299	22	50	297	13	46	295	79	45
Asian/Pacific Islander	9	89	6.8	9	44	295	9	56	296	8	25	287	35	0
Caucasian	115	94	7.6	108	69	308	108	81	312	92	52	299	423	40
Hispanic	31	71	6.9	28	43	293	28	71	299	22	27	284	109	25
Native American	0	na	na	0	na	na	0	na	na	0	na	na	0	na
Nonresident Alien	1	0	4.0	2	50	299	2	0	281	1	100	322	6	na
Unknown Race	2	50	5.5	1	0	266	0	100	304	1	100	298	4	0

Data Source: FLDOE, Mean Scale Scores/Percent of Examinees Meeting 1992 Standards

**Completers  
Degree and Certificate Programs  
2003/2004 - 2005/2006**

Degree Program	2003/2004	2004/2005	2005/2006	Difference 2004/2005-2005/2006	
				Nbr.	Pct.
<b>Total Combined AA, AS, and AAS Graduates</b>	<b>3,856</b>	<b>4,003</b>	<b>4,220</b>	<b>217</b>	<b>5.4%</b>
<b>Total Completers in All Degree and Certificate Programs</b>	<b>6,241</b>	<b>7,286</b>	<b>6,961</b>	<b>-325</b>	<b>-4.5%</b>
<b>Total Associate in Arts</b>	<b>3,039</b>	<b>3,094</b>	<b>3,277</b>	<b>183</b>	<b>5.9%</b>
Associate in Arts	3,039	3,094	3,277	183	5.9%
<b>Total Postsecondary Vocational/AS</b>	<b>749</b>	<b>831</b>	<b>858</b>	<b>27</b>	<b>3.2%</b>
Accounting Technology	19	14	20	6	42.9%
Baking & Pastry Management	0	0	4	4	NA
Building Construction Technology	18	20	25	5	25.0%
Business Administration	22	27	35	8	29.6%
Cardiovascular/Cardiopulmonary	0	5	8	3	60.0%
Civil Engineering Technology	3	4	4	0	0.0%
Computer Engineering Technology	55	76	70	-6	-7.9%
Computer Information Administration	NA	29	18	-11	-37.9%
Computer Information Technology	26	NA	NA	NA	NA
Computer Programming & Analysis	44	34	23	-11	-32.4%
Criminal Justice Technology	23	20	23	3	15.0%
Culinary Management	18	23	27	4	17.4%
Database Technology	5	11	2	-9	-81.8%
Dental Hygiene	24	18	19	1	5.6%
Diagnostic Medical Sonography	10	7	9	2	28.6%
Digital Multimedia Technology	4	6	10	4	66.7%
Drafting & Design Technology	11	14	14	0	0.0%
E-Business Technology	2	2	3	1	50.0%
Electronics Engineering Technology	1	3	5	2	66.7%
Emergency Medical Services	39	34	35	1	2.9%
Environmental Horticulture Technology (Inactive)	7	8	26	18	225.0%
Environmental Science Technology	1	0	0	0	NA
Film Production Technology	40	32	32	0	0.0%
Fire Science Technology	7	1	2	1	100.0%
Graphic Design Technology	NA	NA	NA	NA	NA
Graphics Technology	39	34	34	0	0.0%
Hospitality & Tourism Management	19	20	27	7	35.0%
Landscape & Horticulture Technology	NA	0	1	1	NA
Legal Assisting	26	54	38	-16	-29.6%
Manufacturing Technology	0	0	NA	NA	NA
Music Production Technology	23	16	23	7	43.8%
Nursing	193	242	247	5	2.1%
Office Administration	19	32	33	1	3.1%
Radiography	19	20	19	-1	-5.0%
Respiratory Care	17	17	16	-1	-5.9%
Restaurant Management	2	5	3	-2	-40.0%
Theater & Entertainment Technology	13	3	3	0	0.0%

**Completers**  
**Degree and Certificate Programs**  
**2003/2004 - 2005/2006**

Degree Program	2003/2004	2004/2005	2005/2006	Difference	
				2004/2005-2005/2006 Nbr.	Pct.
<b>Total Postsecondary Vocational/AAS</b>	<b>68</b>	<b>78</b>	<b>85</b>	<b>7</b>	<b>9.0%</b>
Business Administration	42	54	49	-5	-9.3%
Criminal Justice Technology	NA	0	3	3	NA
Digital/Multimedia Technology	NA	NA	NA	NA	NA
Electronics Engineering Technology	16	17	20	3	17.6%
Hospitality & Tourism Management	10	7	13	6	85.7%
<b>Total Postsecondary Vocational/AS Certificate</b>	<b>1,800</b>	<b>2,698</b>	<b>2,079</b>	<b>-619</b>	<b>-22.9%</b>
Accounting Applications	23	19	14	-5	-26.3%
Audio Technology	30	36	21	-15	-41.7%
Autocad Foundations Technology	13	248	84	-164	-66.1%
Baking & Pastry Arts	0	0	2	2	NA
Building Construction Specialist	NA	42	27	-15	-35.7%
Business Management	142	88	205	117	133.0%
Business Operations	297	247	269	22	8.9%
Business Specialist	511	470	481	11	2.3%
Cicso CCNA Certificate	0	143	76	-67	-46.9%
Computer Programming	26	9	23	14	155.6%
Computer Programming Specialist	125	81	68	-13	-16.0%
Computer Specialist	0	14	11	-3	-21.4%
Culinary Arts	8	34	21	-13	-38.2%
Digital Multimedia Video Production	38	31	23	-8	-25.8%
Digital Video Fundamentals	0	9	16	7	77.8%
Drafting Architectural Design Technology	9	129	23	-106	-82.2%
E-Business	0	0	5	5	NA
E-Business Security	6	3	1	-2	-66.7%
E-Business Software	0	3	0	-3	-100.0%
Food & Beverages Management	0	69	37	-32	-46.4%
Graphic Design Support	36	32	20	-12	-37.5%
Graphics Design Production	26	29	26	-3	-10.3%
Guest Services Specialist	0	125	72	-53	-42.4%
Information Technology Specialist	59	37	37	0	0.0%
Information Technology Technician	0	56	39	-17	-30.4%
Information Techology Analyst	40	76	30	-46	-60.5%
Interactive Media Production	4	9	17	8	88.9%
Interactive Media Support	12	18	35	17	94.4%
Landscape & Horticulture Prof	0	9	0	-9	-100.0%
Landscape & Horticulture Specialist	0	10	0	-10	-100.0%
Landscape & Horticulture Technology	0	5	0	-5	-100.0%
Medical Info Coder/Biller	7	9	18	9	100.0%
Microcomputer Repair/Installer	0	290	88	-202	-69.7%
Multimedia Authoring	1	0	3	3	NA
Multimedia Production	0	9	14	5	55.6%
Office Management	19	14	11	-3	-21.4%
Office Specialist	57	45	40	-5	-11.1%
Office Support	107	72	74	2	2.8%
Oracle Certified DBD	4	0	0	0	NA
Oracle Certified DBA	33	8	5	-3	-37.5%
Paramedic	73	79	61	-18	-22.8%
Rooms Division Management	0	32	30	-2	-6.3%
Stage Technology	94	54	40	-14	-25.9%
Video Editing & Post Production	0	4	9	5	125.0%
Web Production	0	1	3	2	200.0%

**Completers  
Degree and Certificate Programs  
2003/2004 - 2005/2006**

Degree Program	2003/2004	2004/2005	2005/2006	Difference 2004/2005-2005/2006	
				Nbr.	Pct.
<b>Total Postsecondary Adult Vocational Certificate</b>	<b>322</b>	<b>267</b>	<b>361</b>	<b>94</b>	<b>35.2%</b>
Correctional Officer	189	104	223	119	114.4%
Law Enforcement Officer	130	131	112	-19	-14.5%
PC Support Services	3	NA	0	NA	NA
X Correction to Law Enforce Officer	0	32	26	-6	-18.8%
<b>Total Advanced Technical Certificate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NA</b>
Film Production Technology	0	0	0	0	NA
Nursing	0	0	0	0	NA
<b>Total Applied Technical Diploma</b>	<b>263</b>	<b>318</b>	<b>301</b>	<b>-17</b>	<b>-5.3%</b>
Emergency Medical Technician	263	318	301	-17	-5.3%

Source: Florida Community College System AA-1A 2006 report

## Completer Placement Rates by Degree and Certificate Programs 2002/2003 - 2003/2004

Note: This table does NOT include all program completers.

Placement rates are based solely on those students located by FETPIP and Valencia survey.

Source: Accountability Reports, Measure 3, Part 2

Degree Program	Plcmt Pool	2001/02 Placed	Pct.	Plcmt Pool	2002/03 Placed	Pct.	Plcmt Pool	2003/04 Placed	Pct.
<b>Total Associate in Arts</b>	<b>2,539</b>	<b>2,078</b>	<b>82%</b>	<b>3,338</b>	<b>2,725</b>	<b>82%</b>	<b>3,338</b>	<b>2,725</b>	<b>82%</b>
<b>Total Associate in Science &amp; AAS</b>	<b>400</b>	<b>385</b>	<b>96%</b>	<b>528</b>	<b>472</b>	<b>89%</b>	<b>532</b>	<b>505</b>	<b>95%</b>
<b>Total ATD, PSVC, &amp; PSAV</b>	<b>664</b>	<b>622</b>	<b>94%</b>	<b>1,249</b>	<b>1,120</b>	<b>90%</b>	<b>1,364</b>	<b>1,253</b>	<b>92%</b>
Business Administration	NA	NA	NA	19	18	95%	NA	NA	NA
Digital Media/Multimedia Technology	NA	NA	NA	0	0	NA	NA	NA	NA
Electr/Engineering Technology	14	14	100%	11	8	73%	NA	NA	NA
Hospitality Management	10	9	90%	6	6	100%	NA	NA	NA
<b>Total Associate in Applied Science</b>	<b>24</b>	<b>23</b>	<b>96%</b>	<b>36</b>	<b>32</b>	<b>89%</b>	<b>0</b>	<b>0</b>	<b>NA</b>
Accounting Technology	10	10	100%	7	7	100%	11	11	100%
Building Construction Technology	10	9	90%	4	2	50%	11	11	100%
Business Administration	28	28	100%	20	20	100%	27	27	100%
Civil Engineering Technology	NA	NA	NA	2	2	100%	0	0	NA
Computer Engineering Technology	5	4	80%	24	20	83%	37	35	95%
Computer Information Technology	NA	NA	NA	3	3	100%	17	16	94%
Computer Programming & Analysis	38	37	97%	28	22	79%	25	22	88%
Criminal Justice Technology	25	22	88%	17	16	94%	NA	NA	NA
Culinary Management	3	3	100%	6	5	83%	12	12	100%
Database Technology	1	1	100%	2	1	50%	3	3	100%
Dental Hygiene	15	14	93%	21	21	100%	22	22	100%
Diagnostic Medical Sonography Technology	5	5	100%	8	8	100%	10	10	100%
Digital Media/Multimedia Technology	NA	NA	NA	0	0	NA	3	3	100%
Drafting & Design Technology	7	6	86%	21	20	95%	8	7	88%
E-Business Technology	NA	NA	NA	0	0	NA	2	2	100%
Electronics Engineering Technology	NA	NA	NA	12	10	83%	11	10	91%
EMS Technology	15	15	100%	20	18	90%	37	37	100%
Environmental Horticulture Tech	6	5	83%	4	4	100%	5	4	80%
Environmental Science Technology	5	4	80%	1	1	100%	NA	NA	NA
Film Production Technology	9	8	89%	27	17	63%	30	21	70%
Fire Science Technology	10	10	100%	14	13	93%	NA	NA	NA
Graphics Technology	14	14	100%	33	24	73%	14	13	93%
Hospitality & Tourism Management	NA	NA	NA	9	9	100%	20	17	85%
Legal Assisting	14	12	86%	16	14	88%	NA	NA	NA
Manufacturing	1	1	100%	0	0	NA	0	0	NA
Music Production Technology	NA	NA	NA	4	2	50%	15	12	80%
Nursing	120	120	100%	137	137	100%	172	171	99%
Office Administration	7	7	100%	23	17	74%	5	4	80%
Radiography	13	13	100%	16	16	100%	18	18	100%
Respiratory Care	14	14	100%	8	8	100%	15	15	100%
Restaurant Management	NA	NA	NA	0	0	NA	2	2	100%
Theatre & Entertainment Technology	1	0	0%	5	3	60%	NA	NA	NA
<b>Total Associate in Science</b>	<b>376</b>	<b>362</b>	<b>96%</b>	<b>492</b>	<b>440</b>	<b>89%</b>	<b>532</b>	<b>505</b>	<b>95%</b>

## Completer Placement Rates by Degree and Certificate Programs 2002/2003 - 2003/2004

Note: This table does NOT include all program completers.

Placement rates are based solely on those students located by FETPIP and Valencia survey.

Source: Accountability Reports, Measure 3, Part 2

Degree Program	Plcmt Pool	2001/02 Placed	Pct.	Plcmt Pool	2002/03 Placed	Pct.	Plcmt Pool	2003/04 Placed	Pct.
Emergency Medical Technology	260	225	87%	308	265	86%	223	193	87%
<b>Total Applied Technology Diploma</b>	<b>260</b>	<b>225</b>	<b>87%</b>	<b>308</b>	<b>265</b>	<b>86%</b>	<b>223</b>	<b>193</b>	<b>87%</b>
Accounting Applicatons	NA	NA	NA	NA	NA	NA	2	2	100%
Accounting Technology Management	NA	NA	NA	11	10	91%	NA	NA	NA
Audio Technology	NA	NA	NA	0	0	NA	16	14	88%
AutoCAD Foundations	NA	NA	NA	2	2	100%	4	4	100%
Business Management	NA	NA	NA	72	68	94%	1	1	100%
Business Operations	NA	NA	NA	NA	NA	NA	4	4	100%
Business Specialist	NA	NA	NA	NA	NA	NA	390	373	96%
Computer Programming	NA	NA	NA	27	26	96%	12	12	100%
Computer Programming Specialist	40	39	98%	234	208	89%	83	74	89%
Culinary Arts	NA	NA	NA	NA	NA	NA	4	4	100%
Digital Media Fundamentals	NA	NA	NA	33	30	91%	NA	NA	NA
Digital MultiMedia Authoring	NA	NA	NA	0	0	NA	NA	NA	NA
Digital Multimedia Video Production	NA	NA	NA	NA	NA	NA	29	26	90%
Drafting/Arch Design Technology	NA	NA	NA	NA	NA	NA	8	8	100%
E-Business Security	NA	NA	NA	NA	NA	NA	4	4	100%
Electronic Drafting	NA	NA	NA	NA	NA	NA	2	2	100%
Graphic Design Production	NA	NA	NA	1	1	100%	0	0	NA
Graphic Design Support	NA	NA	NA	1	1	100%	29	24	83%
Information Technology Analyst	NA	NA	NA	2	2	100%	2	2	100%
Information Technology Specialist	NA	NA	NA	NA	NA	NA	36	29	81%
Information Technology Support Specialist	NA	NA	NA	1	1	100%	NA	NA	NA
Interactive Media Production	NA	NA	NA	1	1	100%	7	7	100%
Medical Info Coder/Biller	NA	NA	NA	NA	NA	NA	3	3	100%
Multimedia Authoring	NA	NA	NA	NA	NA	NA	1	1	100%
Office Management	NA	NA	NA	11	11	100%	6	6	100%
Office Specialist	NA	NA	NA	NA	NA	NA	4	4	100%
Office Support	NA	NA	NA	NA	NA	NA	58	58	100%
Oracle Certified DBA	5	5	100%	1	1	100%	13	12	92%
Oracle Certified DBD	NA	NA	NA	0	0	NA	2	2	100%
Paramedic	43	43	100%	86	85	99%	50	45	90%
PC Support Services	NA	NA	NA	NA	NA	NA	1	1	100%
Stage Technology	NA	NA	NA	109	75	69%	79	66	84%
<b>Total Postsecondary Vocational Certificates</b>	<b>88</b>	<b>87</b>	<b>99%</b>	<b>592</b>	<b>522</b>	<b>88%</b>	<b>850</b>	<b>788</b>	<b>93%</b>
Accounting Applications	6	6	100%	NA	NA	NA	0	0	NA
Aux Law Enforcement Officer	2	2	100%	10	10	100%	0	0	NA
Business Management	46	46	100%	NA	NA	NA	0	0	NA
CADD for Disabled	7	6	86%	NA	NA	NA	0	0	NA
Correctional Officer	118	117	99%	163	158	97%	176	173	98%
Electronic Drafting	NA	NA	NA	2	1	50%	0	0	NA
Law Enforcement Officer	110	108	98%	174	164	94%	115	99	86%
Office Systems Specialist	22	20	91%	NA	NA	NA	0	0	NA
PC Support Services	5	5	100%	NA	NA	NA	0	0	NA
<b>Total Postsecondary Adult Certificates</b>	<b>316</b>	<b>310</b>	<b>98%</b>	<b>349</b>	<b>333</b>	<b>95%</b>	<b>291</b>	<b>272</b>	<b>93%</b>

**Valencia Community College  
Full-Time Personnel Comparison  
2005/2006**

Category	Total		Gender				Ethnicity											
			Female		Male		Caucasian		African American		Hispanic		Asian/ Pacific Islander		American Indian or Alaskan		Unknown / Not Reported	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
Administrative	35	2.9%	19	1.6%	16	1.3%	26	2.2%	6	0.5%	2	0.2%	1	0.1%	0	0.0%	0	0.0%
Career Service	549	46.1%	332	29.5%	217	18.2%	242	20.3%	121	10.2%	138	11.6%	42	3.5%	4	0.3%	2	0.2%
Enterprise	33	2.8%	23	2.0%	10	0.8%	23	1.9%	3	0.3%	7	0.6%	0	0.0%	0	0.0%	0	0.0%
Executive Management	11	0.9%	7	0.6%	4	0.3%	9	0.8%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
Faculty - 10 month	306	25.7%	170	15.1%	136	11.4%	243	20.4%	26	2.2%	23	1.9%	11	0.9%	3	0.3%	0	0.0%
Faculty - 12 month	29	2.4%	18	1.6%	11	0.9%	21	1.8%	1	0.1%	7	0.6%	0	0.0%	0	0.0%	0	0.0%
Faculty - 4 month	83	7.0%	49	4.3%	34	2.9%	64	5.4%	9	0.8%	6	0.5%	1	0.1%	1	0.1%	2	0.2%
Faculty - 8 month	2	0.2%	1	0.1%	1	0.1%	0	0.0%	0	0.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%
Professional	143	12.0%	96	8.5%	47	3.9%	101	8.5%	21	1.8%	19	1.6%	1	0.1%	0	0.0%	1	0.1%
<b>Total FT Employees</b>	<b>1,191</b>	<b>100.0%</b>	<b>715</b>	<b>63.4%</b>	<b>476</b>	<b>40.0%</b>	<b>729</b>	<b>61.2%</b>	<b>188</b>	<b>15.8%</b>	<b>205</b>	<b>17.2%</b>	<b>56</b>	<b>4.7%</b>	<b>8</b>	<b>0.7%</b>	<b>5</b>	<b>0.4%</b>

**Note:** Data extracted as of October 1, 2005

**Source:** Human Resources Office

**Valencia Community College  
Full-Time Personnel Comparison  
2004/2005**

Category	Total		Gender				Ethnicity											
			Female		Male		Caucasian		African American		Hispanic		Asian/ Pacific Islander		American Indian or Alaskan		Unknown / Not Reported	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
Administrative	38	3.2%	19	1.6%	19	1.6%	29	2.5%	5	0.4%	3	0.3%	1	0.1%	0	0.0%	0	0.0%
Career Service	553	46.8%	345	29.2%	208	17.6%	248	21.0%	136	11.5%	124	10.5%	40	3.4%	4	0.3%	1	0.1%
Enterprise	4	0.3%	2	0.2%	2	0.2%	4	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Executive Management	9	0.8%	4	0.3%	5	0.4%	8	0.7%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - 10 month	330	27.9%	181	15.3%	149	12.6%	260	22.0%	26	2.2%	28	2.4%	11	0.9%	3	0.3%	2	0.2%
Faculty - 12 month	26	2.2%	16	1.4%	10	0.8%	19	1.6%	1	0.1%	6	0.5%	0	0.0%	0	0.0%	0	0.0%
Faculty - 4 month	69	5.8%	42	3.6%	27	2.3%	53	4.5%	6	0.5%	6	0.5%	1	0.1%	1	0.1%	2	0.2%
Professional	153	12.9%	105	8.9%	48	4.1%	109	9.2%	24	2.0%	18	1.5%	1	0.1%	0	0.0%	1	0.1%
<b>Total FT Employees</b>	<b>1,182</b>	<b>100.0%</b>	<b>714</b>	<b>60.4%</b>	<b>468</b>	<b>39.6%</b>	<b>730</b>	<b>61.8%</b>	<b>199</b>	<b>16.8%</b>	<b>185</b>	<b>15.7%</b>	<b>54</b>	<b>4.6%</b>	<b>8</b>	<b>0.7%</b>	<b>6</b>	<b>0.5%</b>

**Note:** Data extracted as of October 1, 2004

**Source:** Human Resources Office

7.2

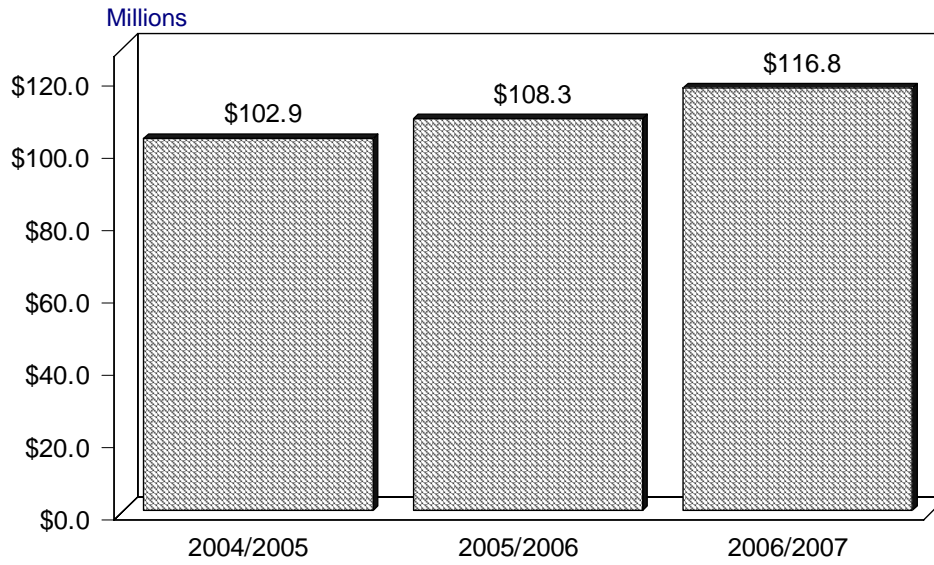
**Valencia Community College  
Full-Time Personnel Comparison  
2003/2004**

Category	Total		Gender				Ethnicity											
			Female		Male		Caucasian		African American		Hispanic		Asian/ Pacific Islander		American Indian or Alaskan		Unknown / Not Reported	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
Administrative	38	3.3%	18	1.5%	20	1.7%	29	2.5%	6	0.5%	3	0.3%	0	0.0%	0	0.0%	0	0.0%
Career Service	553	47.4%	351	30.1%	202	17.3%	260	22.3%	132	11.3%	113	9.7%	42	3.6%	4	0.3%	2	0.2%
Enterprise	2	0.2%	1	0.1%	1	0.1%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Executive Management	7	0.6%	3	0.3%	4	0.3%	6	0.5%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - 10 month	331	28.4%	183	15.7%	148	12.7%	265	22.7%	24	2.1%	26	2.2%	9	0.8%	3	0.3%	4	0.3%
Faculty - 12 month	17	1.5%	10	0.9%	7	0.6%	14	1.2%	0	0.0%	3	0.3%	0	0.0%	0	0.0%	0	0.0%
Faculty - 4 month	67	5.7%	41	3.5%	26	2.2%	49	4.2%	7	0.6%	6	0.5%	1	0.1%	2	0.2%	2	0.2%
Professional	152	13.0%	103	8.8%	49	4.2%	112	9.6%	23	2.0%	14	1.2%	2	0.2%	0	0.0%	1	0.1%
<b>Total FT Employees</b>	<b>1,167</b>	<b>100.0%</b>	<b>710</b>	<b>60.8%</b>	<b>457</b>	<b>39.2%</b>	<b>737</b>	<b>63.2%</b>	<b>193</b>	<b>16.5%</b>	<b>165</b>	<b>14.1%</b>	<b>54</b>	<b>4.6%</b>	<b>9</b>	<b>0.8%</b>	<b>9</b>	<b>0.8%</b>

**Note:** Data extracted as of October 1, 2003

**Source:** Human Resources Office

**Valencia Community College  
Operating Budget Comparison  
General Current Fund  
2004/2005 - 2006/2007**



Source: Valencia Operating Budget

Hg98/Pres/Misc/Exp-budget.pr4 10/06

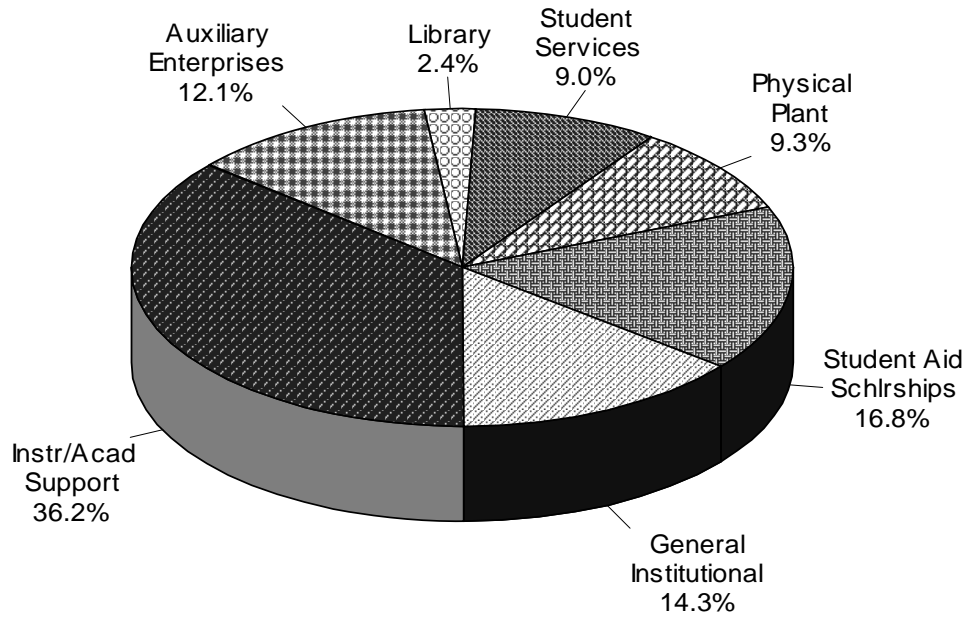
**Valencia Community College  
Grant Revenues  
1985/1986 - 2005/2006**

<b>Funding Year</b>	<b>Total Grant Revenues</b>	<b>Nbr. Funded/ Nbr. Submitted</b>	<b>Funding Ratio</b>
1985/1986	2.2 Million	23 of 40	58.0%
1986/1987	2.9 Million	45 of 59	76.0%
1987/1988	4.3 Million	52 of 62	84.0%
1988/1989	6.5 Million	43 of 53	81.0%
1989/1990	5.2 Million	51 of 61	84.0%
1990/1991	3.5 Million	30 of 41	73.0%
1991/1992	7.7 Million	30 of 46	65.0%
1992/1993	4.1 Million	39 of 55	71.0%
1993/1994	4.6 Million	39 of 59	66.0%
1994/1995	4.2 Million	30 of 45	67.0%
1995/1996	3.9 Million	34 of 50	68.0%
1996/1997	5.8 Million	33 of 45	73.3%
1997/1998	4.9 Million	31 of 41	76.0%
1998/1999	7.5 Million	41 of 49	84.0%
1999/2000	7.9 Million	44 of 53	83.0%
2000/2001	9.4 Million	48 of 59	81.0%
2001/2002	8.2 Million	46 of 58	79.3%
2002/2003	4.9 Million	34 of 44	77.3%
2003/2004	5.8 Million	28 of 35	80.0%
2004/2005	4.9 Million	29 of 36	81.0%
2005/2006	4.6 Million	22 of 28	78.6%
<b>Total</b>	<b>113.0 Million</b>	<b>772 of 1,019</b>	<b>75.8%</b>

**Note:** 2005/2006 not final--As of October 1, 2006, the funding ratio is based on 30 applications submitted, 22 funded, and 2 pending

**Source:** Office of Resource Development

**Valencia Community College  
Current Fund Expenditures  
2005/2006 Fiscal Year**



Source: Annual Financial Report, 6/30/06, Schedule 1 (Funds 1, 2, 3 & 5)

Hg98/Pres/Misc/Exp-budget2006.pr4 10/06

Expenditure Category	Dollars
Instructional/Academic Support	\$58,823,058.25
Library	\$3,889,495.45
Student Services	\$14,688,425.68
Operation/Maintenance Physical Plant	\$15,229,748.64
General & Institutional	\$23,146,858.30
Student Aid/Scholarships	\$27,256,999.50
Auxiliary Enterprises	\$19,643,128.93
<b>Total Expenditures</b>	<b>\$162,677,714.75</b>

Source: Valencia Annual Financial Report 6/30/06, Schedule 1 (Funds 1,2, 3 & 5 only)

**Comparison of Financial Aid Types  
by Number of Students and Dollar Amounts  
2003/2004 - 2004/2005**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
<b>Scholarships</b>	5,207	\$4,709,852.00	5,403	\$5,118,832.00	5,007	\$5,940,730.00	-396	\$821,898.00
<b>Grants</b>	12,746	\$21,910,344.00	11,370	\$21,342,517.00	11,913	\$20,240,667.00	543	(\$1,101,850.00)
<b>Loans (Federal)</b>	5,792	\$14,012,508.00	5,374	\$13,232,395.00	4,844	\$11,479,866.00	-530	(\$1,752,529.00)
<b>Loans (Private)</b>	49	\$271,146.00	66	\$369,042.00	102	\$590,717.00	36	\$221,675.00
<b>Work Programs</b>	398	\$667,311.00	307	\$554,418.00	330	\$610,959.00	23	\$56,541.00
<b>Total Students Receiving Financial Aid</b>								
<b>Duplicated</b>	24,192		22,520		22,196		-324	
<b>Unduplicated</b>	13,078	\$41,571,161.00	13,077	\$40,617,204.00	14,120	\$38,862,939.00	1,043	-\$1,754,265.00
<b>% Students Receiving Financial Aid</b>	<b>30.5%</b>		<b>31.1%</b>		<b>33.8%</b>		<b>2.7%</b>	

Source: Office of Financial Aid

**VALENCIA**  
Community College

*Institutional Report*

*IR2006-18*

*Strategic Indicators Report*

*2005-2006*

*July 2006*

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## **INTRODUCTION**

The Strategic Indicators Report (SIR) presents an annual overview of Valencia's progress toward achieving extraordinary learning results as identified in the Strategic Learning Plan (SLP). Adopting the structural architecture of the College's seven goals, the SIR chronicles the outcomes of strategies specifically designed to enhance learning. The goals are offered in summary format on page 2 of this report, while the strategies and action items are delineated fully in the College's primary planning document, the Strategic Learning Plan.

This SIR integrates State of Florida Accountability results and college-generated data and information to present a succinct overview of learning-centered achievements at Valencia each year. In addition to narrative, the report includes tabular and graphical displays for many of the indicators and, where possible, presents comparison data.

After five years of active collaboration and dedicated effort, the 2005/2006 year brought completion to the developmental phase of all but four of the fifty plus action items described in the SLP. The remaining four action items are poised to realize their developmental phase during Fall 2006. The College Planning Council has already begun the groundwork to design a new Strategic Learning Plan to guide the College through the next several years.

The progress and outcomes highlighted in this report rely on the foundational support of a collegewide shared governance structure and broad participation of faculty and staff from many areas of the institution. At the core of this document is Valencia's commitment to learning and full accountability.

## **STRATEGIC LEARNING PLAN GOALS**

### **GOAL 1: LEARNING FIRST**

Shape the culture of Valencia by making learning the chief value and design principle in every College policy, procedure, plan, and initiative.

### **GOAL 2: START RIGHT**

Ensure that students experience extraordinary learning success in their earliest encounters with the College and establish a solid foundation for success in future learning.

### **GOAL 3: LEARNING LEADERS**

Hire, develop, support, and empower learning leaders throughout the organization.

### **GOAL 4: LEARNING BY DESIGN**

Create a culture in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning and in which the College's learning leaders can effectively create the best conditions for learning.

### **GOAL 5: LEARNING SUPPORT SYSTEMS**

Create systems of learning support to enable students to achieve extraordinary learning results in classrooms, laboratories and beyond.

### **GOAL 6: DIVERSITY WORKS**

Engage the power of diversity to enhance learning and the College's impact on the community.

### **GOAL 7: LEARNING WORKS**

Position Valencia as a powerful and effective community partner for creating a learning workforce in a knowledge economy.

## **Goal 1: Learning First**

**Shape the culture of Valencia by making learning the chief value and design principle in every College policy, procedure, plan, and initiative.**

### Indicator 1.1 District Facilities Planning

Using the goals and strategies outlined in the Strategic Learning Plan, the College with the assistance of Glatting Jackson completed a district facilities master plan that was adopted by the District Board of Trustees in 2003. The plan included proposals for new Southeast and Southwest campuses. Subsequently, the Florida Board of Education approved both proposals authorizing the College to seek appropriate land and funding for the new facilities.

In April 2005, the District Board of Trustees approved the new campus plans and the 2006 Legislative session authorized the funds to acquire land for both. Overall, Valencia's capital projects fared well with the 2006 Legislature, which authorized \$25 million dollars in PECO ((Postsecondary Education Capital Outlay) funds. These financial resources not only support plans for the new campus locations, but will also assist with the continuation of needed remodeling projects, the development of a Culinary Arts Lab on West Campus, and the construction of Building 10 on West Campus.

### Indicator 1.2 Governance for Learning

The College's governance model shares responsibility for institutional decisions among four governing councils, with wide representation from within the College. The District Board of Trustees is the ultimate governing authority and is responsible for the larger role of defining the strategic directions of the College. Now in the fourth year of operation, the four governance councils function collaboratively by design:

- College Executive Council: This council oversees the operational work of the College, including staffing, management systems, and technology.
- College Learning Council: This council approves curricular recommendations from the Collegewide Curriculum Committee; coordinates faculty orientation, tenure and review issues; oversees instructional delivery systems; coordinates grant proposals and management; and encourages scholarship on the part of faculty, staff, and students.
- Faculty Association: The Faculty Association has leadership responsibilities for issues such as faculty performance feedback, the Teaching and Learning Academy, tenure, compensation review, and other matters. In addition, this governing council reviews all College policies before being submitted to the President and the District Board of Trustees for consideration.

- College Planning Council: This council coordinates the development and revision of the Strategic Plan; coordinates the development of the annual College budget; and oversees the measurement of institutional effectiveness. The council also oversees institutional accreditation and the College's Diversity plan. In summary, the College Planning Council assumes overall responsibility for designing and integrating the collaborative decision-making process for planning, allocating, and evaluating the effectiveness of the College's programs and services.

Indicator 1.3 Expenditures for Staff and Program Development

In addition to a direct focus on student learning first, the College also supports learning for faculty and staff. This focus is shown in the institution's continuing financial support of employees in the area of professional development. Community colleges are no longer required by the State of Florida to allocate a specific portion of their budgets for staff and professional development. Valencia, however, has continued to not only fund professional development but in 2005/2006 increased the available funds by 18% to support rising training and conference costs as shown in the table below:

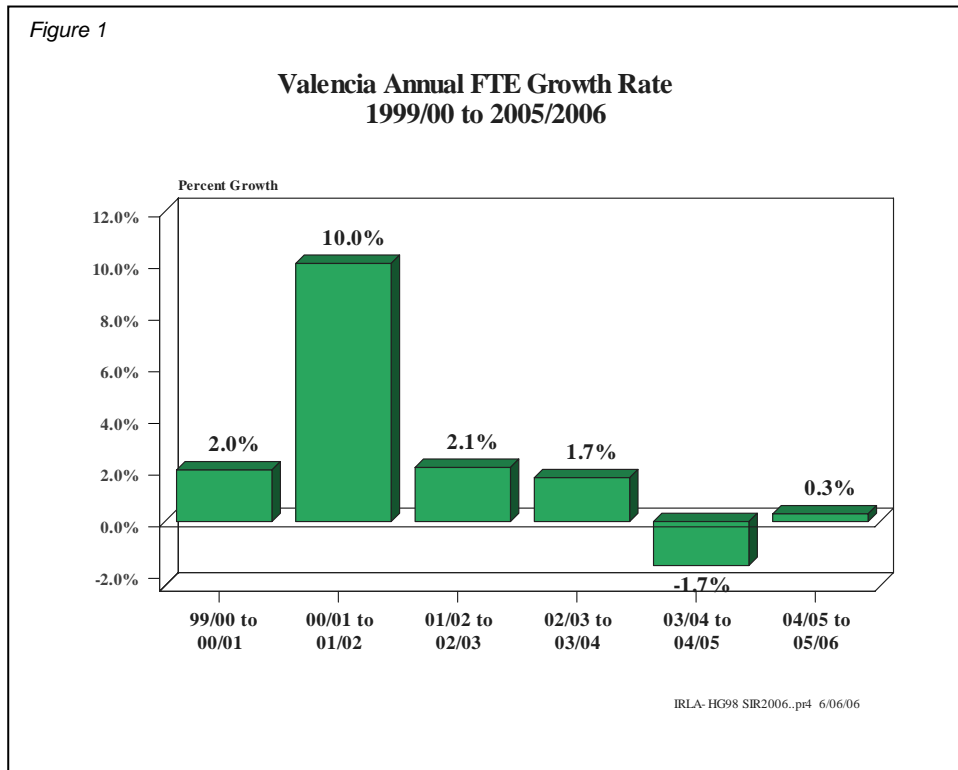
<b>Staff &amp; Program Development Funds Available</b>				
<b>Category</b>	<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>Percent Increase 2004/2005 to 2005/2006</b>
Tuition Reimbursement	\$237,625	\$250,000	\$295,000	18.0%
Department Travel	\$150,000	\$150,000	\$150,000	0.0%

In addition to funding faculty and staff development off-campus, Leadership Valencia (the College's in-house faculty and staff development program) offered 267 workshops to 2,892 participants during Summer 2005, Fall 2005, and Spring 2006 terms. Additional information regarding the types of staff and program development programs at Valencia is included under Indicator 3.2.

### Indicator 1.4 Planned Growth

An important strategy under Goal 1 commits the College to seek planned enrollment growth as a means to support student learning. This measure helps with gauging the College's effectiveness in helping students meet their learning goals and assists the institution in its management of fiscal and financial resources.

Student enrollment at Valencia for 2005/2006 improved during a time when most Florida community colleges are continuing to experience declines. The state's low unemployment rate coupled with the lingering effects of the 2004 hurricanes has brought instability to the typical enrollment patterns of community college students. The collaborative efforts of the college faculty, staff, and administration proved successful in stabilizing the FTE between 2004/05 and 2005/06. Also, a cyclical Enrollment Plan, currently nearing completion by the Enrollment Management Task Force, will formalize the college's efforts for managed enrollment growth.

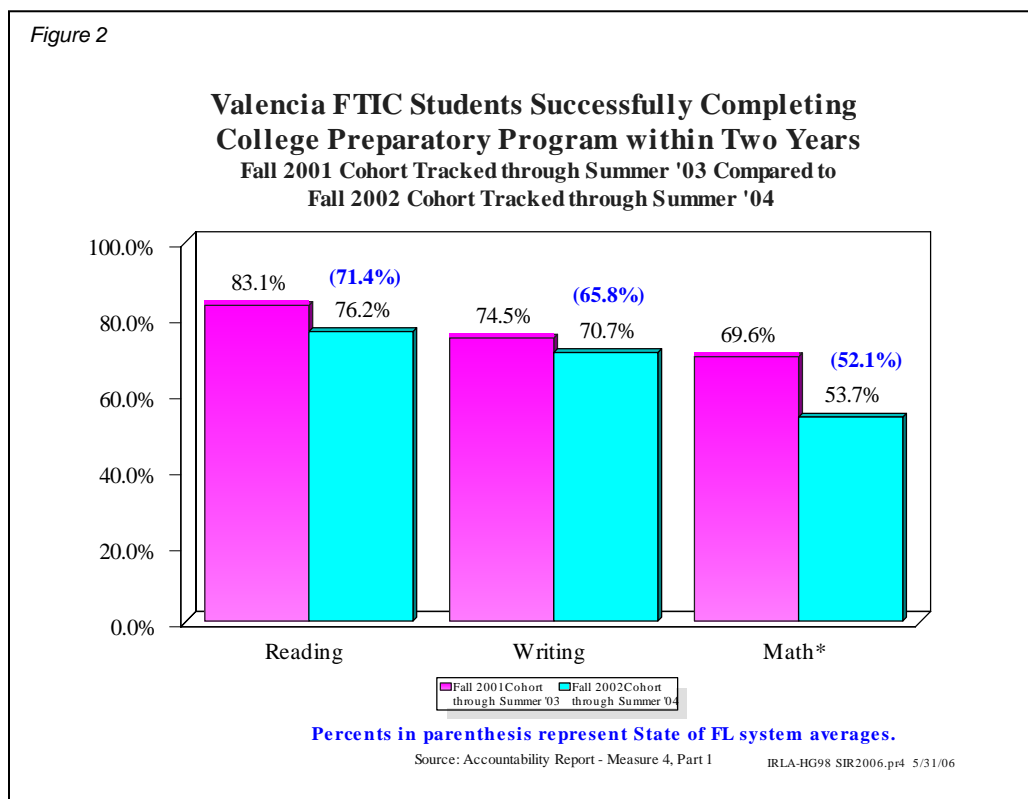


## Goal 2: Start Right

**Ensure that students experience extraordinary learning success in their earliest encounters with the College and establish a solid foundation for success in future learning.**

### Indicator 2.1 Completion of College-Preparatory Sequences

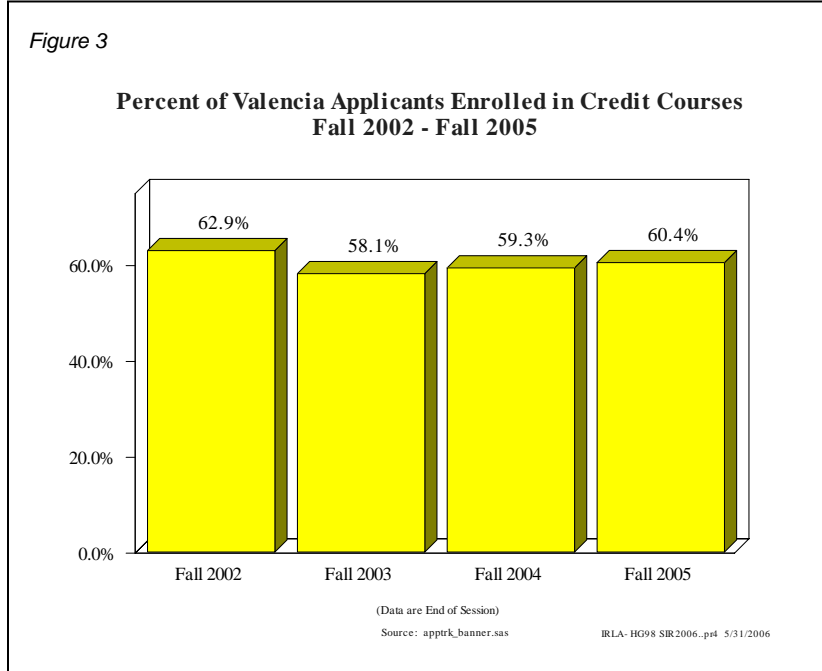
Completing the college-preparatory program within two years is a measure posed by the State Board of Community Colleges (SBCC Accountability Measure 4, Part 1). Community college system averages for the 2002 to 2004 period are 71.4 percent for reading, 66.8 percent for writing, and 52.1 percent for mathematics. As presented in the graph below, Valencia outperformed the state averages on all three measures (see Figure 2). (Note: Although Valencia data appears to have dropped from the previous year, there were several anomalies in the prior year data that resulted in erroneous inflation of the percentages.)



When first-time-in-college, previous-year-high-school graduates of Valencia's service district are selected, two out of three (66.8%) of those who enrolled in Fall 2005 were required to take one or more college-preparatory courses. For out-of-district, first-time-in-college students, 69.5 percent were required to take at least one college-preparatory course.

## Indicator 2.2 Applicant Yield Rate and Market Share of Previous Year Graduates

An important part of the College's postsecondary transition process is converting applicants to enrolled students and enrolling a significant share of the previous-year-high-school graduates from the service district. These two measures help in measuring the effectiveness of the College's efforts to maintain healthy enrollment growth and serve the citizens within the service district. The applicant-to-enroller conversion rate of 60.4 percent seen in Fall 2005 (see Figure 3) surpasses that of many public universities and showed an increase over the prior year. In Fall 2005, Valencia enrolled



27.5 percent of the service district's previous-year-high-school graduates. **In addition, longitudinal studies have revealed that the College actually enrolls about half of the service district's high school graduates within three years of graduation.**

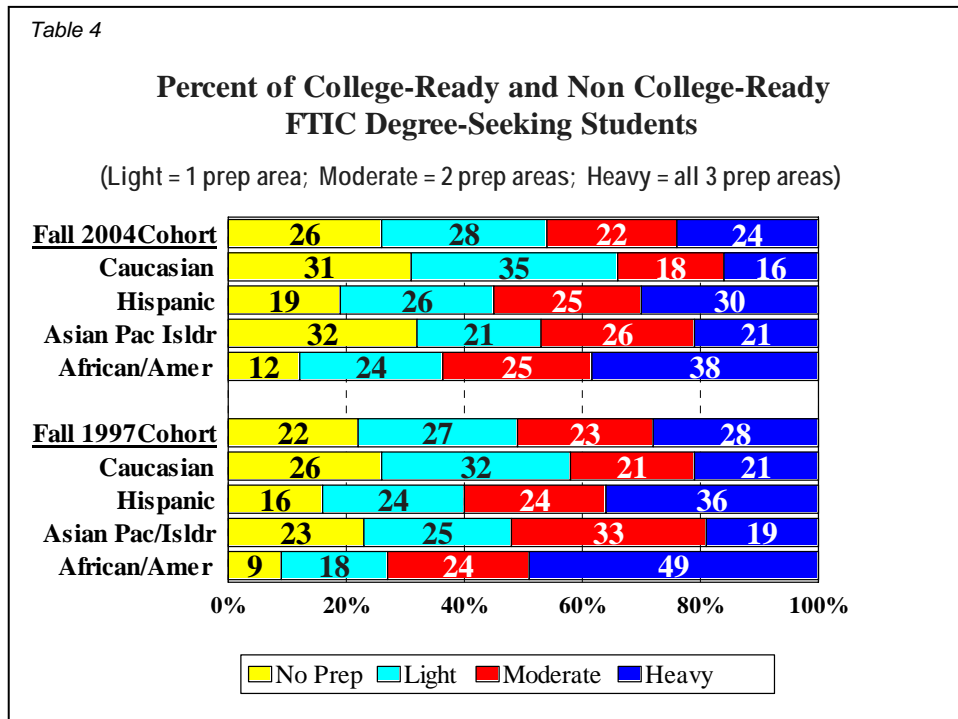
## Indicator 2.3 Enrollment in College-Preparatory Courses

Before students can complete the required college-preparatory courses and enter college-level courses, they must be assessed and registered in the proper course sequence. Two indicators describe the College's efforts toward guiding students to start right. First, students must be assessed; in Fall 2005, 99.3 percent of degree-seeking students took an entry-level assessment test. The second measure requires that students correctly enroll in the proper level of coursework. Continuing the above example for Fall 2005, **97 percent were correctly enrolled in college-preparatory reading.** These high percentages reflect the College's commitment to assessment, advising, and placement.

Indicator 2.4 College Ready and Non College-Ready Mandate Levels

One of the expected outcomes for Goal 2 is that “all cohorts of students achieve comparably high success rates throughout the College.” The opportunity to become part of a national initiative known as *Achieving the Dream (AtD)*, sponsored by the Lumina Foundation, aligned perfectly with the College’s goals and targeted learning outcomes. In 2005/2006, the Lumina Foundation approved Valencia’s grant proposal and commitment to provide matching financial resources for the implementation of learning strategies that are specifically designed to close performance gaps among various groups of students; e.g., college-ready vs. non college-ready, Caucasian vs. non-Caucasian, etc. Figure 4 shows the baseline remediation data for two cohorts used for the developmental phase of the *AtD* grant, which reflects the college-readiness levels of new students. The data clearly shows the varying readiness levels among students as they begin their educational pursuits. Simply put, those needing remediation in three academic areas face far greater challenges and longer paths to completion than the other groups.

Although the College has implemented one of three learning strategies for the AtD Initiative this year, results will be measured and compared over time to provide a better indication of whether or not students show improved success and progression rates. As the two additional learning strategies are added in 2005/2006, and are repeated over time, results will be tracked and shared in future reports.



Indicator 2.5 LifeMap

LifeMap is Valencia’s name for its developmental advising system designed to increase students’ social and academic integration, development of education and career plans, and the acquisition of study and life skills. It is based on a developmental advising model that was

developed through several years of grant-supported work on increasing student success through curricular and co-curricular interventions.

The LifeMap model describes the ideal progression of a student through Valencia in a five-stage model that begins with postsecondary transition (pre-college experiences) and continues to introduction to college, progression to degree, graduation transition, and lifelong learning. Each stage has a stated outcome, performance indicator, and guiding principles.

The LifeMap system is the integration of the model into the curriculum and co-curriculum, the business practices and procedures, messages to the college community, and daily interactions among students, faculty, and staff. While specific interventions at each stage are referenced and documented, the infusion of the LifeMap philosophy into the College is similar to a cultural transformation that is difficult to fully document. The Student Affairs Leadership Team has begun work on assessing LifeMap activities and outcomes associated with each stage of the model. In the assessment plan, the Team is addressing each area of Student Affairs, the activities that contribute to student learning at each stage, and the learning outcomes that are achieved through each of these activities. An annual review of the assessment plan is scheduled to ensure continued infusion of LifeMap into the College's curriculum and co-curriculum.

The implementation of the LifeMap system through strategies with students, faculty, and staff are described in categories of materials and tools, marketing, faculty and staff development, student programs, organizational strategies, and evaluation, analysis, and recommendations.

The implementation of LifeMap continues through the further development and integration of the My LifeMap tools, the evolution of Atlas as our online portal, educational and marketing materials, support systems for faculty and staff to integrate LifeMap into their educational activities with students, and development of assessment of learning outcomes associated with LifeMap.

### Indicator 2.6 Dual Enrollment

Originally conceived as an acceleration mechanism by the state legislature, dual enrollment comprises a large part of Valencia's postsecondary transition program. A total of 1,280 students were classified as dual enrolled students in Fall 2005. In terms of enrollment, in Fall 2005, the College had 494 dual-enrolled students in Osceola County public high schools, 496 dual-enrolled students in Orange County public high schools, and 290 students classified as "Other" dual enrolled (home school, charter school, or out of district). While these figures reflect a decline in dual enrollment from the previous year, the decline appears to be correlated to the students' option to select Advanced Placement (AP) courses. Efforts are currently underway at the College to explore new paradigms for thinking about dual enrollment and to then plan appropriate strategies for meeting both College and student needs through the dual enrollment option.

Since dual enrollment courses earn both high school and college credit, dual enrollment serves two purposes: (1) to meet high school curricular requirements and (2) to begin work towards meeting requirements for a college degree. During Fall 2005, 28.6 percent of dual-enrollment students attended at least one course at Valencia after high school graduation.

### Indicator 2.7 Tech Prep

Valencia has demonstrated its commitment to help students make the connection between what they learn in the classroom and its value in the Work Force. One college program that helps students understand this connection is Tech Prep. In Fall 2005, the College enrolled former Tech Prep students as shown below:

<b>Former Tech Prep Students</b>		
<b>Service District</b>	<b>First-Time-in-College</b>	<b>All Students (including FTIC)</b>
Orange County HS Graduates	1,366	5,225
Osceola County HS Graduates	260	1,223
All Service District HS Graduates	1,626	6,448

These students are a welcome asset to the College since they arrive well prepared to learn and are clearly focused on the benefits of their education toward a career.

### **Goal 3: Learning Leaders**

**Hire, develop, support, and empower learning leaders throughout the organization.**

#### Indicator 3.1 Staffing Plan for Tenure-Track Faculty

The College also supports student learning through hiring and retaining stable, high-quality faculty. Following an extensive analysis of staffing needs in 2000/2001, the College developed a three-year hiring plan, which included expanded and improved recruitment strategies. The goals of the plan were successfully met in 2004/2005 and had no changes in 2005/2006. Faculty openings for 2005/2006 consisted of replacements for vacant positions only. For 2006/2007, ten new positions are projected to support growth expansion areas such as Nursing.

<b>New Tenure-Track Faculty</b>					
<b>2001/2002</b>	<b>2002/2003</b>	<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>
50	47	44	17	None Planned	10

#### Indicator 3.2 Faculty and Staff Development

The College views all faculty members, administrators, professional staff, and career staff as learning leaders. Over the last several years, the available resources to support employee development have increased and improved. As mentioned in Indicator 1.3, the College's commitment to professional development is recognized in the annual budget allocations for Staff and Program Development (SPD) funds as well as for several other programs. Among the primary development resources for employees are:

- Leadership Valencia, Valencia's in-house program, offers training in a variety of topics for all college employees.
- The Teaching and Learning Academy furnishes a structured, individualized development program for each faculty member during the tenure preparation process.
- Scenarios OnLine and Faculty-to-Faculty programs provide professional development specialized for part-time instructors. A program to acknowledge part-time instructors who have completed 60 hours of faculty development has been implemented. This creates a new category of "Associate Faculty" and is rewarded with a step increase in pay.
- Destinations, a summer-operated program offers faculty development that aligns with the college assessment plan designed by the Learning Evidence Team and supports the goals of the Achieving the Dream (AtD) plan to close the gaps in student performance.
- College Learning Days give all faculty valuable common learning experiences.
- Staff and Program Development funds are available to all faculty and staff to support individual professional development, including conference attendance and advanced study. (see Indicator 1.3)

In addition to the specific programs listed above, the Instructional Affairs Committee (comprising all deans) has held strategic planning sessions to identify programs of study for faculty and staff to improve the design, delivery, and assessment of student learning.

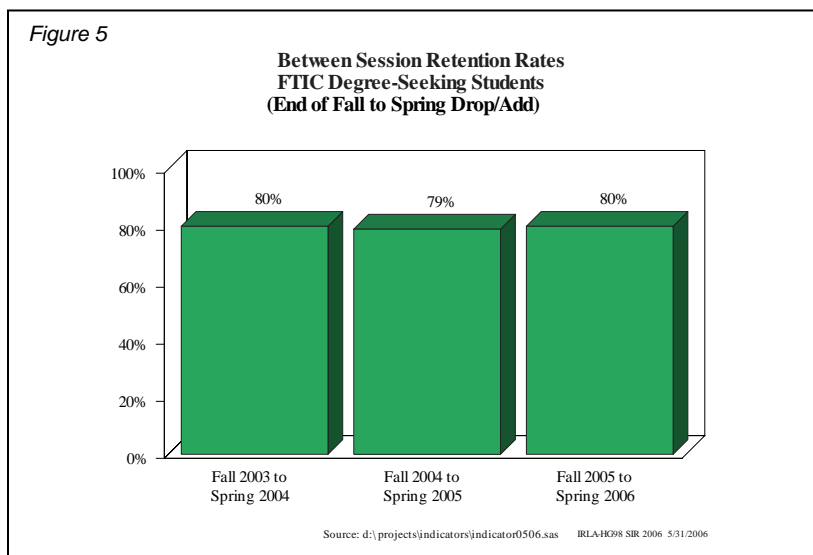
## Goal 4: Learning by Design

**Create a culture in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning and in which the College's learning leaders can effectively create the best conditions for learning.**

### Indicator 4.1 Retention: Fall to Spring and Fall to Fall

The core competencies and discipline competencies that shape the foundation for learning by design are developed slowly and accumulate and reinforce each other as the student progresses. The College's nationally-recognized LifeMap program provides one way to validate the student's progress in mastering these competencies. Other means of validation are being developed by the Learning Evidence Team, which completed the "THINK" rubric in this past year. (See Indicator 4.6 for additional information regarding the competencies and the work of the Learning Evidence Team.)

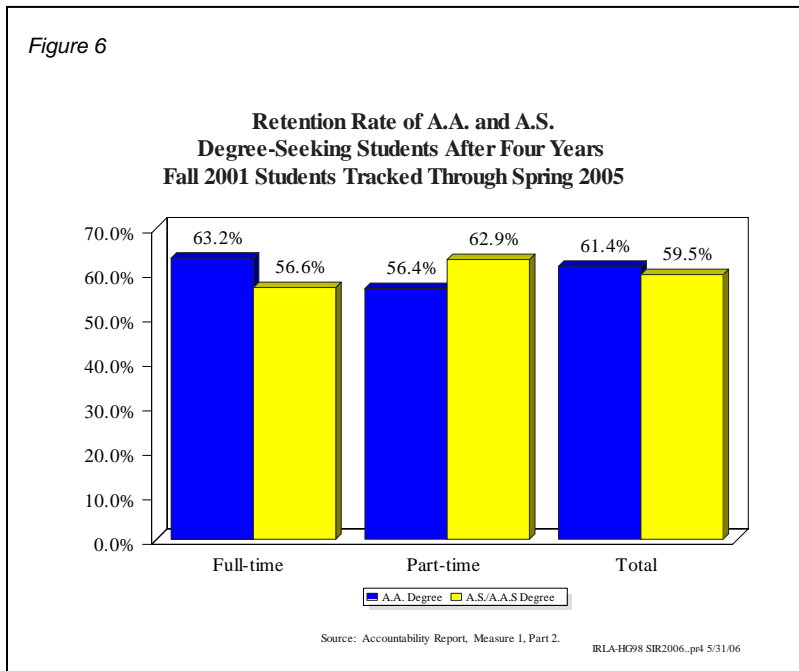
Another indicator of student success is retention of students from fall term to spring term, as well as from fall term to fall term. The College has succeeded in increasing students' fall-to-spring retention rate from 60 percent in the 1980's to a consistent average of 79-80 percent (see Figure 5).



In addition, fall-to-fall retention rates have steadily improved over the past three years.

Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
58.4%	59.6%	60.8%

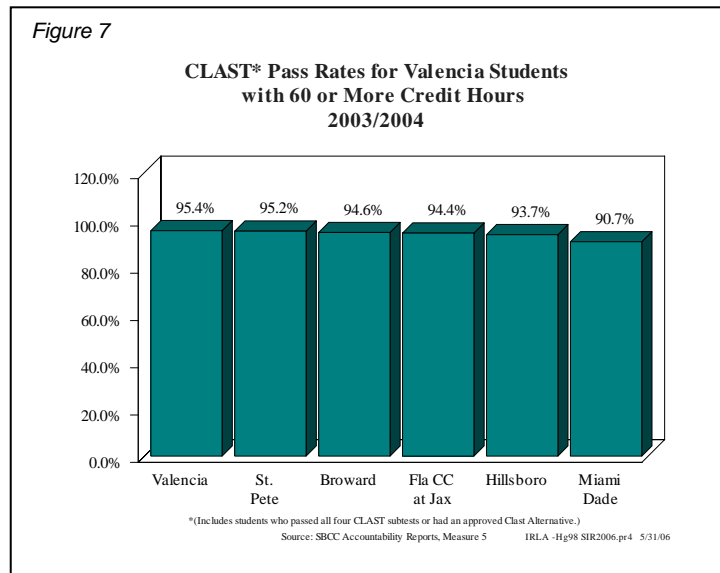
Indicator 4.2 Retention after Four Years



While the fall-to-spring retention rates help to assess students' early commitment to their program of study, a longer-term measure indicates their level of commitment to completion. In this state-defined Accountability measure, "retention" means that students who began an A.A. or A.S. degree program in Fall 2001 have either completed the program or are still enrolled and actively working on their degree (see Figure 6).

Indicator 4.3 CLASP Requirements

Created by Florida statute in 1981, the College Level Academic Skills Program (CLASP) requires that students completing A.A. degree programs in public community colleges and advancing to upper divisions in public universities demonstrate a satisfactory level of academic skill (SBCC Accountability Measure 5). Students may meet the CLASP requirement in one of two ways: by making passing scores on the College Level Academic Skills Test (CLAST) or by attaining a grade-point average of 2.5 or higher in specified

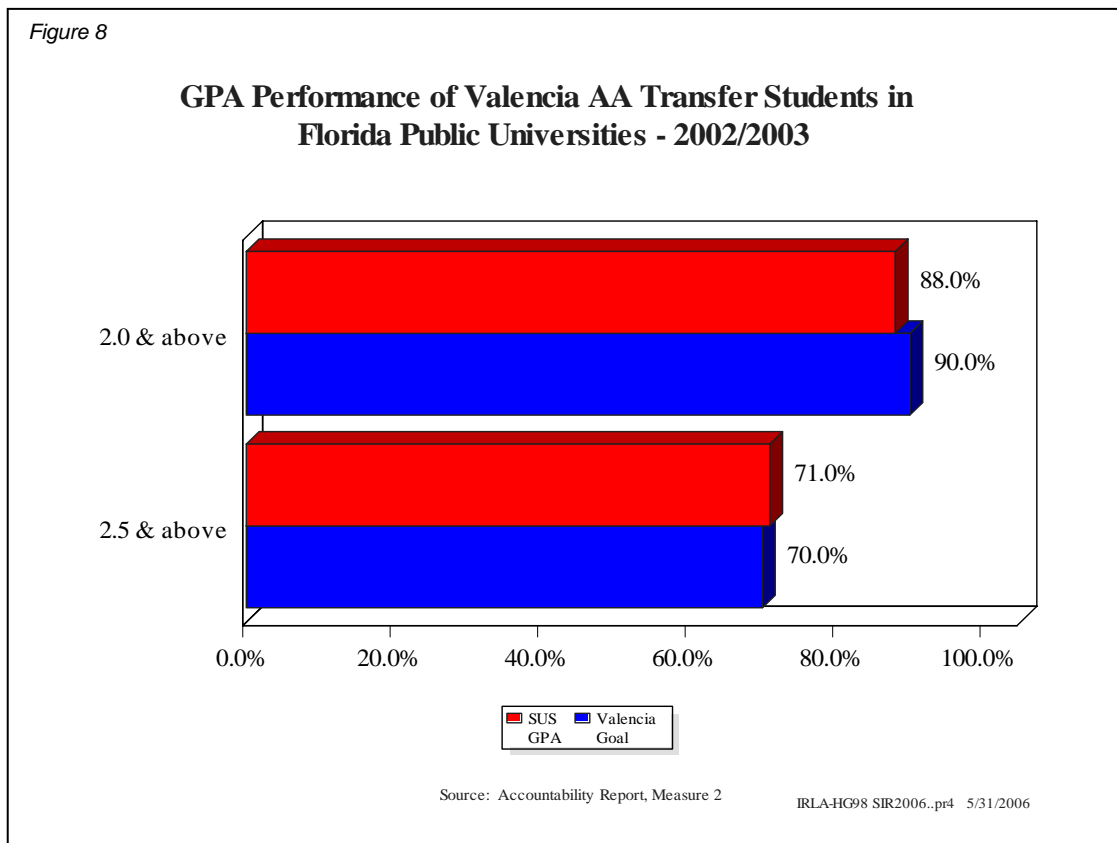


college-level mathematics and/or English courses. This performance indicator calculates the percent of those students who have accumulated 60 or more credit hours, and who have either passed the four subtests of CLAST or met the academic requirements. Of the six urban

community colleges in the graph above, Valencia's pass rate is higher than most and shows an increase over the 94 percent rate recorded in the prior year. (See Figure 7).

Indicator 4.4 Performance in State University System (SUS)

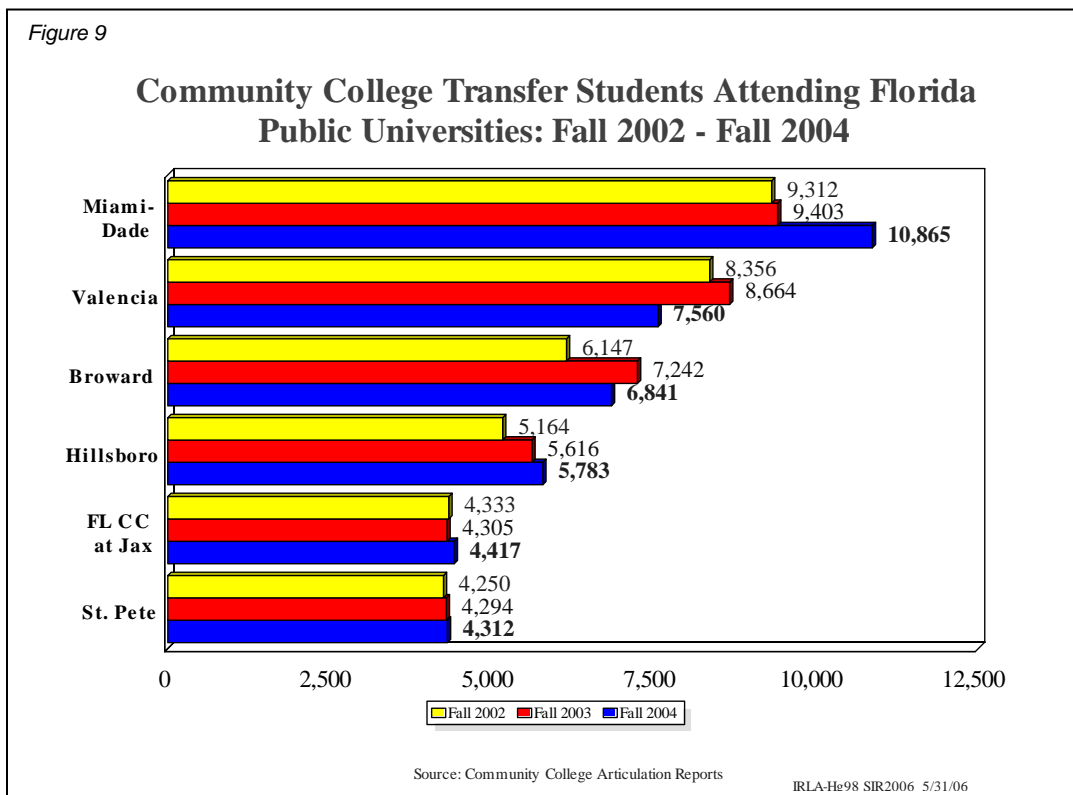
The majority of degree-seeking students at Valencia has declared an intent to earn the Associate in Arts degree, which prepares them for transfer to public universities in Florida. One measure of the effectiveness of the College's instructional programs is the performance of Valencia students in the State University System (SUS). The College examines two benchmarks: The percent of students achieving a grade point average above 2.0 and above 2.5 (SBCC Accountability Measure 2). The latest available data from the SUS appears below (see Figure 8).



### Indicator 4.5 Enrollment in State University System (SUS)

In addition to academic performance in the SUS, another indicator of students' meeting their goals of transferring to universities is the actual number of former Valencia students attending one of Florida's ten public universities (see Figure 9).

Figure 9 shows a decline in Fall 2004 for the number of Valencia transfer students enrolled in Florida public universities. The decrease, however, is related to a data adjustment, rather than an actual decline. With the recent installation of more refined data management systems, the University of Central Florida discovered that they were inaccurately reporting transfer institution data. Since the majority of Valencia transfer students attending upper division education within the SUS choose UCF, this data irregularity had the greatest impact on Valencia SUS transfer data. As the graph shows, Valencia remains the second highest feeder of community college students to the university system. Once data for Fall 2005 are available, the comparisons will more accurately reflect year-to-year changes.



### Indicator 4.6 Core Competencies

Development of the current core competencies at Valencia grew from simultaneous initiatives begun nearly a decade ago: grass-roots faculty and staff work on improving student outcomes across diverse populations (supported with Title III grant funds) and an administratively-initiated, collaboratively-led exploration of becoming a more learning-centered institution (enhanced through college participation in the Pew Higher Education Roundtables and in an ACE/Kellogg project, "Leadership and Institutional Transformation").

Through a massive, collegewide collaborative process over a three-year period, the College moved from seven discipline-specific competencies to four curriculum-integrating global competencies: Think, Value, Communicate, and Act (TVCA). Now listed and explicated in the College Catalog, course syllabi, Strategic Learning Plan, and other College publications, discussion continues on how best to understand, teach toward, and measure growth in these key life abilities.

There has been significant progression of TVCA development from concept to reality, substantial ongoing faculty/staff engagement in learning about learning and about authentic measurement thereof, continuing pilot projects in assessment of learning in the core competencies, other developments resulting from competency-based thinking, such as the new Teaching/Learning Academy for tenure-track faculty and, finally, a projection of “what next?” How do we move from peripheral experimentation to core process?

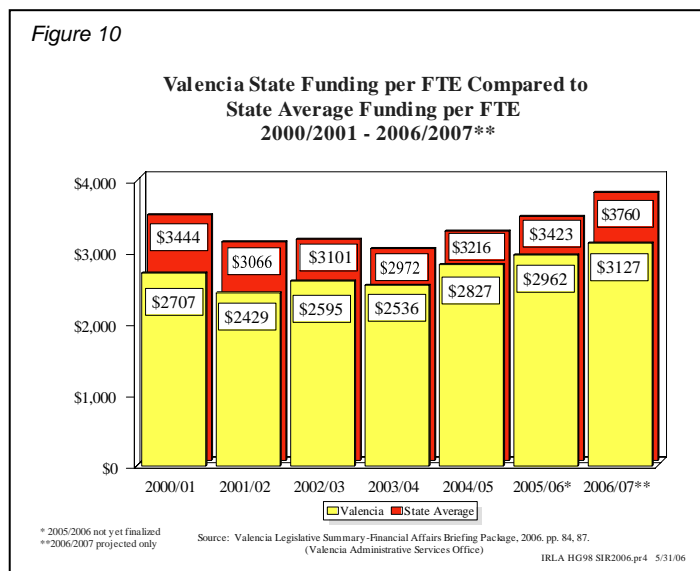
Accomplishments during the past year include the following:

- Multiple, ongoing opportunities for faculty and staff to research, develop, and experiment with learning activities for and assessment of core competencies, including the Year of THINK coordinated by the Learning Evidence Team which documented results of faculty projects in the integration and assessment of the critical thinking core competency.
- A developed, fully operational e-portfolio, currently in pilot-testing (an eventual repository for rich evidence of student growth in core competencies that can inform our analysis of degree program effectiveness in the future).
- The reorganization of the Learning Evidence Team (LET) into smaller subteams to facilitate the assessment of TVCA by faculty teams and to coordinate the assessment work of the LET with assessment plans developed by the Instructional Affairs Council (IAC).
- The design and pilot-testing of a methodology to gather evidence of student learning related to TVCA.
- Resources developed by the Learning Evidence Team: newsletter, "Assessment Update" distributed collegewide; assessment webography, "Valencia Thinks"; and an electronic student self-survey of critical thinking skills, "Measuring My Critical Thinking."
- A Course Outline Database and online Course Outline Builder are currently used collegewide as faculty update course outcome statements and align them with the core competencies. Sixty one course outlines have been authored in the Builder and approved by the Curriculum Committee.
- The Learning Evidence Team (LET) has developed an assessment plan for 2006-2011 that outlines a cyclical process of planning, implementation, evidence collection, evaluation, and reporting that will provide evidence for each core competency developmentally over time. A significant step forward in the assessment of core competencies was undertaken with the THINK project, to be followed by assessment of the remaining competencies each year thereafter.

## Goal 5: Learning Support Systems

**Create systems of learning support to enable students to achieve extraordinary learning results in classrooms, laboratories and beyond.**

### Indicator 5.1 Legislative Funding



Historically, the College has struggled to equal the funding level of most of the other Florida community colleges. For example, in 1996/1997 Valencia's appropriation per FTE was 85 percent of the system average; yet within five years (2001/2002) funding had dropped to 76 percent (see Figure 10 and table below) in spite of significant enrollment growth. In 2004/2005, Valencia's funding (87.7%) finally exceeded the 85% achieved in 1996/1997 through the collaborative efforts of community college presidents during the Legislative session. The allocation for 2005/06 remained higher

as well (86.5%). Although preliminary in nature, Valencia's portion of the system average for 2006/07 is projected to be about 83 percent.

Years	Average System Dollars	Valencia Dollars	Percent of System Average
2001/2002	\$3,192	\$2,429	76.1%
2002/2003	\$3,131	\$2,595	82.9%
2003/2004	\$3,112	\$2,536	81.5%
2004/2005	\$3,187	\$2,794	87.7%
2005/2006	\$3,423	\$2,962	86.5%
2006/2007	\$3,760	\$3,127	83.2%

### Indicator 5.2 Grant Funding

The vast majority of the College's budget is already committed to fixed costs: personnel, facilities, and supplies. Funds to pay for developing new capabilities for faculty and staff, as well as for developing many new technologies, must come from grant sources. In 2003/2004, the College submitted a total of 35 grant applications of which 28 were approved (80%) for a total of \$5,873,239. In 2004/2005, the College submitted a total of 36 grant applications of which 29 were approved (81%) for a total of \$4,866,532.67. The total dollar amount funded to date in

2005/2006 is \$1,531,777.44. Many grants have not yet been acted upon; therefore, the total for 2005/2006 will be available after October 1, 2006.

### Indicator 5.3 Learning Support System

Atlas was implemented as the Valencia portal in 2002 following an eighteen month implementation from a mainframe computer system to a relational database supported by Banner. Atlas is the integration of over a dozen separate applications into a single user sign on. It provided for the first time in Valencia's history such functionality as email for students and all faculty, student online registration and fee payment, faculty on-line grade submission and class rosters, and many other features. The design principles for Atlas were "connection" and "direction". We were intentional in the development of its functions and its content that it support Valencia's learning-centered initiatives and rolled out its adoption in terms of a "cultural transformation" for Valencia community members.

The LifeMap tools are an important and unique feature of Atlas. My Career Plan, My Education Plan, My Portfolio, My Job Prospects, and My Financial Planner provide students with guided planning experiences to support the development of their career and educational goals. Most of them also allow students to save their plans in order to use them for action decisions (for example, selecting courses for the next term) and to modify their plans as they grow in their educational experience so that the plans are living and useful to students throughout their Valencia experience.

In 2005/2006, several work teams provided the continuous development of Atlas and the My LifeMap tools. Content development, channel and tab development, updating of career database, adding an advisor e-mail feature to My Education Plan, student usage reports by term, and a study of how students use their My Education Plan are examples of this work.

The Atlas system is the college's web portal that links together a number of separate systems and functionalities through a single web entity that faculty, staff, and students log into. In 2005/2006, development and enhancements continued for a number of these systems. For example, the WebCT system provides web-enabled tools for online, hybrid, and traditional college courses. This system is undergoing a major revision upgrade from version 4 to version 6. Currently, over 97 faculty have transitioned their courses to the new version of WebCT and the project is scheduled for completion by January 2007.

### Indicator 5.4 Florida FACTS System

The Florida legislature authorized and funded a statewide advising system (FACTS) for students in the community college and state university systems. The FACTS system implementation has been divided into seven distinct phases of implementation. Valencia has completed requirements for all phases through the most current phase – Phase VII. The following deliverables have been completed as part of our ongoing FACTS implementation through the requirements for all seven phases (covering 1998-2006): PIN verification, student transcripts, on-line degree audit, remote shop, on-line admission application, degree search, and 2+2 articulation.

In 2005/2006, all existing deliverables were updated and implemented as needed with Valencia's Atlas and Banner systems. Valencia is positioned to comply with all FACTS

standards and timetables throughout the duration of the funded project and will provide those services through a combination of Banner programming and internally developed applications.

#### Indicator 5.5 Technology Initiatives

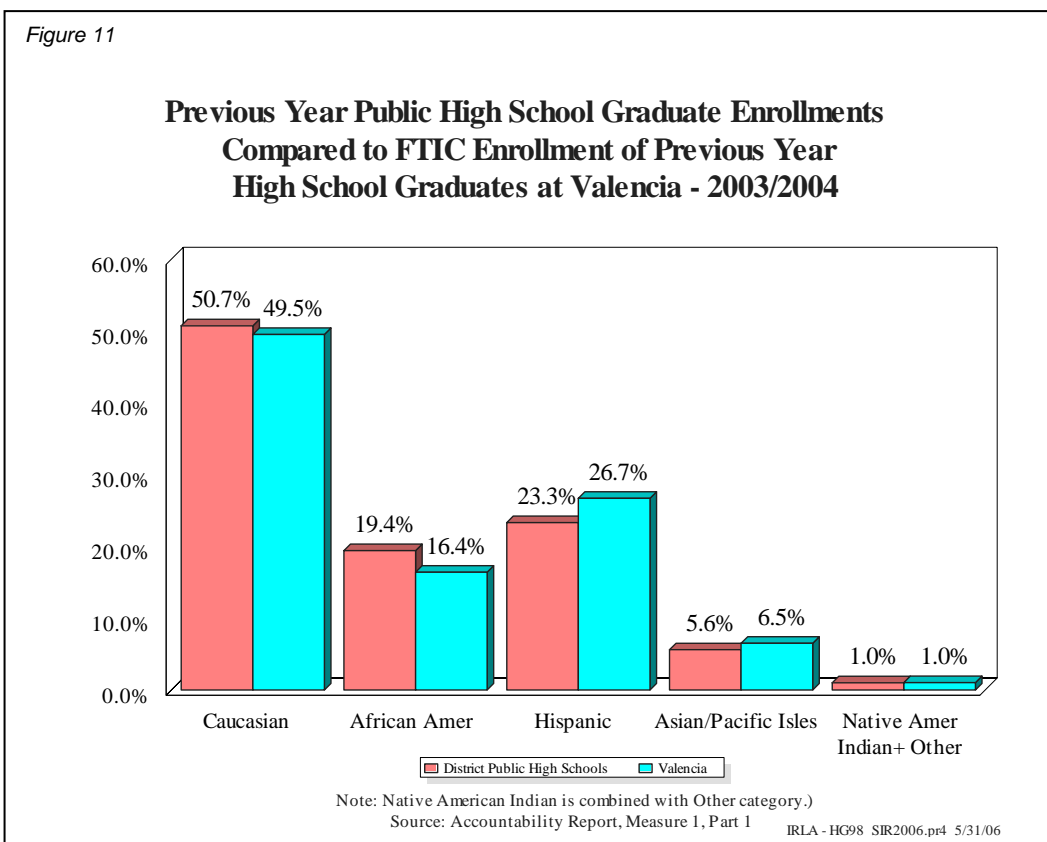
Valencia addressed a number of important technology initiatives in 2005/2006. Data security and the security of Valencia's network systems continue to be a top priority and enhancements were made to anti-virus, anti-spam, firewall, and network intrusion detection and prevention systems. Disaster Recovery processes were tested with a full off-site mock training and recovery exercise for the Atlas/Banner systems in Georgia. The Learning Technology unit of Valencia's Office of Information Technology was reorganized in 2005/2006 and the campus-based teaching and learning centers were coordinated under this office. The collegewide wireless network was expanded to provide additional coverage at all campus locations. In the web services area, work focused on a redesign of the overall website architecture and home page, resulting in the roll-out of a new home page design in May 2006. In the Administrative Systems area, a major project to upgrade the college's Banner systems from version 6.x to 7.x was started. This project is scheduled for completion in October 2006. The college's Oracle finance and human resource systems were enhanced to support payroll regulatory changes and to develop a new internal Budget Development System. Deployment of Smart Classrooms continued throughout 2005/2006 with the addition of 59 new and renovated rooms across the college's campuses.

## Goal 6: Diversity Works

**Engage the power of diversity to enhance learning and the College's impact on the community.**

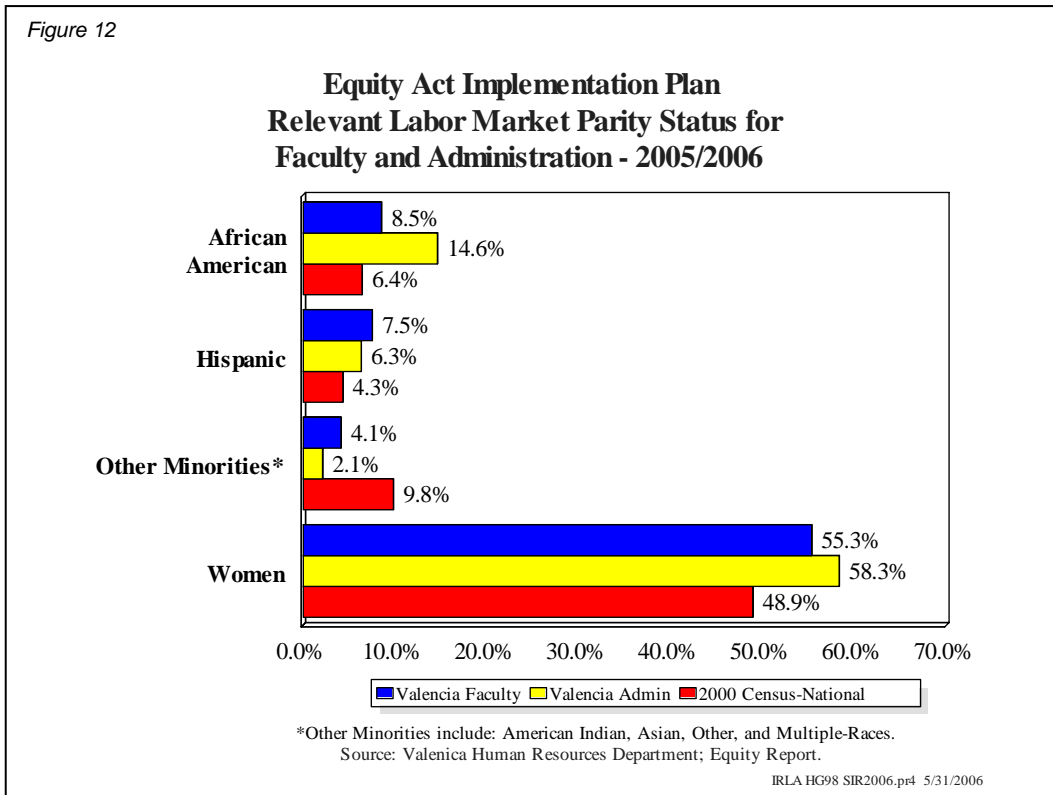
### Indicator 6.1 Diversity of Previous-Year-High-School Graduates

Another state Accountability measure helps colleges analyze the demographic diversity of their first-time-in-college students in comparison to that of their service district's graduating high school students. The most recent data (Accountability Report for 2003/2004), indicates that both Hispanic and Asian students are well represented at Valencia. The percent of African Americans entering college is three percentage points less than graduating high school students, while Caucasian students show about a one percentage point decline. (See Figure 11).



Indicator 6.2 Faculty and Staff Diversity

The College, for many years, has pursued a goal of diversity in staffing all positions, particularly administrative and tenure-track faculty positions. The College subscribes to the principle that a diverse faculty and staff enhance student learning. In the two largest non-Caucasian groups, African Americans and Hispanics, the percent of both faculty and administrators exceed the segment of the U.S. population credentialed for employment in the 2000 census. The percent of women faculty (55.3%) exceeds the credentialed segment of the population (48.9%) as does the percent of women administrators (58.3%). The comprehensive view of the College's progress in this indicator is seen in Figure 12.



## Goal 7: Learning Works

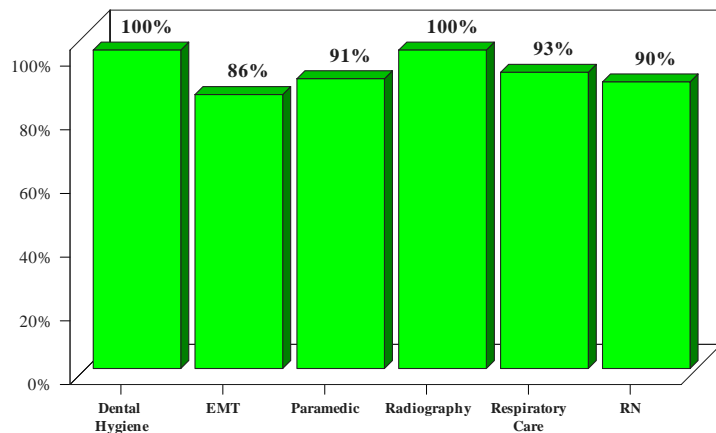
**Position Valencia as a powerful and effective community partner for creating a learning workforce in a knowledge economy.**

### Indicator 7.1 Licensure

The College has long maintained highly positive pass rates for those degree programs that require licensure. In 2004/2005 (the last full year for which figures are available), licensure pass rates ranged from 86 percent to 100 percent (see Figure 13). This measure continues to reflect the high quality of instruction received by Valencia's Health Sciences graduates.

Figure 13

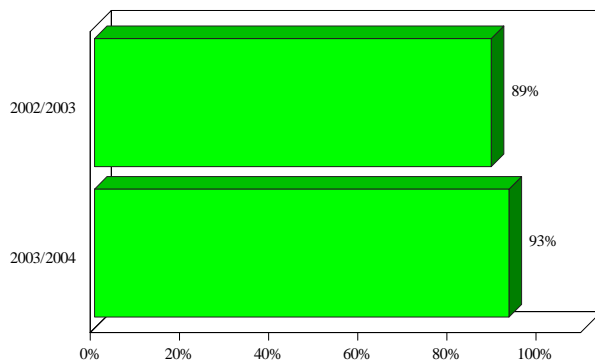
State Licensure Examination Pass Rates  
Health Sciences Programs - 2004/2005



Source: Valencia Health Sciences Academic Department. IRLA HG98 SIR2006.pr4 6/06/05

Figure 14

A.S. Degree Program Placement Rates for Graduates  
2002/03 - 2003/04



Source: FEETIP Placement Files (Approximates Accountability Measure 3, Part 2) IRLA-HG98 SIR2006.pr4 5/31/06

### Indicator 7.2 Placement

Another Indicator for Goal 7: Learning Works is the percent of Associate in Science degree graduates who are employed in the field for which they prepared at Valencia. In 2003/2004, the placement rate for all programs combined was 93 percent (see Figure 14).

This placement rate does not take into account the large number of students who direct their own career paths by enrolling in a few courses to develop specified skill sets not defined by a degree.

### Indicator 7.3 Valencia Enterprises

As a leading provider of corporate and continuing education, Valencia Enterprises provides learning and consulting services in the areas of business, health, technology, professional skills, and languages. Valencia Enterprises is also a certified testing service provider for state and national agency and board exams.

Valencia Enterprises is comprised of: Sales and Marketing, Business Solutions Group, Center for Global Languages, Inside Learning, Scenarios Online, Continuing Education and Certification Group, and Operations. Valencia Enterprises maintains a corporate learning center that supports the entrepreneurial focus upon which the division was founded.

#### **Significant Metrics:**

Over 373 businesses, companies, organizations, and agencies engaged in 386 corporate and continuing education classes, courses and programs during 2005/2006.

Corporate Students	<b>3,321</b>
Consumer Students	<b>3,706</b>
Served with Test Services	<b>6,419</b>
Students Enrolled in Multiple Courses	<b>1,051</b>

**Service to the Business Community:** Valencia Enterprises continues to aggressively pursue consultative selling relationships with businesses, governmental agencies, and organizations to identify specific training and performance challenges and recommend solutions.

#### **Representative Sample of Corporate Accounts during 2005/2006:**

ABC Construction	Darden Restaurants	Oracle
Adacel Systems, Inc.	De Beaubien, et al	Orange County Government
Attorney's Title	Florida Association of Realtors	Orlando Real Estate Association
Avatar Properties	GOAA	Seaworld
Bellsouth	Hilton Grand Vacations	Smokey Bones
Brevard County Government	Liberty Middle	Starwood Resorts
Bright House Networks	Michener Institute	Swan & Dolphin Hotels
Campus Crusade for Christ	Mitsubishi	TOHO Water Authority
Cities of Kissimmee, Casselberry, & Sanford	Northlake Park	Welbro Construction
CVS Pharmacies	NuVox Communications	YMCA After School Program

#### **Learning Initiatives and Partnerships:**

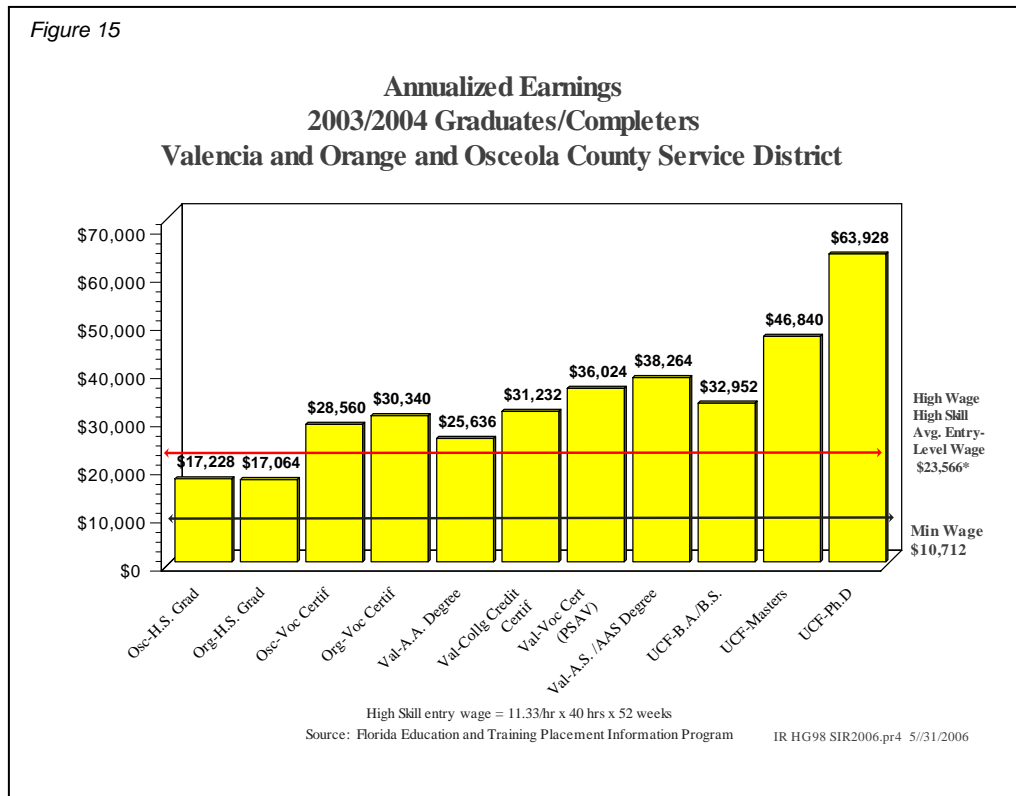
- Reorganized resources to focus on performance consulting, corporate training, and managed learning services. The Business Solutions Group works in concert with the sales and marketing team to address clients' issues head-on, assess needs and challenges, analyze performance gaps and recommend high quality solutions that enable organizations to achieve their business results.

- Corporate Room Services: Established a partnership with KDC to leverage their experience and expertise in the room services market with the location, classroom, and hospitality resource of Valencia Enterprises.
- Partnered with SAS to deliver Business Intelligence courses at the Sand Lake Center.
- Established partnership with Condensed Curriculum International to deliver Pharmacy Technician, Phlebotomy Technician, Medical Coding and Billing courses.
- Partnered with Rollins College in the delivery of the Society for Human Resources Management (SHRM) certification program for their masters level human resources management program.
- Received national recognition for SHRM program delivery.
  - Outstanding Enrollment Performance Award - Valencia Enterprises ranked in the top 20 in the world for this program
  - Certificate of Recognition for achieving 100% pass rate on the Senior Professional in Human Resources test for the exam window of December 2005-January 2006.
- E-learning Programs – Over 1,100 students enrolled in e-learning courses. Valencia Enterprises partners with fifteen online learning vendors in offering the broadest range of business, leadership, information technology, professional skills, and health professions content. During 2005/2006 our workforce market customers had access to over 150 core online courses.
- **Center for Global Languages:**
  - Overall revenue grew 55% from 2004.
  - Enrollment for the Intensive English Program increased from 308 in 2004 (duplicated headcount) to 459 in 2005 (YTD).
  - The number of courses delivered in the Intensive English Program increased from 84 in 2004 to 106 (YTD) in 2005.
  - Average course offerings increased from 16 to 26 classes per start date, five times a year at five campus locations.
  - The following Spanish programs were launched: Getting Started in Spanish 1D, Introduction to Spanish, Spanish for the Workplace Level 1 & 2, Spanish for Kids 1A & 1B, Spanish for Customer Service, and Spanish for Healthcare Professionals.
  - Additional programs launched were: English for Construction, English for the Restaurant Industry, Accent Reduction, Current Events, Train-the-Trainer for Language Instructors, and Language Proficiency Assessment Services.

Indicator 7.4 Earnings of Graduates

Community college graduate earnings are collected through the Florida Education and Training Placement Information Program (FETPIP) under the auspices of the State of Florida. The average income for Valencia’s 2003/2004 A. S. graduates was \$38,264 compared to the statewide community college average of \$41,828. Graduates of Valencia’s technical certificate programs averaged \$31,232 compared to \$36,008 statewide and Valencia’s A.A. graduates averaged \$25,636 compared to \$27,300 statewide.

Both Orange and Osceola county high school graduates earned slightly more than \$17,000 annually. Thus, an A.S. degree graduate whose education prepared her to go directly into the workforce earns more than double (\$38,264) that of a high school graduate in our district. An additional comparison can be seen with respect to those students earning bachelor’s degrees. UCF graduates with a bachelor’s degree earn an average of \$32,952. All the earnings are representative of the wages of graduates about one year after their graduation in 2003/2004.



## CONCLUSION

Results in this report show the substantial progress the College has experienced over the last several years in supporting and improving learning for both employees and students. An equally important accomplishment surfacing from the considerable work accomplished over the last five years is the creation of both a Culture of Evidence and a Culture of Inquiry to support planning and decision-making.

While many of the measures shown in this document indicate positive results, other indicators will require continued monitoring to realize outcomes. In particular, the *Achieving the Dream* initiative, which is designed to improve student learning and retention and to close success rates among students, is just beginning. Results for this work will need to be measured over time and compared with baseline and foundational time frames.

As plans for the development of a new Strategic Learning Plan emerge in the coming year, new ways of assessing and understanding the College's focus and support for learning will likely unfold. The College's progress and efforts toward achieving its goals over the last five years are indeed laudable. The Strategic Indicators Report has served as a repository of outcomes and an annual chronicle of progress toward the strategies and action items in the SLP. The development of a new SLP will undoubtedly signal new strategies for progress and new levels of assessment that extend beyond the scope of the current SLP. However, if it is true that past performance is an indicator of future performance, the collaboration and considerable work evident each year in the SIR will continue to reflect the commitment of a dedicated faculty and staff that has become *an extraordinary learning community*.

**Collegewide  
Summer End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	2,195	11.9%	1,515	8.6%	1,606	9.4%	91	6.0%
<b>PART - TIME</b>	16,306	88.1%	16,066	91.4%	15,502	90.6%	-564	-3.5%
<b>1-5 Credit Hours</b>	6,941	37.5%	7,234	41.1%	6,801	39.8%	-433	-6.0%
<b>6-8 Credit Hours</b>	6,331	34.2%	6,220	35.4%	6,077	35.5%	-143	-2.3%
<b>9-11 Credit Hours</b>	3,034	16.4%	2,612	14.9%	2,624	15.3%	12	0.5%
<b>12+ Credit Hours</b>	2,195	11.9%	1,515	8.6%	1,606	9.4%	91	6.0%
<b>TOTAL HEADCOUNT</b>	<b>18,501</b>		<b>17,581</b>		<b>17,108</b>		<b>-473</b>	<b>-2.7%</b>
<b>Day Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Evening Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Others (See Note)</b>	NA	NA	NA	NA	NA	NA	NA	NA

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Collegewide  
Summer End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	7,385	39.9%	7,115	40.5%	6,863	40.1%	-252	-3.5%
<b>Female</b>	11,073	59.9%	10,415	59.2%	10,191	59.6%	-224	-2.2%
<b>Not Indicated</b>	43	0.2%	51	0.3%	11	0.1%	-40	-78.4%
<b>ETHNIC STATUS</b>								
<b>African American</b>	3,008	16.3%	2,956	16.8%	2,756	16.1%	-200	-6.8%
<b>Asian/Pacific Islander</b>	1,175	6.4%	1,144	6.5%	1,049	6.1%	-95	-8.3%
<b>Caucasian</b>	9,538	51.6%	8,731	49.7%	8,337	48.7%	-394	-4.5%
<b>Hispanic</b>	3,660	19.8%	3,561	20.3%	3,584	20.9%	23	0.6%
<b>Native American</b>	89	0.5%	84	0.5%	86	0.5%	2	2.4%
<b>Not Indicated</b>	1,031	5.6%	1,105	6.3%	1,296	7.6%	191	17.3%
<b>TOTAL HEADCOUNT</b>	<b>18,501</b>		<b>17,581</b>		<b>17,108</b>		<b>-473</b>	<b>-2.7%</b>

Note: Headcounts are unduplicated collegewide  
Source: Banner STU4

**West Campus  
Summer End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	1,187	13.5%	824	10.0%	888	10.8%	64	7.8%
<b>PART - TIME</b>	7,626	86.5%	7,442	90.0%	7,328	89.2%	-114	-1.5%
<b>1-5 Credit Hours</b>	2,870	32.6%	2,957	35.8%	2,753	33.5%	-204	-6.9%
<b>6-8 Credit Hours</b>	3,102	35.2%	3,053	36.9%	3,050	37.1%	-3	-0.1%
<b>9-11 Credit Hours</b>	1,654	18.8%	1,432	17.3%	1,525	18.6%	93	6.5%
<b>12+ Credit Hours</b>	1,187	13.5%	824	10.0%	888	10.8%	64	7.8%
<b>TOTAL HEADCOUNT</b>	<b>8,813</b>		<b>8,266</b>		<b>8,216</b>		<b>-50</b>	<b>-0.6%</b>
<b>Day Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Evening Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Others (See Note)</b>	NA	NA	NA	NA	NA	NA	NA	NA

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**West Campus  
Summer End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	3,393	38.5%	3,219	38.9%	3,155	38.4%	-64	-2.0%
<b>Female</b>	5,397	61.2%	5,020	60.7%	5,037	61.3%	17	0.3%
<b>Not Indicated</b>	23	0.3%	27	0.3%	5	0.1%	-22	-81.5%
<b>ETHNIC STATUS</b>								
<b>African American</b>	1,952	22.1%	1,908	23.1%	1,729	21.0%	-179	-9.4%
<b>Asian/Pacific Islander</b>	659	7.5%	621	7.5%	606	7.4%	-15	-2.4%
<b>Caucasian</b>	4,127	46.8%	3,666	44.4%	3,691	44.9%	25	0.7%
<b>Hispanic</b>	1,463	16.6%	1,431	17.3%	1,492	18.2%	61	4.3%
<b>Native American</b>	39	0.4%	40	0.5%	41	0.5%	1	2.5%
<b>Not Indicated</b>	573	6.5%	600	7.3%	657	8.0%	57	9.5%
<b>TOTAL HEADCOUNT</b>	<b>8,813</b>		<b>8,266</b>		<b>8,216</b>		<b>-50</b>	<b>-0.6%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**East Campus  
Summer End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	1,127	13.5%	803	10.1%	913	11.4%	110	13.7%
<b>PART - TIME</b>	7,246	86.5%	7,143	89.9%	7,093	88.6%	-50	-0.7%
<b>1-5 Credit Hours</b>	2,986	35.7%	3,079	38.7%	3,012	37.6%	-67	-2.2%
<b>6-8 Credit Hours</b>	2,827	33.8%	2,807	35.3%	2,836	35.4%	29	1.0%
<b>9-11 Credit Hours</b>	1,433	17.1%	1,257	15.8%	1,245	15.6%	-12	-1.0%
<b>12+ Credit Hours</b>	1,127	13.5%	803	10.1%	913	11.4%	110	13.7%
<b>TOTAL HEADCOUNT</b>	<b>8,373</b>		<b>7,946</b>		<b>8,006</b>		<b>60</b>	<b>0.8%</b>
<b>Day Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Evening Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Other (See Note)</b>	NA	NA	NA	NA	NA	NA	NA	NA

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**East Campus  
Summer End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	3,625	43.3%	3,444	43.3%	3,486	43.5%	42	1.2%
<b>Female</b>	4,735	56.6%	4,485	56.4%	4,493	56.1%	8	0.2%
<b>Not Indicated</b>	13	0.2%	17	0.2%	27	0.3%	10	58.8%
<b>ETHNIC STATUS</b>								
<b>African American</b>	917	11.0%	941	11.8%	969	12.1%	28	3.0%
<b>Asian/Pacific Islander</b>	487	5.8%	466	5.9%	414	5.2%	-52	-11.2%
<b>Caucasian</b>	4,876	58.2%	4,504	56.7%	4,309	53.8%	-195	-4.3%
<b>Hispanic</b>	1,675	20.0%	1,579	19.9%	1,687	21.1%	108	6.8%
<b>Native American</b>	38	0.5%	37	0.5%	44	0.5%	7	18.9%
<b>Not Indicated</b>	380	4.5%	419	5.3%	583	7.3%	164	39.1%
<b>TOTAL HEADCOUNT</b>	<b>8,373</b>		<b>7,946</b>		<b>8,006</b>		<b>60</b>	<b>0.8%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Osceola Campus  
Summer End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	365	15.6%	277	11.8%	319	12.8%	42	15.2%
<b>PART - TIME</b>	1,970	84.4%	2,077	88.2%	2,165	87.2%	88	4.2%
<b>1-5 Credit Hours</b>	662	28.4%	778	33.1%	762	30.7%	-16	-2.1%
<b>6-8 Credit Hours</b>	872	37.3%	921	39.1%	962	38.7%	41	4.5%
<b>9-11 Credit Hours</b>	436	18.7%	378	16.1%	441	17.8%	63	16.7%
<b>12+ Credit Hours</b>	365	15.6%	277	11.8%	319	12.8%	42	15.2%
<b>TOTAL HEADCOUNT</b>	<b>2,335</b>		<b>2,354</b>		<b>2,484</b>		<b>130</b>	<b>5.5%</b>
<b>Day Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Evening Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Others (See Note)</b>	NA	NA	NA	NA	NA	NA	NA	NA

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Osceola Campus  
Summer End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	825	35.3%	850	36.1%	853	34.3%	3	0.4%
<b>Female</b>	1,502	64.3%	1,496	63.6%	1,624	65.4%	128	8.6%
<b>Not Indicated</b>	8	0.3%	8	0.3%	7	0.3%	-1	-12.5%
<b>ETHNIC STATUS</b>								
<b>African American</b>	259	11.1%	257	10.9%	287	11.6%	30	11.7%
<b>Asian/Pacific Islander</b>	116	5.0%	156	6.6%	138	5.6%	-18	-11.5%
<b>Caucasian</b>	973	41.7%	987	41.9%	1,044	42.0%	57	5.8%
<b>Hispanic</b>	825	35.3%	801	34.0%	801	32.2%	0	0.0%
<b>Native American</b>	14	0.6%	11	0.5%	11	0.4%	0	0.0%
<b>Not Indicated</b>	148	6.3%	142	6.0%	203	8.2%	61	43.0%
<b>TOTAL HEADCOUNT</b>	<b>2,335</b>		<b>2,354</b>		<b>2,484</b>		<b>130</b>	<b>5.5%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Winter Park Campus  
Summer End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	118	13.4%	88	11.2%	132	14.1%	44	50.0%
<b>PART - TIME</b>	763	86.6%	698	88.8%	807	85.9%	109	15.6%
<b>1-5 Credit Hours</b>	347	39.4%	329	41.9%	329	35.0%	0	0.0%
<b>6-8 Credit Hours</b>	285	32.3%	262	33.3%	301	32.1%	39	14.9%
<b>9-11 Credit Hours</b>	131	14.9%	107	13.6%	177	18.8%	70	65.4%
<b>12+ Credit Hours</b>	118	13.4%	88	11.2%	132	14.1%	44	50.0%
<b>TOTAL HEADCOUNT</b>	<b>881</b>		<b>786</b>		<b>939</b>		<b>153</b>	<b>19.5%</b>
<b>Day Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Evening Students</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Others (See Note)</b>	NA	NA	NA	NA	NA	NA	NA	NA

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Winter Park Campus  
Summer End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	281	31.9%	275	34.5%	313	33.3%	38	13.8%
<b>Female</b>	597	67.8%	518	65.1%	624	66.5%	106	20.5%
<b>Not Indicated</b>	3	0.3%	3	0.4%	2	0.2%	-1	-33.3%
<b>ETHNIC STATUS</b>								
<b>African American</b>	170	19.3%	134	16.8%	141	15.0%	7	5.2%
<b>Asian/Pacific Islander</b>	29	3.3%	24	3.0%	30	3.2%	6	25.0%
<b>Caucasian</b>	524	59.5%	487	61.2%	564	60.1%	77	15.8%
<b>Hispanic</b>	119	13.5%	101	12.7%	131	14.0%	30	29.7%
<b>Native American</b>	4	0.5%	7	0.9%	6	0.6%	-1	-14.3%
<b>Not Indicated</b>	35	4.0%	43	5.4%	67	7.1%	24	55.8%
<b>TOTAL HEADCOUNT</b>	<b>881</b>		<b>796</b>		<b>939</b>		<b>143</b>	<b>18.0%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Collegewide  
End of Fall Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	10,966	37.5%	11,900	40.3%	11,696	39.9%	-204	-1.7%
<b>PART - TIME</b>	18,289	62.5%	17,653	59.7%	17,646	60.1%	-7	0.0%
<b>1-5 Credit Hours</b>	5,926	20.3%	5,347	18.1%	5,543	18.9%	196	3.7%
<b>6-8 Credit Hours</b>	6,765	23.1%	6,628	22.4%	6,381	21.7%	-247	-3.7%
<b>9-11 Credit Hours</b>	5,598	19.1%	5,678	19.2%	5,722	19.5%	44	0.8%
<b>12+ Credit Hours</b>	10,966	37.5%	11,900	40.3%	11,696	39.9%	-204	-1.7%
<b>TOTAL HEADCOUNT</b>	<b>29,255</b>		<b>29,553</b>		<b>29,342</b>		<b>-211</b>	<b>-0.7%</b>
<b>Day Students</b>	21,698	74.2%	22,313	75.5%	21,479	73.2%	-834	-3.7%
<b>Evening Students</b>	7,184	24.6%	6,939	23.5%	7,863	26.8%	924	13.3%
<b>Others (See Note)</b>	373	1.3%	301	1.0%	0	0.0%	-301	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Collegewide  
End of Fall Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	12,246	41.9%	12,504	42.3%	12,350	42.1%	-154	-1.2%
<b>Female</b>	16,911	57.8%	16,951	57.4%	16,892	57.6%	-59	-0.3%
<b>Not Indicated</b>	98	0.3%	98	0.3%	100	0.3%	2	2.0%
<b>ETHNIC STATUS</b>								
<b>African American</b>	4,173	14.3%	4,339	14.7%	4,341	14.8%	2	0.0%
<b>Asian/Pacific Islander</b>	1,688	5.8%	1,693	5.7%	1,660	5.7%	-33	-1.9%
<b>Caucasian</b>	15,475	52.9%	15,020	50.8%	14,359	48.9%	-661	-4.4%
<b>Hispanic</b>	6,052	20.7%	6,427	21.7%	6,752	23.0%	325	5.1%
<b>Native American</b>	129	0.4%	131	0.4%	141	0.5%	10	7.6%
<b>Not Indicated</b>	1,738	5.9%	1,943	6.6%	2,089	7.1%	146	7.5%
<b>TOTAL HEADCOUNT</b>	<b>29,255</b>		<b>29,553</b>		<b>29,342</b>		<b>-211</b>	<b>-0.7%</b>

Note: Headcounts are unduplicated collegewide  
Source: Banner STU4

**West Campus  
Fall End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	4,953	37.9%	5,362	40.6%	5,148	39.7%	-214	-4.0%
								0.0%
<b>PART - TIME</b>	8,111	62.1%	7,842	59.4%	7,809	60.3%	-33	-0.4%
<b>1-5 Credit Hours</b>	2,272	17.4%	1,993	15.1%	2,126	16.4%	133	6.7%
<b>6-8 Credit Hours</b>	3,033	23.2%	2,922	22.1%	2,798	21.6%	-124	-4.2%
<b>9-11 Credit Hours</b>	2,806	21.5%	2,927	22.2%	2,885	22.3%	-42	-1.4%
<b>12+ Credit Hours</b>	4,953	37.9%	5,362	40.6%	5,148	39.7%	-214	-4.0%
<b>TOTAL HEADCOUNT</b>	<b>13,064</b>		<b>13,204</b>		<b>12,957</b>		<b>-247</b>	<b>-1.9%</b>
<b>Day Students</b>	9,823	76.1%	10,184	77.8%	9,591	74.0%	-593	-5.8%
<b>Evening Students</b>	3,091	23.9%	2,910	22.2%	3,366	26.0%	456	15.7%
<b>Others (See Note)</b>	150	1.2%	110	0.8%	0	0.0%	-110	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**West Campus  
Fall End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	5,279	40.4%	5,438	41.2%	5,329	41.1%	-109	-2.0%
<b>Female</b>	7,736	59.2%	7,714	58.4%	7,591	58.6%	-123	-1.6%
<b>Not Indicated</b>	49	0.4%	52	0.4%	37	0.3%	-15	-28.8%
<b>ETHNIC STATUS</b>								
<b>African American</b>	2,569	19.7%	2,701	20.5%	2,586	20.0%	-115	-4.3%
<b>Asian/Pacific Islander</b>	872	6.7%	947	7.2%	910	7.0%	-37	-3.9%
<b>Caucasian</b>	6,381	48.8%	6,157	46.6%	5,873	45.3%	-284	-4.6%
<b>Hispanic</b>	2,269	17.4%	2,358	17.9%	2,496	19.3%	138	5.9%
<b>Native American</b>	61	0.5%	66	0.5%	67	0.5%	1	1.5%
<b>Not Indicated</b>	912	7.0%	975	7.4%	1,025	7.9%	50	5.1%
<b>TOTAL HEADCOUNT</b>	<b>13,064</b>		<b>13,204</b>		<b>12,957</b>		<b>-247</b>	<b>-1.9%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**East Campus  
Fall End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	5,723	41.5%	6,256	44.2%	6,092	42.8%	-164	-2.6%
<b>PART - TIME</b>	8,080	58.5%	7,892	55.8%	8,130	57.2%	238	3.0%
<b>1-5 Credit Hours</b>	2,514	18.2%	2,240	15.8%	2,373	16.7%	133	5.9%
<b>6-8 Credit Hours</b>	3,009	21.8%	3,044	21.5%	3,030	21.3%	-14	-0.5%
<b>9-11 Credit Hours</b>	2,557	18.5%	2,608	18.4%	2,727	19.2%	119	4.6%
<b>12+ Credit Hours</b>	5,723	41.5%	6,256	44.2%	6,092	42.8%	-164	-2.6%
<b>TOTAL HEADCOUNT</b>	<b>13,803</b>		<b>14,148</b>		<b>14,222</b>		<b>74</b>	<b>0.5%</b>
<b>Day Students</b>	10,085	73.1%	10,447	73.8%	10,328	72.6%	-119	-1.1%
<b>Evening Students</b>	3,519	25.5%	3,548	25.1%	3,894	27.4%	346	9.8%
<b>Others (See Note)</b>	199	1.4%	153	1.1%	0	0.0%	-153	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**East Campus  
Fall End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	6,210	45.0%	6,448	45.6%	6,367	44.8%	-81	-1.3%
<b>Female</b>	7,552	54.7%	7,655	54.1%	7,801	54.9%	146	1.9%
<b>Not Indicated</b>	41	0.3%	45	0.3%	54	0.4%	9	20.0%
<b>ETHNIC STATUS</b>								
<b>African American</b>	1,353	9.8%	1,468	10.4%	1,593	11.2%	125	8.5%
<b>Asian/Pacific Islander</b>	753	5.5%	704	5.0%	692	4.9%	-12	-1.7%
<b>Caucasian</b>	8,153	59.1%	8,030	56.8%	7,712	54.2%	-318	-4.0%
<b>Hispanic</b>	2,776	20.1%	3,039	21.5%	3,195	22.5%	156	5.1%
<b>Native American</b>	55	0.4%	57	0.4%	73	0.5%	16	28.1%
<b>Not Indicated</b>	713	5.2%	850	6.0%	957	6.7%	107	12.6%
<b>TOTAL HEADCOUNT</b>	<b>13,803</b>		<b>14,148</b>		<b>14,222</b>		<b>74</b>	<b>0.5%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Osceola Campus  
Fall End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	2,040	41.1%	2,316	45.1%	2,403	46.4%	87	3.8%
<b>PART - TIME</b>	2,928	58.9%	2,814	54.9%	2,771	53.6%	-43	-1.5%
<b>1-5 Credit Hours</b>	695	14.0%	698	13.6%	691	13.4%	-7	-1.0%
<b>6-8 Credit Hours</b>	1,224	24.6%	1,173	22.9%	1,138	22.0%	-35	-3.0%
<b>9-11 Credit Hours</b>	1,009	20.3%	943	18.4%	942	18.2%	-1	-0.1%
<b>12+ Credit Hours</b>	2,040	41.1%	2,316	45.1%	2,403	46.4%	87	3.8%
<b>TOTAL HEADCOUNT</b>	<b>4,968</b>		<b>5,130</b>		<b>5,174</b>		<b>44</b>	<b>0.9%</b>
<b>Day Students</b>	3,677	74.0%	3,915	76.3%	3,799	73.4%	-116	-3.0%
<b>Evening Students</b>	1,238	24.9%	1,141	22.2%	1,375	26.6%	234	20.5%
<b>Others (See Note)</b>	53	1.1%	74	1.4%	0	0.0%	-74	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Osceola Campus  
Fall End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2002/2003		2003/2004		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	1,863	37.5%	1,916	37.3%	1,956	37.8%	40	2.1%
<b>Female</b>	3,088	62.2%	3,204	62.5%	3,199	61.8%	-5	-0.2%
<b>Not Indicated</b>	17	0.3%	10	0.2%	19	0.4%	9	90.0%
<b>ETHNIC STATUS</b>								
<b>African American</b>	471	9.5%	476	9.3%	529	10.2%	53	11.1%
<b>Asian/Pacific Islander</b>	253	5.1%	258	5.0%	265	5.1%	7	2.7%
<b>Caucasian</b>	2,204	44.4%	2,204	43.0%	2,048	39.6%	-156	-7.1%
<b>Hispanic</b>	1,725	34.7%	1,843	35.9%	1,943	37.6%	100	5.4%
<b>Native American</b>	24	0.5%	19	0.4%	22	0.4%	3	15.8%
<b>Not Indicated</b>	291	5.9%	330	6.4%	367	7.1%	37	11.2%
<b>TOTAL HEADCOUNT</b>	<b>4,968</b>		<b>5,130</b>		<b>5,174</b>		<b>44</b>	<b>0.9%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Winter Park Campus  
Fall End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	682	37.9%	771	40.0%	866	38.6%	95	12.3%
<b>PART - TIME</b>	1,118	62.1%	1,155	60.0%	1,380	61.4%	225	19.5%
<b>1-5 Credit Hours</b>	356	19.8%	358	18.6%	401	17.9%	43	12.0%
<b>6-8 Credit Hours</b>	439	24.4%	459	23.8%	557	24.8%	98	21.4%
<b>9-11 Credit Hours</b>	323	17.9%	338	17.5%	422	18.8%	84	24.9%
<b>12+ Credit Hours</b>	682	37.9%	771	40.0%	866	38.6%	95	12.3%
<b>TOTAL HEADCOUNT</b>	<b>1,800</b>		<b>1,926</b>		<b>2,246</b>		<b>320</b>	<b>16.6%</b>
<b>Day Students</b>	1,170	65.0%	1,234	64.1%	1,416	63.0%	182	14.7%
<b>Evening Students</b>	616	34.2%	679	35.3%	830	37.0%	151	22.2%
<b>Others (See Note)</b>	14	0.8%	13	0.7%	0	0.0%	-13	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Winter Park Campus  
Fall End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2002/2003		2003/2004		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	652	36.2%	707	36.7%	832	37.0%	125	17.7%
<b>Female</b>	1,141	63.4%	1,215	63.1%	1,408	62.7%	193	15.9%
<b>Not Indicated</b>	7	0.4%	4	0.2%	6	0.3%	2	50.0%
<b>ETHNIC STATUS</b>								
<b>African American</b>	286	15.9%	310	16.1%	294	13.1%	-16	-5.2%
<b>Asian/Pacific Islander</b>	52	2.9%	57	3.0%	78	3.5%	21	36.8%
<b>Caucasian</b>	1,120	62.2%	1,202	62.4%	1,438	64.0%	236	19.6%
<b>Hispanic</b>	247	13.7%	244	12.7%	298	13.3%	54	22.1%
<b>Native American</b>	9	0.5%	17	0.9%	11	0.5%	-6	-35.3%
<b>Not Indicated</b>	86	4.8%	96	5.0%	127	5.7%	31	32.3%
<b>TOTAL HEADCOUNT</b>	<b>1,800</b>		<b>1,926</b>		<b>2,246</b>		<b>320</b>	<b>16.6%</b>

Note: Headcounts are duplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Collegewide  
Spring End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	10,592	36.5%	10,295	37.2%	10,451	37.9%	156	1.5%
<b>PART - TIME</b>	18,399	63.5%	17,348	62.8%	17,124	62.1%	-224	-1.3%
<b>1-5 Credit Hours</b>	5,756	19.9%	5,131	18.6%	5,203	18.9%	72	1.4%
<b>6-8 Credit Hours</b>	6,831	23.6%	6,535	23.6%	6,228	22.6%	-307	-4.7%
<b>9-11 Credit Hours</b>	5,812	20.0%	5,682	20.6%	5,693	20.6%	11	0.2%
<b>12+ Credit Hours</b>	10,592	36.5%	10,295	37.2%	10,451	37.9%	156	1.5%
<b>TOTAL HEADCOUNT</b>	<b>28,991</b>		<b>27,643</b>		<b>27,575</b>		<b>-68</b>	<b>-0.2%</b>
<b>Day Students</b>	21,479	74.1%	19,752	71.5%	20,155	73.1%	403	2.0%
<b>Evening Students</b>	7,104	24.5%	6,736	24.4%	7,420	26.9%	684	10.2%
<b>Others (See Note)</b>	408	1.4%	1,155	4.2%	0	0.0%	-1,155	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Collegewide  
Spring End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	12,249	42.3%	11,525	41.7%	11,455	41.5%	-70	-0.6%
<b>Female</b>	16,639	57.4%	16,037	58.0%	16,030	58.1%	-7	0.0%
<b>Not Indicated</b>	103	0.4%	81	0.3%	90	0.3%	9	11.1%
<b>ETHNIC STATUS</b>								
<b>African American</b>	4,306	14.9%	4,043	14.6%	4,033	14.6%	-10	-0.2%
<b>Asian/Pacific Islander</b>	1,653	5.7%	1,565	5.7%	1,526	5.5%	-39	-2.5%
<b>Caucasian</b>	15,011	51.8%	13,911	50.3%	13,399	48.6%	-512	-3.7%
<b>Hispanic</b>	6,092	21.0%	6,050	21.9%	6,415	23.3%	365	6.0%
<b>Native American</b>	135	0.5%	121	0.4%	133	0.5%	12	9.9%
<b>Not Indicated</b>	1,794	6.2%	1,953	7.1%	2,069	7.5%	116	5.9%
<b>TOTAL HEADCOUNT</b>	<b>28,991</b>		<b>27,643</b>		<b>27,575</b>		<b>-68</b>	<b>-0.2%</b>

Note: Headcounts are unduplicated collegewide  
Source: Banner STU4

**West Campus  
Spring End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	4,892	37.3%	4,673	37.0%	4,529	37.0%	-144	-3.1%
<b>PART - TIME</b>	8,225	62.7%	7,949	63.0%	7,726	63.0%	-223	-2.8%
<b>1-5 Credit Hours</b>	2,115	16.1%	1,924	15.2%	1,974	16.1%	50	2.6%
<b>6-8 Credit Hours</b>	3,134	23.9%	3,099	24.6%	2,812	22.9%	-287	-9.3%
<b>9-11 Credit Hours</b>	2,976	22.7%	2,926	23.2%	2,940	24.0%	14	0.5%
<b>12+ Credit Hours</b>	4,892	37.3%	4,673	37.0%	4,529	37.0%	-144	-3.1%
<b>TOTAL HEADCOUNT</b>	<b>13,117</b>		<b>12,622</b>		<b>12,255</b>		<b>-367</b>	<b>-2.9%</b>
<b>Day Students</b>	9,853	75.1%	9,307	73.7%	9,146	74.6%	-161	-1.7%
<b>Evening Students</b>	3,115	23.7%	2,931	23.2%	3,109	25.4%	178	6.1%
<b>Others (See Note)</b>	149	1.1%	384	3.0%	0	0.0%	-384	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**West Campus  
Spring End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	5,376	41.0%	5,044	40.0%	4,969	40.5%	-75	-1.5%
<b>Female</b>	7,684	58.6%	7,535	59.7%	7,260	59.2%	-275	-3.6%
<b>Not Indicated</b>	57	0.4%	43	0.3%	26	0.2%	-17	-39.5%
<b>ETHNIC STATUS</b>								
<b>African American</b>	2,712	20.7%	2,544	20.2%	2,446	20.0%	-98	-3.9%
<b>Asian /Pacific Islander</b>	882	6.7%	880	7.0%	838	6.8%	-42	-4.8%
<b>Caucasian</b>	6,198	47.3%	5,866	46.5%	5,502	44.9%	-364	-6.2%
<b>Hispanic</b>	2,294	17.5%	2,298	18.2%	2,413	19.7%	115	5.0%
<b>Native American</b>	63	0.5%	53	0.4%	55	0.4%	2	3.8%
<b>Not Indicated</b>	968	7.4%	981	7.8%	1,001	8.2%	20	2.0%
<b>TOTAL HEADCOUNT</b>	<b>13,117</b>		<b>12,622</b>		<b>12,255</b>		<b>-367</b>	<b>-2.9%</b>

Note: Headcounts are unduplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**East Campus  
Spring End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	5,560	40.6%	5,549	42.1%	5,642	42.6%	93	1.7%
<b>PART - TIME</b>	8,142	59.4%	7,620	57.9%	7,593	57.4%	-27	-0.4%
<b>1-5 Credit Hours</b>	2,471	18.0%	2,167	16.5%	2,144	16.2%	-23	-1.1%
<b>6-8 Credit Hours</b>	3,036	22.2%	2,876	21.8%	2,819	21.3%	-57	-2.0%
<b>9-11 Credit Hours</b>	2,635	19.2%	2,577	19.6%	2,630	19.9%	53	2.1%
<b>12+ Credit Hours</b>	5,560	40.6%	5,549	42.1%	5,642	42.6%	93	1.7%
<b>TOTAL HEADCOUNT</b>	<b>13,702</b>		<b>13,169</b>		<b>13,235</b>		<b>66</b>	<b>0.5%</b>
<b>Day Students</b>	10,014	73.1%	9,366	71.1%	9,552	72.2%	186	2.0%
<b>Evening Students</b>	3,454	25.2%	3,372	25.6%	3,683	27.8%	311	9.2%
<b>Others (See Note)</b>	234	1.7%	431	3.3%	0	0.0%	-431	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**East Campus  
Spring End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	6,168	45.0%	5,877	44.6%	5,879	44.4%	2	0.0%
<b>Female</b>	7,492	54.7%	7,252	55.1%	7,308	55.2%	56	0.8%
<b>Not Indicated</b>	42	0.3%	40	0.3%	48	0.4%	8	20.0%
<b>ETHNIC STATUS</b>								
<b>African American</b>	1,430	10.4%	1,387	10.5%	1,408	10.6%	21	1.5%
<b>Asian/Pacific Islander</b>	738	5.4%	667	5.1%	652	4.9%	-15	-2.2%
<b>Caucasian</b>	7,940	57.9%	7,379	56.0%	7,247	54.8%	-132	-1.8%
<b>Hispanic</b>	2,788	20.3%	2,842	21.6%	2,946	22.3%	104	3.7%
<b>Native American</b>	62	0.5%	62	0.5%	66	0.5%	4	6.5%
<b>Not Indicated</b>	744	5.4%	832	6.3%	916	6.9%	84	10.1%
<b>TOTAL HEADCOUNT</b>	<b>13,702</b>		<b>13,169</b>		<b>13,235</b>		<b>66</b>	<b>0.5%</b>

Note: Headcounts are unduplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Osceola Campus  
Spring End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	1,981	41.1%	2,070	42.0%	2,170	43.5%	100	4.8%
<b>PART - TIME</b>	2,838	58.9%	2,853	58.0%	2,814	56.5%	-39	-1.4%
<b>1-5 Credit Hours</b>	679	14.1%	669	13.6%	739	14.8%	70	10.5%
<b>6-8 Credit Hours</b>	1,174	24.4%	1,184	24.1%	1,146	23.0%	-38	-3.2%
<b>9-11 Credit Hours</b>	985	20.4%	1,000	20.3%	929	18.6%	-71	-7.1%
<b>12+ Credit Hours</b>	1,981	41.1%	2,070	42.0%	2,170	43.5%	100	4.8%
<b>TOTAL HEADCOUNT</b>	<b>4,819</b>		<b>4,923</b>		<b>4,984</b>		<b>61</b>	<b>1.2%</b>
<b>Day Students</b>	3,597	74.6%	3,302	67.1%	3,592	72.1%	290	8.8%
<b>Evening Students</b>	1,181	24.5%	1,195	24.3%	1,392	27.9%	197	16.5%
<b>Others (See Note)</b>	41	0.9%	426	8.7%	0	0.0%	-426	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Osceola Campus  
Spring End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	1,833	38.0%	1,814	36.8%	1,853	37.2%	39	2.1%
<b>Female</b>	2,976	61.8%	3,098	62.9%	3,109	62.4%	11	0.4%
<b>Not Indicated</b>	10	0.2%	11	0.2%	22	0.4%	11	100.0%
<b>ETHNIC STATUS</b>								
<b>African American</b>	455	9.4%	490	10.0%	514	10.3%	24	4.9%
<b>Asian/Pacific Islander</b>	239	5.0%	248	5.0%	234	4.7%	-14	-5.6%
<b>Caucasian</b>	2,071	43.0%	2,105	42.8%	1,964	39.4%	-141	-6.7%
<b>Hispanic</b>	1,722	35.7%	1,726	35.1%	1,862	37.4%	136	7.9%
<b>Native American</b>	24	0.5%	16	0.3%	26	0.5%	10	62.5%
<b>Not Indicated</b>	308	6.4%	338	6.9%	384	7.7%	46	13.6%
<b>TOTAL HEADCOUNT</b>	<b>4,819</b>		<b>4,923</b>		<b>4,984</b>		<b>61</b>	<b>1.2%</b>

Note: Headcounts are unduplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

**Winter Park Campus  
Spring End of Term  
Credit Enrollment  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>FULL - TIME</b>	659	36.9%	791	38.3%	743	36.0%	-48	-6.1%
<b>PART - TIME</b>	1,125	63.1%	1,273	61.7%	1,322	64.0%	49	3.8%
<b>1-5 Credit Hours</b>	407	22.8%	399	19.3%	389	18.8%	-10	-2.5%
<b>6-8 Credit Hours</b>	426	23.9%	496	24.0%	536	26.0%	40	8.1%
<b>9-11 Credit Hours</b>	292	16.4%	378	18.3%	397	19.2%	19	5.0%
<b>12+ Credit Hours</b>	659	36.9%	791	38.3%	743	36.0%	-48	-6.1%
<b>TOTAL HEADCOUNT</b>	<b>1,784</b>		<b>2,064</b>		<b>2,065</b>		<b>1</b>	<b>0.0%</b>
<b>Day Students</b>	1,137	63.7%	1,354	65.6%	1,285	62.2%	-69	-5.1%
<b>Evening Students</b>	640	35.9%	675	32.7%	780	37.8%	105	15.6%
<b>Others (See Note)</b>	7	0.4%	35	1.7%	0	0.0%	-35	-100.0%

Note: Includes students attending classes taught at non-regularly scheduled times (WEB, TV, Open Labs, etc.)

**Winter Park Campus  
Spring End of Term  
Credit Enrollment by Gender and Ethnicity  
2003/2004 - 2005/2006**

	2003/2004		2004/2005		2005/2006		Difference 2004/2005-2005/2006	
	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.	Nbr.	Pct.
<b>GENDER</b>								
<b>Male</b>	656	36.8%	714	34.6%	759	36.8%	45	6.3%
<b>Female</b>	1,122	62.9%	1,347	65.3%	1,295	62.7%	-52	-3.9%
<b>Not Indicated</b>	6	0.3%	3	0.1%	11	0.5%	8	266.7%
<b>ETHNIC STATUS</b>								
<b>African American</b>	276	15.5%	273	13.2%	288	13.9%	15	5.5%
<b>Asian/Pacific Islander</b>	58	3.3%	73	3.5%	74	3.6%	1	1.4%
<b>Caucasian</b>	1,128	63.2%	1,323	64.1%	1,283	62.1%	-40	-3.0%
<b>Hispanic</b>	229	12.8%	270	13.1%	263	12.7%	-7	-2.6%
<b>Native American</b>	12	0.7%	13	0.6%	8	0.4%	-5	-38.5%
<b>Not Indicated</b>	81	4.5%	112	5.4%	149	7.2%	37	33.0%
<b>TOTAL HEADCOUNT</b>	<b>1,784</b>		<b>2,064</b>		<b>2,065</b>		<b>1</b>	<b>0.0%</b>

Note: Headcounts are unduplicated across campuses (a student is counted on each campus attended)

Source: Banner STU4

## Glossary

**ADMINISTRATIVE** - a category of personnel defined by the Florida Community College System which includes persons whose assignments are planning, organizing, and managing the institution or a subdivision within the institution. Officers holding such titles as President, Vice President, Provost, or Department Deans are reported here.

**ASSOCIATE IN ARTS** - a degree program designed to provide the freshman and sophomore levels of education to students intending to transfer to an upper-division institution.

**ASSOCIATE IN APPLIED SCIENCE/ASSOCIATE IN SCIENCE** - degree programs designed to prepare students for employment in a vocational technical career without subsequent upper-division training.

**ADVANCED & PROFESSIONAL (A & P)** - a subfunction of the Information Classification Structure (ICS) that includes courses and instructional programs designed to provide the first two years of course work for transfer to an upper-division institution. This includes all courses and disciplines in the Associate in Arts degree program.

**AVERAGE AGE** - two measures are utilized in the Statistical History to determine the average age. The MEAN age is obtained by computing the arithmetic average of all the Valencia students' ages. The MEDIAN age is obtained by creating a list of the ages of all the students in numerical order. The total number of students is divided by 2. The resulting quantity (rounded up to the next integer value if necessary) will be called position X. Starting from either end of the list and counting up or down to X, the middle age is found, corresponding to position X. That is the MEDIAN. For example, if there were 7 students and the list of their ages looked like this: 17 17 18 18 18 19 19, the median would be 18 (the second of the three 18's, in the fourth, or middle, position).

**CLAST (College Level Academic Skills Test)** - an achievement test administered to sophomores enrolled in community colleges and universities which measures skills in Reading (R), Writing (W), Essay (E), and Computation (M).

**COLLEGE PREPARATORY** - a subfunction of the Information Classification Structure (ICS) that includes courses designed to meet the academic needs of educationally disadvantaged students. These courses are intended to bridge the gap between secondary school and college for students with specifically identified deficiencies. The courses are credit earning but do not apply toward any associate degree.

**CONTINUING WORKFORCE EDUCATION (CWE)** - Senate Bills 1688 (1997 Legislative Session) and House Bill 1124 (1998 Legislative Session) established a different type of funding system and terminology for courses and programs that are designed to prepare students for vocational employment and/or to enhance the specific skills and knowledge of students already employed in the workforce. The Continuing Workforce Education (CWE) segment of these bills includes noncredit courses designed for students who are already employed when they enroll at the college and who have the objective of enhancing specific vocational abilities. This group of students was formerly termed as "Supplemental" enrollments.

**CPT (Computerized Placement Testing)** - an entry-level placement test administered to incoming freshmen that identifies specific remediation needs. Subtests include Reading (R), Sentence Structure (W), Arithmetic Skills (M), and Elementary Algebra (A). College Level Math (I) is optional. CPT is the primary test used by Valencia for entry-level testing. ACT or SAT scores above designated levels may also be used.

**CRIMINAL JUSTICE INSTITUTE** – located at 8600 Valencia College Lane, Orlando, Florida. This facility houses law enforcement programs.

**DAY STUDENT** - students are categorized as day students if they are enrolled in courses that meet during the day. Counts are unduplicated during the day; however, students may also be counted as an evening student if they are also enrolled in night courses.

**DISCIPLINE** - a subfunction of the Information Classification Structure (ICS) that classifies and groups courses (according to their subject matter content) into specific clusters. (For example: 1.16 is Mathematics, 1.23 is Health, etc.) Several degree programs may be included in a single discipline.

**DTC (DOWNTOWN CENTER)** – located in the Chicone Building at 190 South Orange Avenue, Orlando, Florida. This center houses the offices for Valencia’s Administration, the Valencia Foundation, and the Alumni Association.

**DUAL CAMPUS** - refers to those students who are taking courses on more than one campus in a given session. Students may conceivably be attending classes on East, West, Osceola, and Winter Park Campuses.

**DUAL ENROLLED** - high school students who are enrolled in college-level courses are classified as dual-enrolled students. These students receive both high school and college credit for specifically designated courses and pay no tuition. Dual-enrolled courses may be taught by either public school or college faculty.

**EAST CAMPUS** - located at 701 North Econlockhatchee Trail, Orlando, Florida. Both college credit and Post Secondary Adult Vocational (PSAV) courses and programs are offered through this campus. Students who apply and maintain their home records on this campus are considered East Campus enrollees.

**EVENING STUDENT** - students are categorized as evening students if they are enrolled in courses that meet during evening hours. Counts are unduplicated for the evenings; however, students may also be counted as day students if they are also enrolled in day courses.

**FACULTY** - a category defined by the Florida Community College System that includes persons whose assignments are for the purpose of conducting instruction. This would include personnel who hold academic-rank titles of professor.

**FETPIP (Florida Education and Training Placement Information Program)** - The 1989 Florida Legislature established this program as the primary resource for all public education agencies for the collection of graduate and leaver follow-up information. The program obtains follow-up data by matching the social security numbers of former students with information housed in various state and federal agencies.

**FTE (Full-Time Equivalent)** - a method of funding and accountability defined by the State Department of Education. For all credit courses (Advanced & Professional, Post Secondary, and College Preparatory) the number of student semester hours is divided by 30. Student semester hours in Continuing Workforce Education courses are also divided by 30.

**FULL-TIME STUDENT** - during the Fall, Spring, and Summer terms, a full-time student is enrolled in 12 or more credit hours. During Summer Term A or B, a full-time student is enrolled in 6 or more credit hours.

**INTERNATIONAL STUDENT** - any student from a foreign country who is attending Valencia on a temporary visa (student, tourist, etc.) and holds a nonimmigrant visa.

**LIFELONG LEARNING** - a category of courses that are designed to review and improve a student's competencies. Students do not earn college credit for these courses.

**MEAN AGE** - See Average Age

**MEDIAN AGE** - See Average Age

**MSA (OR ORLANDO MSA)** - Orlando Metropolitan Statistical Area includes Orange, Osceola, Seminole, and Lake counties. Florida is divided into twenty MSAs by the Bureau of Economic and Business Research.

**NONINSTRUCTIONAL PROFESSIONAL** - a category defined by the Florida Community College System which includes staff members with assignments requiring professional training and are not reported under administrative or faculty. Such titles as Counselor, Coordinator, and Director are reported here.

**NONRESIDENT ALIEN** - any student from a foreign country who is attending Valencia and holds a nonimmigrant visa.

**OSCEOLA CAMPUS** - located at 1800 Denn John Lane, Kissimmee, Florida. Credit courses leading to degree and certificate programs are offered through this campus.

**PART-TIME STUDENT** - during the Fall, Spring, and Summer terms, a part-time student is enrolled for fewer than 12 credit hours. During Summer Term A or B, a part-time student is enrolled in fewer than 6 credit hours.

**PLACEMENT** - graduates of an A.A. degree program are considered placed if they enroll in an upper division institution to continue his/her education. Graduates of A.A.S. and A.S. degree programs are placed if they are employed in a related field or are continuing their education or are enrolled in the military.

**POST SECONDARY ADULT VOCATIONAL (PSAV)** - a subfunction of the Information Classification Structure (ICS) that includes programs of study and their related courses designed to prepare students for employment at a semi-skilled or skilled level. These courses are included in the Workforce Education funding system and terminology established by Senate Bill 1688 in 1997 and House Bill 1124 in 1998. Students earn vocational but not college credit for completion of these courses.

**POST SECONDARY VOCATIONAL (PSV)** - a subfunction of the Information Classification Structure (ICS) that includes programs of study and related courses designed to prepare persons for employment at the technical level. These courses are college-level credit courses that lead to an Associate in Science degree program. All courses are included in the Workforce Education funding system and terminology established by Senate Bill 1688 in 1997 and House Bill 1124 in 1998.

**POST SECONDARY VOCATIONAL CERTIFICATE (PSVC)** - a subfunction of the Information Classification Structure (ICS) that includes programs of study and related courses designed to prepare persons for employment at the technical level. To earn a vocational certificate, students may choose to complete only the core technical courses for specific Associate in Science degree programs. The collection of core technical courses for each certificate that are college-level credit courses. These courses are included in the Workforce Education funding system and terminology established by Senate Bill 1688 in 1997 and House Bill 1124 in 1998.

**SAND LAKE CENTER** – located at 2411 Sand Lake Road in Orlando, Florida. This Center houses Valencia Enterprises which includes the Valencia Institute (offers corporate training and continuing education), the Center for Global Languages, Inside Learning, and Scenarios Online.

**SECRETARIAL/CLERICAL** - a category defined by the Florida Community College System that includes persons whose assignments are associated with clerical activities or are specifically of a secretarial nature.

**SERVICE/MAINTENANCE** - a category defined by the Florida Community College System which includes persons whose assignments require the performance of duties which provide comfort, convenience, and hygiene to personnel and students or the upkeep and care of buildings, facilities, or grounds. Examples include custodians, groundskeepers, and security personnel.

**TEACHING/LABORATORY ASSISTANTS** - a category of personnel defined by the Florida Community College System that include persons whose assignments require the development of teaching materials (syllabi and visual aids) and the supervision of laboratories.

**TECHNICAL/PARAPROFESSIONAL/SKILLED CRAFT** - a category defined by the Florida Community College System that includes persons whose assignments require special manual or technical skills and a thorough knowledge of the processes involved in specific trades. Such positions as computer operator, graphic artist, electricians, carpenters, and typesetters are included here.

**TELECOURSE** - not a physical location; represents student enrollments in Valencia TV cable coursework.

**TERM** – the academic period of time identifying the timeframe in which a course is conducted. One year includes three terms. Fall, Spring, and Summer Full Terms include 15 weeks of class attendance; Summer Term A and Summer Term B are conducted concurrently with Summer Full Term and include approximately 7 1/2 weeks each of attendance. The shorter sessions require that students attend classes at twice the rate of the 15-week terms so that all credit hours are equal in value.

**VALENCIA ENTERPRISES** - located at 2411 Sand Lake Road in Orlando, Florida. Valencia Enterprises includes the Valencia Institute (which offers corporate training and continuing education), the Center for Global Languages, Inside Learning, and Scenarios Online.

**WEST CAMPUS** - located at 1800 South Kirkman Road, Orlando, Florida. Credit courses (university-parallel and workforce education) programs are offered through this campus. Students who apply and maintain their home records on this campus are considered West Campus enrollees.

**WINTER PARK CAMPUS** - located 850 West Morse Boulevard, Winter Park. Both credit and Continuing Workforce Education courses are offered at this campus.