

VALENCIA
Community College

Institutional Report

IR2002-14

Strategic Indicators Report

2001-2002

June 2002

TABLE OF CONTENTS

Introduction.....	1
Planning and Evaluation	1
Learning-Centered Initiative.....	1
Institutional Governance.....	1
Strategic Learning Plan Goals	2
Goal 1: Learning First.....	3
Goal 2: Start Right	5
Goal 3: Learning Leaders.....	7
Goal 4: Learning By Design	8
Goal 5: Learning Support Systems	12
Goal 6: Diversity Works.....	14
Goal 7: Learning Works.....	16
Conclusion	19

Figures

1. Valencia FTE Growth Rate by Year.....	4
2. Valencia FTIC Students Successfully Completing College-Preparatory Program within Two Years.....	5
3. Percent of Valencia Applicants Enrolled in Credit Courses.....	6
4. Between Session Retention Rates FTIC Degree-Seeking Students.....	8
5. Retention Rate of A.A. and A.S. Degree-Seeking Students After Four Years.....	9
6. CLAST* Pass Rates for Valencia Students with 60 or More Credit Hours	9
7. GPA Performance of Valencia A.A. Transfer Students in the SUS	10
8. Community College Transfer Students Enrolled in the SUS.....	11
9. Valencia State Funding per FTE Compared to State Average Funding per FTE.....	12
10. Previous Year Public High School Graduate Enrollments Compared to FTIC Enrollment of Previous-Year-High-School Graduates at Valencia (Ethnicity).....	14
11. Equity Act Implementation Plan Relevant Labor Market Parity Status for Faculty and Administration.....	15
12. State Licensure Examination Pass Rates Health Related Programs	16
13. A.S. Degree Program Placement Rates for Graduates.....	16
14. Annualized Earnings 1999/2000 Graduates/Completers	18

INTRODUCTION

Planning and Evaluation

This Strategic Indicators Report provides a summary of progress to date and work that is underway to achieve the College's strategic goals for evaluating institutional effectiveness and student performance. The seven goals in the Strategic Learning Plan provide the framework for the presentation of this report.

Learning-Centered Initiative

Valencia's Learning-Centered Initiative can be grouped into three phases. Phase I focused on identifying the characteristics of a learning-centered college and designing and developing collaborative, results-oriented models and strategies for improving student performance. Phase II addressed strategies to institutionalize a number of learning-centered initiatives. Phase III, which began with the arrival of Dr. Shugart, will continue through the completion of the SACS Alternate Self-Study, April 2003. The focus of Phase III is to begin implementing the Strategic Learning Plan.

INSTITUTIONAL GOVERNANCE

The President established a new governance model which spreads responsibility for institutional decisions among several governing councils, with representation from deep 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. The Executive Council attends to the day-to-day operational governance of the College. Two new councils have been established to focus on different components of the Strategic Learning Plan. The College Learning Council attends to the governance of curriculum, teaching, and learning. The College Planning Council is responsible for strategic planning and annual budgeting, as well as institutional effectiveness and accountability.

The Faculty Association board has leadership responsibilities for issues such as faculty performance feedback, Faculty Academy and tenure, compensation review, and other matters. This governing council has responsibility for reviewing all College policies before being submitted to the President and the District Board of Trustees.

STRATEGIC LEARNING PLAN GOALS

This report addresses institutional accountability, Section 240.324(3), and equity requirements, Section 240.3355(3), Florida Statutes. Data produced by the Florida Division of Community Colleges are provided where available.

Faculty and staff collaboratively developed the strategic goals, based on the Vision, Values, and Mission statements approved by the District Board of Trustees on January 16, 2001.

The seven strategic goals are as follows:

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. In every decision, we will consciously ask two questions: “How will this enhance student learning?” and “How do we know this will enhance student learning?”

GOAL 2: START RIGHT

Commit to dramatic improvement in student mastery of core competencies and foundation learning outcomes that will largely govern their success, their performance in advanced collegiate studies, and their persistence to graduation. Make this a major investment priority and the focus of much of the early effort in the Learning-Centered Initiative.

GOAL 3: LEARNING LEADERS

Invest in faculty and staff, the people who most directly affect the quality of student learning.

GOAL 4: LEARNING BY DESIGN

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

GOAL 5: LEARNING SUPPORT SYSTEMS

Create systems of learning support that will complement classroom and other modes of learning and enable students to achieve extraordinary learning results.

GOAL 6: DIVERSITY WORKS

Marshal the power of diversity to enhance learning and the College’s impact on the community.

GOAL 7: LEARNING WORKS

Valencia has a vital mission in economic development and this mission, too, is governed by learning-centered principles.

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. In every decision, we will consciously ask two questions: “How will this enhance student learning?” and “How do we know this will enhance student learning?”

Indicator 1.1 District Facilities Planning

The Strategic Learning Plan serves as a guiding force for the system’s district facilities and program plan. The College is currently developing a master plan for the East Campus to determine the appropriate size for that site for optimum student learning. The architect made his report to the Board of Trustees in May 2002. Earlier, the College contracted with Glatting Jackson to lead a joint venture project to identify sites for future campuses. The report to the District Board of Trustees indicated that the College should secure a site for a relatively small campus in southeast Orange County in the near term and a second site for another campus in west Orange County in the long term. Deliberations for future site selection are continuing.

Indicator 1.2 Governance for Learning

To align College governance with its learning-centered approach to all elements of the institution, Valencia established four primary governance bodies that have all begun to function as designed:

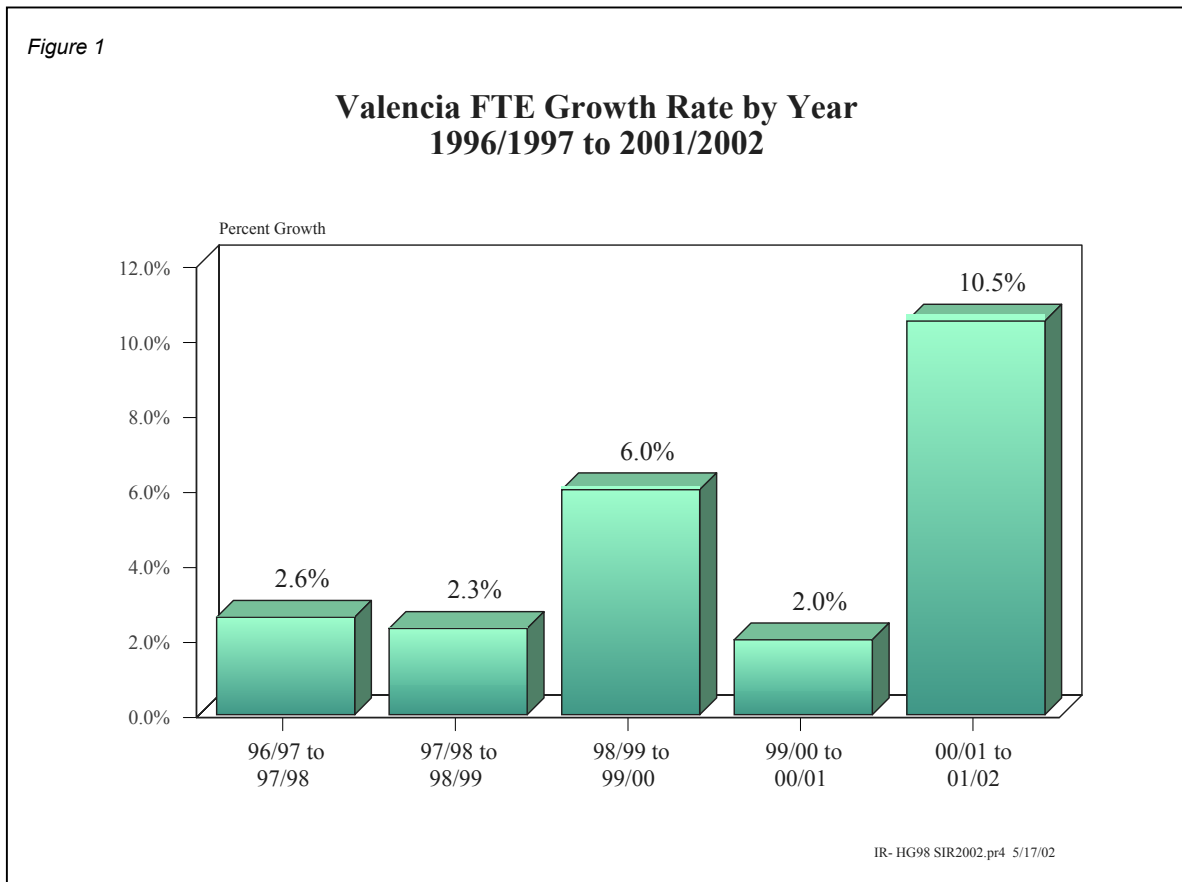
- Executive Council: This council continues its work in overseeing the operational work of the College.
- College Learning Council: This council approves curricular recommendations from the Collegewide Curriculum Committee; coordinates faculty orientation, tenure and review issues; oversees instructional delivery systems; coordinates grant proposals and management; and generally encourages scholarship on the part of faculty, staff, and students.
- Faculty Association: Long recognized as the voice of the faculty, this body has been designated with governance status as one of the four governing councils for the college.
- College Planning Council: This council coordinates the development and revision of the Strategic Plan; coordinates the development of the annual College budget; oversees the measurement of institutional effectiveness; and recommends multi-year staffing plans. The council also oversees institutional accreditation and the College’s Diversity plan. In summary, the College Planning Council assumes overall responsibility for designing and implementing a more 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 having facilities focus on student learning first, the College also supports learning of faculty and staff. One of the most visible measures of this emphasis is the expenditure of staff and program development funds. In the 2001/2002 fiscal year, Valencia funded \$173,000 in tuition reimbursement for faculty and staff and \$90,000 in department travel for professional development. In addition, Leadership Valencia (the College's in-house faculty and staff development institute) offered 423 workshops to approximately 4,745 participants.

Indicator 1.4 Planned Growth

An important strategy under Goal 1 commits the College to seek planned growth both as a means for continuing to support student learning and as a measure of the College's effectiveness in helping students meet their learning goals. The provosts and deans are developing strategies to significantly improve the enrollment planning process that will result in precision scheduling. Valencia experienced an increase of 10.5 percent in FTE over the previous year. **The College's various initiatives to support student learning have contributed to an average annual increase of 4.68 percent in FTE for the past five years** (see Figure 1).

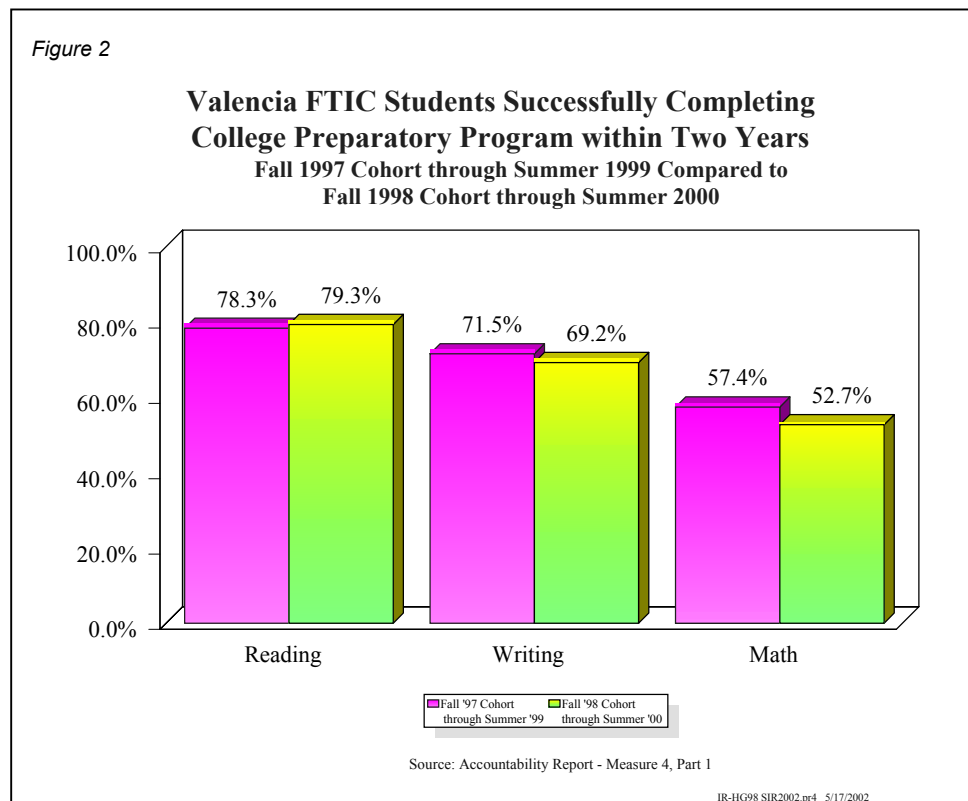


Goal 2: Start Right

Commit to dramatic improvement in student mastery of core competencies and foundation learning outcomes that will largely govern their success, their performance in advanced collegiate studies, and their persistence to graduation. Make this a major investment priority and the focus of much of the early effort in the Learning-Centered Initiative.

Indicator 2.1 Completion of College-Preparatory Sequences

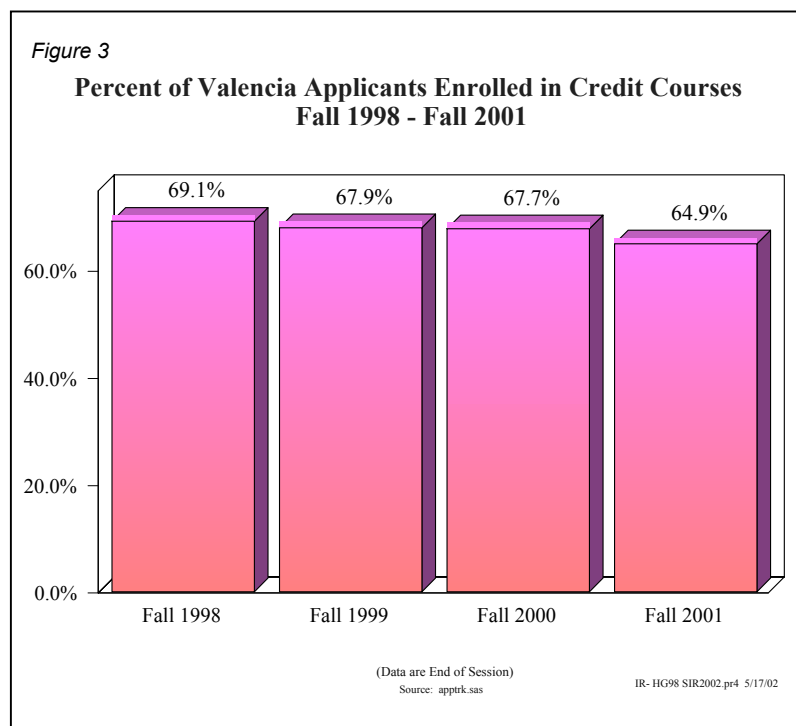
Completing the college-preparatory program within two years is a measure posed by the State Board of Community Colleges (SBCC Accountability Measure 4, Part 1). Certainly meeting this objective must precede other student performance outcomes, since 75 percent of all degree seekers were placed in at least one college-preparatory course in Fall 2001. System averages for the 1997 to 1999 period are 65.8 percent for reading, 61.2 percent for writing, and 49.1 percent for mathematics. **Valencia outperformed the state averages on all three measures** (see Figure 2).



The College's efforts to reduce the amount of remediation have been helped by the commendable performance of its public school partners. Among first-time-in-college, previous-year-high-school graduates enrolled in Fall 2001, 64.8 percent were required to take one or more college-preparatory course. In contrast, 68.3 percent of out-of-district, first-time-in-college students 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 combine to indicate the effectiveness of the College's efforts to maintain healthy enrollment growth and serve the citizens of the service district. The applicant-to-enroller conversion rate of 64.9 percent seen in Fall 2001 surpasses that of many public universities (see Figure 3). In Fall 2001, Valencia enrolled 30.7 percent of the service district's previous-year-high-school graduates. **In addition, longitudinal studies have revealed that the College actually enrolls 51 percent of the service district's high school graduates within four 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 effectiveness in guiding students to start right. First, students must be assessed; in Fall 2001, 99+ percent of degree-seeking students took an entry-level assessment test. Second, following assessment, **96 percent were correctly enrolled in college-preparatory reading.** These high percentages reflect the College's commitment to assessment, advising, and placement.

Indicator 2.4 LifeMap

The College, recognizing that students are most successful when they have a clear plan for their educational experience, has organized a coherent, holistic approach to the progressive planning and learning that result in achieving educational, professional, and personal goals. To give the process identity, the College has created a program, LifeMap, and has given the developmental advising concept a concrete presence on the campus through attractive signage, frequent mention in publications and orientation activities, and acknowledgment through official College communications. LifeMap includes postsecondary transition, recruitment, orientation, assessment, registration, counseling and advising, and a coherent, sustained plan of communication between college and student. LifeMap has already become a signature program of the College from being featured on a national teleconference to community recognition.

Indicator 2.5 Dual Enrollment

Originally conceived as an acceleration mechanism by the state legislature, dual enrollment has become an integral part of Valencia's postsecondary transition program, as well as of the college-credit program. In terms of enrollment, in Fall 2001, the College enrolled 473 dual-enrolled students in Osceola County and 1,057 dual-enrolled students in Orange County for a total of 1,530 students. Since the course earns both high school and college credit, dual enrollment serves two purposes: meeting high school curricular requirements and beginning college work. The College is eager to enroll these excellent students following their high school graduation; last fall 28 percent of dual-enrollment students attended one of Valencia's campuses following their high school graduation.

Indicator 2.6 Tech Prep

Valencia has demonstrated its commitment to help students make the connection between what they learn in the classroom and what they can do in the world of work. The College program that most clearly helps students make this connection is Tech Prep. In Fall 2001, the College enrolled 243 former Tech Prep students from Osceola County and 990 former Tech Prep students from Orange County for a total of 1,233 enrolled students. These students are a great asset to the College since they arrive well prepared to learn and are clearly focused on a career.

Goal 3: Learning Leaders

Invest in faculty and staff, the people who most directly affect the quality of student learning.

Indicator 3.1 Staffing Plan for Tenure-Track Faculty

A major way in which the College can invest in student learning is through hiring and retaining stable, high-quality faculty. Following extensive analysis of staffing needs, the College committed funds to hire 50 new tenure-track faculty for the 2001/2002 academic year. Looking to the future, the College is developing a three-year hiring plan. To make hiring new faculty and staff efficient for the institution and pleasant for employees, a task force developed a number of strategies to improve recruitment. Hiring processes have begun earlier and become more streamlined. New processes will furnish new faculty with what they need for early professional development and entrance into the College. These support functions for new faculty are so important that they are included in the College budget. The focus on these new hires is on college preparatory and foundation courses, as well as information technology and health programs. This is a commitment to direct student learning not seen since the high-growth days of more than three decades ago.

Indicator 3.2 Faculty and Staff Development

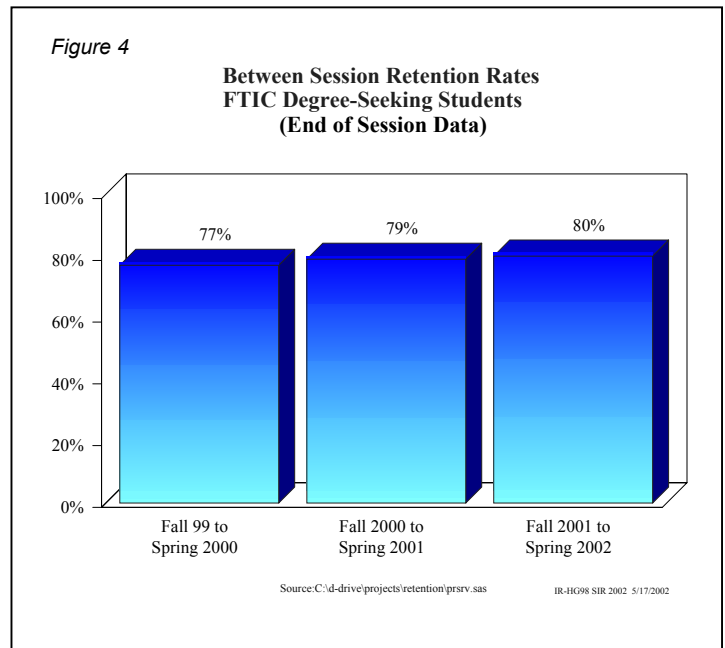
One of the most direct ways to invest in faculty and staff is to seek their counsel and furnish the learning opportunities they indicate they desire. In response to faculty and staff requests, the College organized several initiatives: Leadership Valencia, Destination 2002, and a host of Title III and Title V-funded activities. To support new faculty in getting off to a good start, the College continues to offer the College Level Teaching Core and Faculty Academy. The Endowed Chairs Program supports seasoned faculty in scholarship and pedagogy. The National Endowment for the Humanities supports research fellowships for faculty scholarship. Staff and Program Development (SPD) funds are available to all full-time faculty and staff for professional development. Additional learning days were scheduled into the College calendar in Fall 2001, and will be repeated in Fall 2002, subject to feedback from faculty and staff. The Instructional Affairs Committee has held a number of strategic planning sessions to identify projects to improve the quality and quantity of learning in the classes.

Goal 4: Learning by Design

Create a culture where clearly specified learning outcomes and assessment engage students as responsible partners in their learning, and where 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 are the foundation for learning by design are developed slowly and accumulate and reinforce each other as the student progresses through her program of study in attaining her educational and vocational plans. The College has just finished building the capability for validating the student's progress in mastering these competencies through LifeMap. Until the College accumulates individual data for students through maintaining portfolios and other means, one of the best measures we have for attaining academic competencies 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 the present high of 80 percent (see Figure 4).

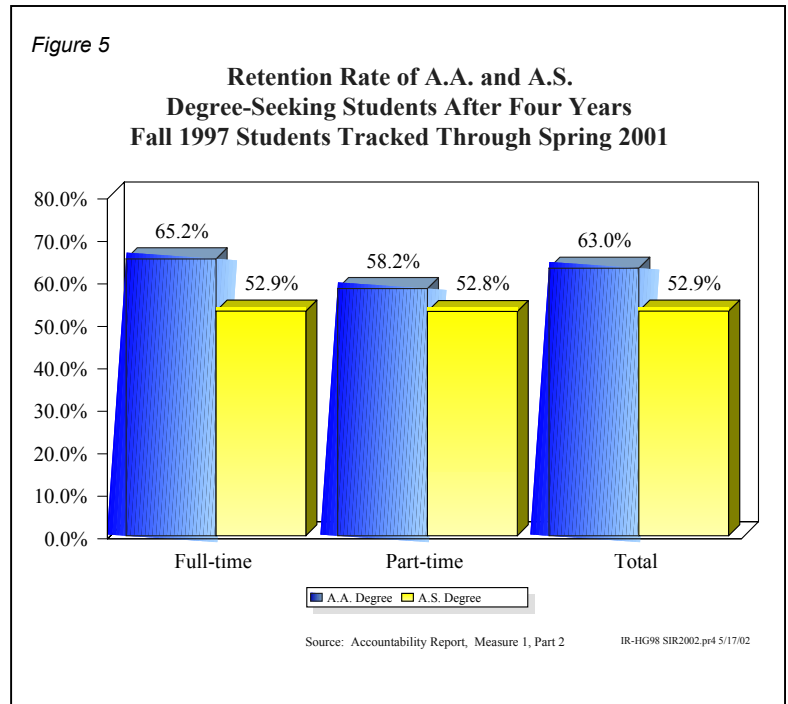


For the degree-seeking students, an even more telling indicator is fall-to-fall retention rate. Return rates for the past three years appear below.

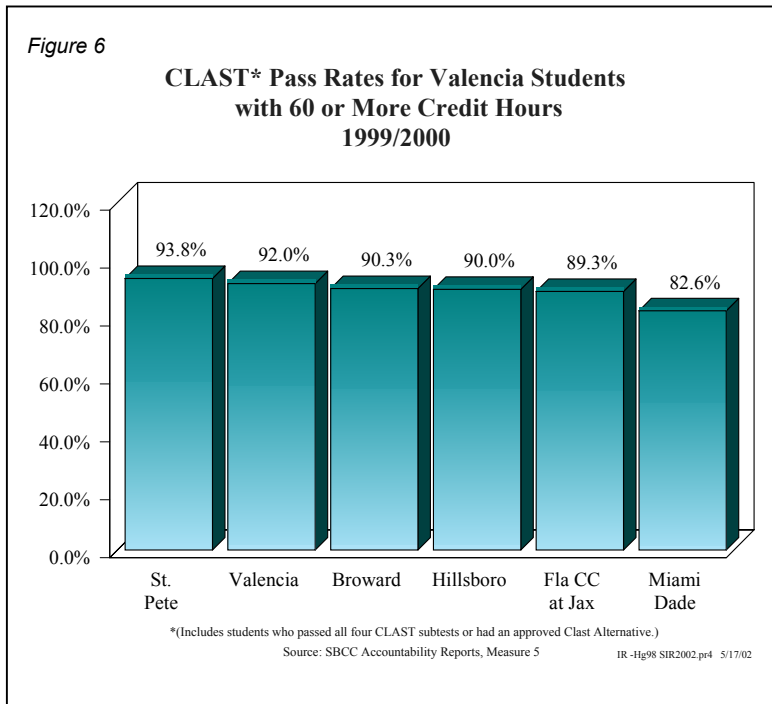
Fall 1998 to Fall 1999	Fall 1999 to Fall 2000	Fall 2000 to Fall 2001
57.5%	59.5%	58.2%

Indicator 4.2 Retention after Four Years

While the fall-to-spring retention rate is a valuable measure for a student's early commitment to his or her program of studies, a longer-term measure indicates the level of commitment to completion. In this indicator, "retention" means that the student who began an A.A. or A.S. degree program in Fall 1997 has either completed the program or is still enrolled and actively working on his or her degree (see Figure 5).



Indicator 4.3 CLASP Requirements

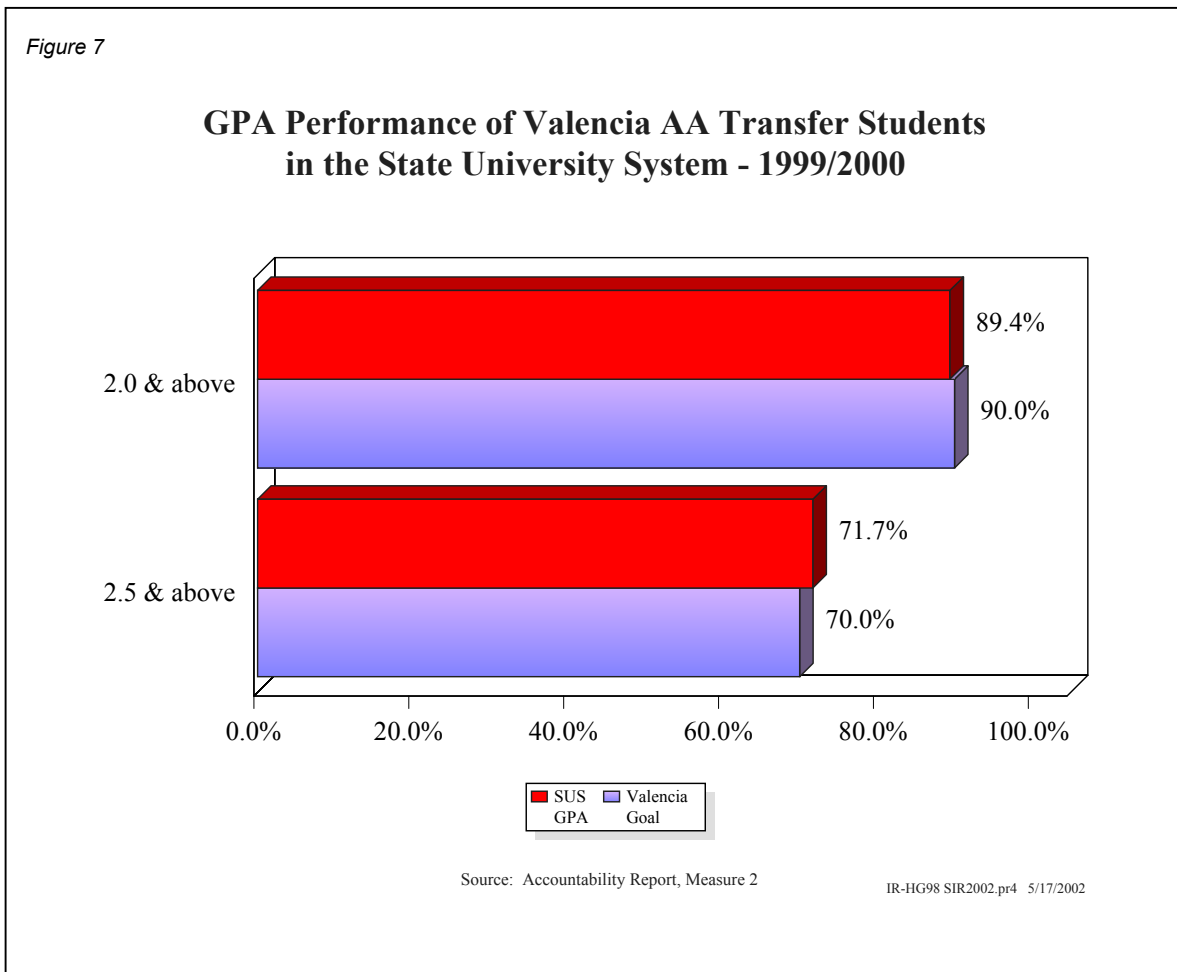


Created by Florida statute in 1981, the College Level Academic Skills Program (CLASP) requires that students completing A.A. degree programs in public community colleges and advancing to upper divisions in public universities demonstrate a satisfactory level of academic skill (SBCC Accountability Measure 5). Students may meet the CLASP requirement by making passing scores on the College Level Academic Skills Test (CLASP) or by attaining a grade-point average of 2.5 or higher in specified college-level mathematics and/or English courses. The indicator calculates the percent of those students who have accumulated 60 or more credit hours, and who have either passed the four subtests of CLASP or met the academic requirements. Of the six urban community colleges, Valencia has the second highest percent passing CLASP or its alternatives with **92 percent** (see Figure 6).

Because meeting the CLASP requirement either through testing or earning the required grades is a significant milestone for each student, Valencia has become more proactive in encouraging students to meet this requirement. Last year the College rescinded the fee formerly charged to assess CLAST alternatives and now recognizes completion through an automated process. In January 2002, the College began providing CAT-CLAST, a computer-directed version of CLAST. Both of these actions are expected to result in a higher percent of students with 60 credit hours meeting the CLASP requirement.

Indicator 4.4 Performance in State University System (SUS)

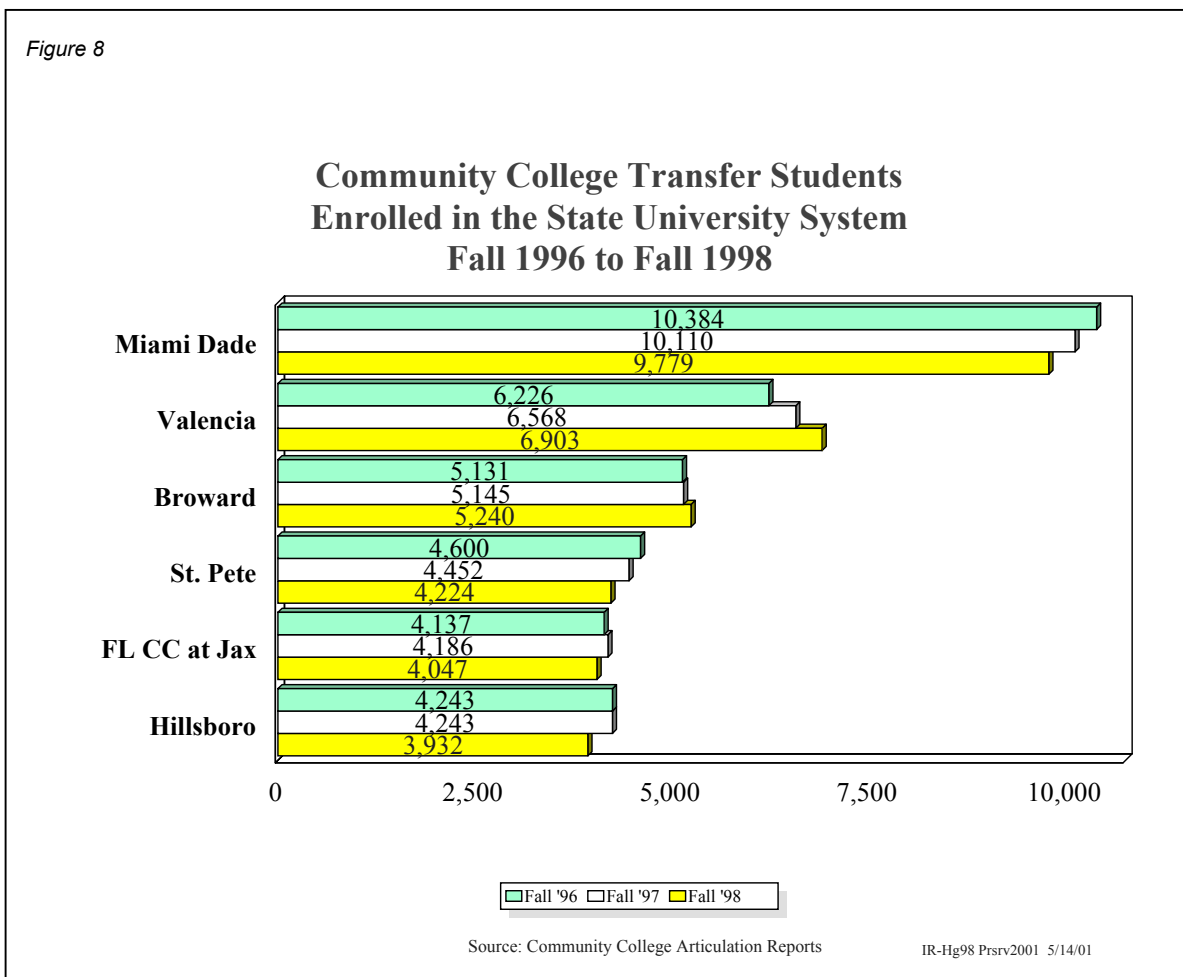
The majority of degree-seeking students at Valencia Community College have declared the intent to earn the Associate in Arts degree and transfer to one of the public universities in Florida (SUS). One of the best measures of the effectiveness of the College’s instructional program is the performance of Valencia students who have transferred to the State University System. The College looks at two benchmarks: The percent of students achieving a grade point average above 2.0 and above 2.5 (SBCC Accountability Measure 2). The College revised its target measure upward several years ago to have 90 percent of transfer students earn a GPA of at least 2.0, and 70 percent earn a GPA of at least 2.5 (see Figure 7).



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 the SUS is the actual number of Valencia transfer students attending one of Florida's ten public universities (see Figure 8).

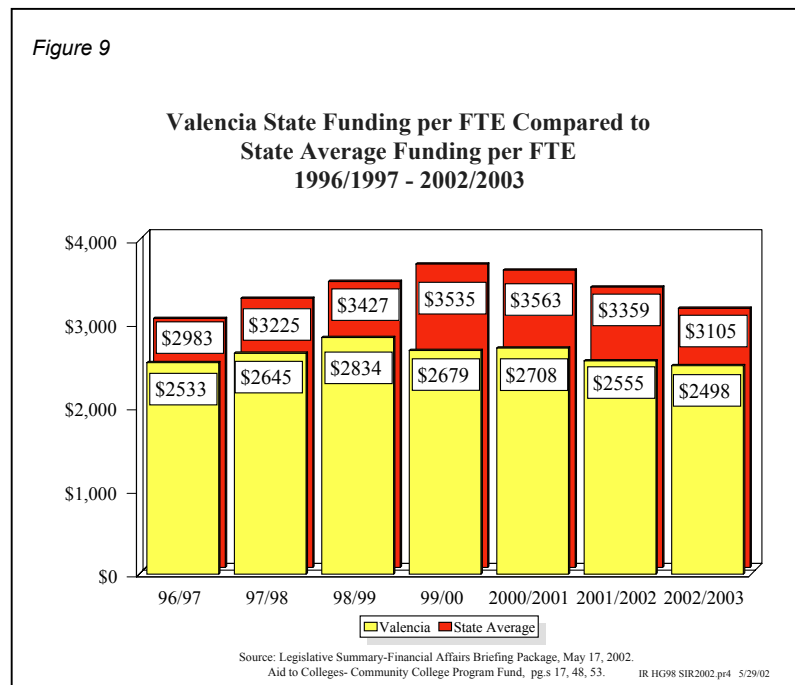
SUS enrollments by students with credit from Valencia have increased by over 5 percent a year for the past two years, while rates have declined at a number of other community colleges. Enrollment figures for Fall 1997 to Fall 1999 will be available in late summer 2002.



Goal 5: Learning Support Systems

Create systems of learning support that will complement classroom and other modes of learning and enable students to achieve extraordinary learning results.

Indicator 5.1 Legislative Funding



Historically, the College has not fared well in comparison to the other 27 Florida community colleges for funding. In 1996/1997, Valencia's appropriation per FTE was 85 percent of the system average; in 2001/2002, the College's appropriation was 76.1 percent of the system average (see Figure 9). Valencia led the effort in the legislature for a more equitable funding formula, to become effective July 1, 2002. The effect of the new funding formula is already apparent, since Valencia advanced from 76.1 percent of the system average in 2001 to 80.5 percent in 2002. The table below shows percent of system average since 1998.

Years	Average System Dollars	Valencia Dollars	Percent of System Average
1998/1999	\$3,427	\$2,834	82.7%
1999/2000	\$3,535	\$2,679	75.8%
2000/2001	\$3,563	\$2,708	76.0%
2001/2002	\$3,359	\$2,555	76.1%
2002/2003	\$3,105	\$2,498	80.5%

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 2000/2001, the College submitted 59 grant applications and achieved a funding ratio of 81 percent, for a total of \$9.5 million. To date in 2001/2002, the College has submitted 43 grants; 20 have been funded, and 21 are still pending. The total dollar amount funded to date in 2001/2002 is \$1.8 million. Many grants have not yet been acted upon; therefore, the total for 2001/2002 will be available after October 1, 2002.

Indicator 5.3 Learning Support System

In collaboration with COLLEGIS, Valencia's strategic technology partner, the College has contracted with SCT Corporation to install the Banner 2000 student information system. This project has engaged all constituencies of the College in examining and revising business practices and adapting College activities to the new system. The purpose of the Learning Support System is to empower faculty and staff to serve students more efficiently and more personally through web-based portal and through a fully-integrated administrative process that fosters effective communication and collaboration. ATLAS, the updated moniker for the Learning Support System, includes all services and provisions to extend the Banner system including email services to students, faculty and staff, on-line course operation and personal calendaring, to name a few. Several functions within the portal are operational and the college will complete the transition to the new system this summer with grading for Summer sessions and registration for the Fall session.

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. In Years/Phases 1, 2 and 3 (1998-2001), the College completed the following deliverables: PIN verification, student transcript, on-line degree audit, remote shop, on-line admission application, and degree search. The College completed the deliverables for year/phase 3 early enough to earn a \$10,000 incentive from FACTS. Valencia is positioned to comply with all FACTS standards and timetables throughout the duration of the funded project and transition those services to the Banner student information system. Currently, staff is working on installing and testing the SCT FACTS interface, which will provide the PIN verification, student transcript, on-line degree audit, and remote shop. In parallel, the FACTS admissions application, not provided by SCT, is being built in-house through the College's partnership with Collegis. Sometime this year the 2+2 Articulation deliverable will be started — when the requirements are defined by FACTS.

Indicator 5.5 Technology Initiatives

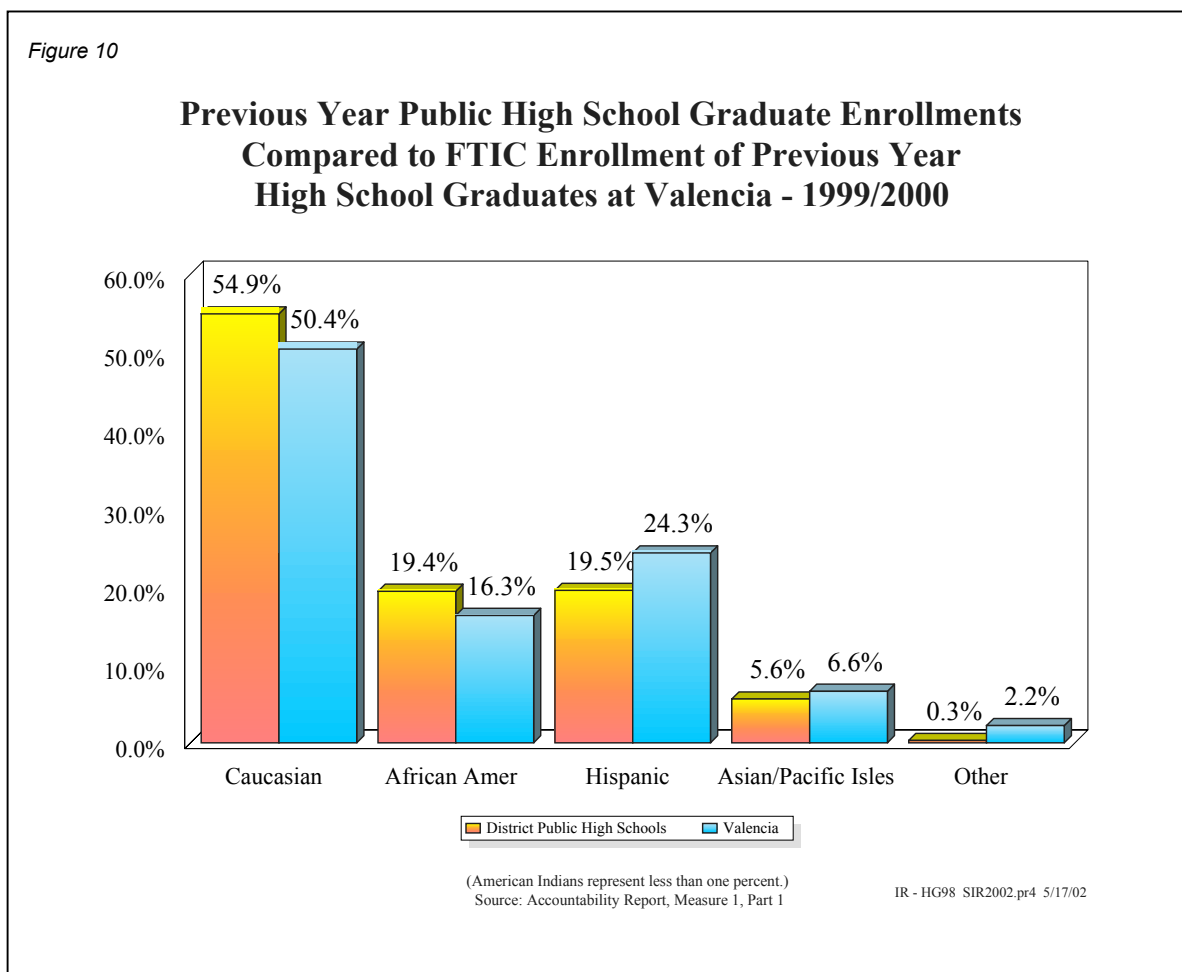
The lynchpin of the College's development of technology systems to support learning is the five-year Educational Technology Plan adopted by the Board of Trustees in 2000. This plan outlines costs and timelines for several technology initiatives, including a new telephone system, network infrastructure, and DS3 Internet connection to the College's network. In 2001-2002, the installation of a new Nortel phone system with direct inward dialing capability was completed as well as the conversion of the college's point-to-point voice circuits to the new ATM data network. The College's network infrastructure was upgraded to enhance connectivity between and throughout campuses to include high-speed WAN/ATM/LANs. In addition, security was enhanced to all Valencia servers to detect and prevent intrusions. The College's web presence has been restructured in coordination and cooperation with the Office of Information Technology and Marketing and Media Relations. The organization of the Dell computer refresh between the Office of Information Technology and Procurement is functioning to keep the Valencia community current with desktop computer hardware and applications. Work continues on upgrading the Oracle applications for financials, human resources, and payroll as well as upgrading the hardware supporting these applications into a multi-tiered structure. This "tiered" architecture will provide the processing power for maintaining and administering both the application(s) and the database, coupled with greatly increased system reliability.

Goal 6: Diversity Works

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

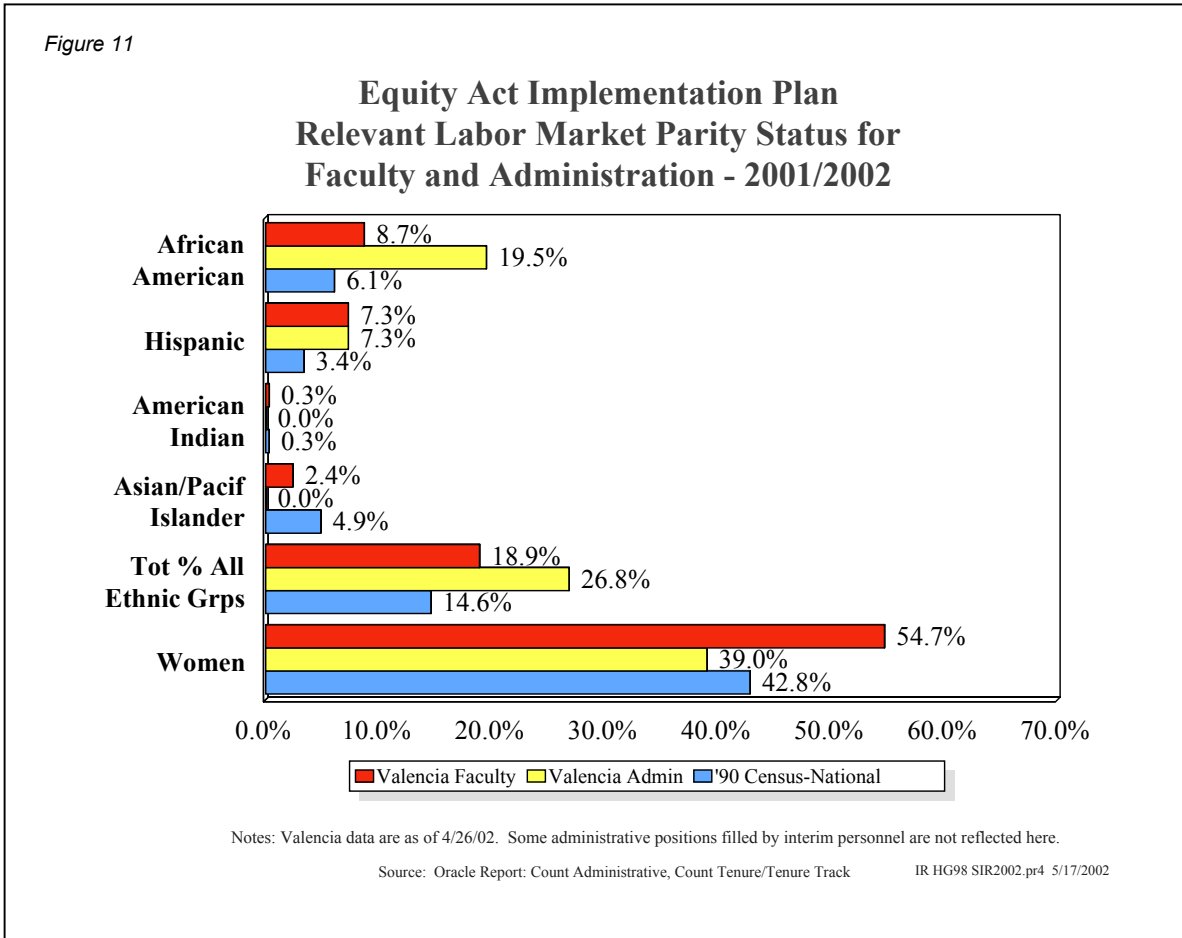
Indicator 6.1 Diversity of Previous-Year-High-School Graduates

One way to ensure that the College is serving its community is to determine that first-time-in-college students reflect the demographic diversity of their graduating high school class. According to the most recent data (SBCC Accountability Report for 1999/2000), both Hispanic and Asian students are well represented in that a higher percent of both groups make up the entering college class than did the graduating high school class. The percent of African Americans entering college is 3.1 percentage points less than graduating high school students. Caucasian students are underrepresented in the FTIC group by 4.5 percentage points. **These figures indicate that the College is successful in enrolling representative numbers of students who had previously been underserved** (see Figure 10).



Indicator 6.2 Faculty and Staff Diversity

The College, for many years, has pursued a goal of staffing administrative and tenure-track faculty positions so that the representation of non-Caucasians and women meets or exceeds the relevant pool of individuals with graduate and professional degrees. Originally conceived as a measure to achieve social justice, the College now subscribes to the belief, borne out of research, 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 1990 census. (Available census figures for 2000 do not yet include educational level.) The percent of women faculty (54.7%) exceeds the credentialed segment of the population (42.8%) while the percent of women administrators (39%) falls slightly behind the same segment. The comprehensive view of the College’s progress in this indicator is seen in Figure 11.

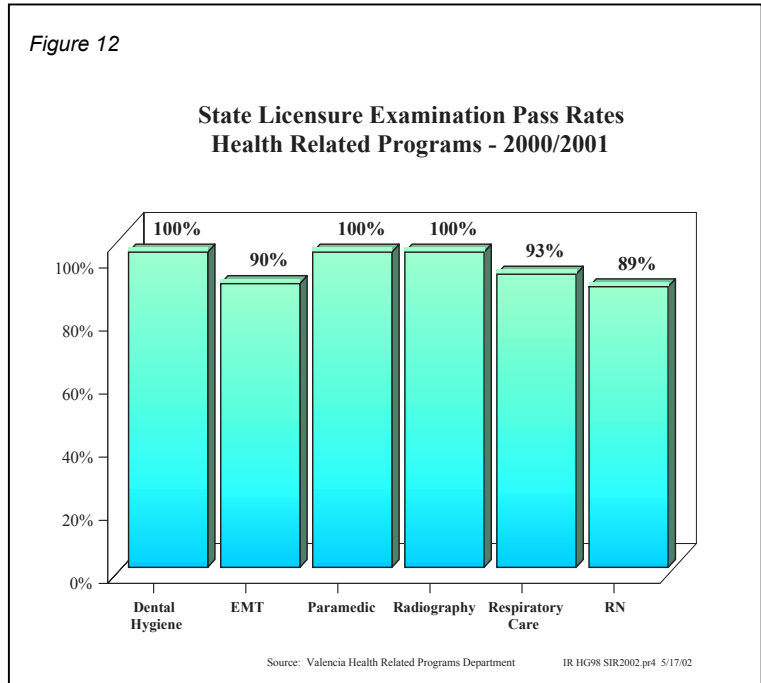


Goal 7: Learning Works

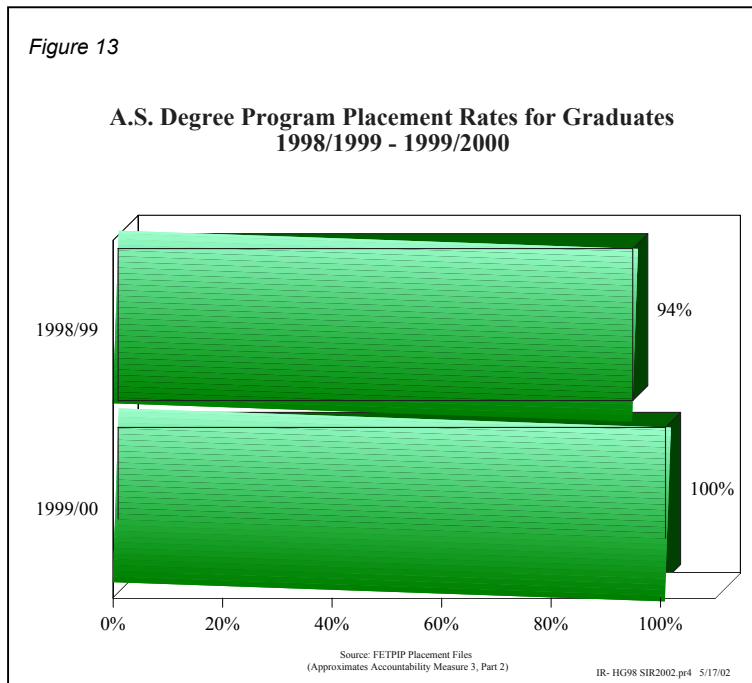
Valencia has a vital mission in economic development and this mission, too, is governed by learning-centered principles.

Indicator 7.1 Licensure

The College has long maintained a target measure of 95 percent passing rate on licensure examinations for those degree programs that require licensure. In 2000/2001 (the last full year for which figures are available), licensure pass rates ranged from 89 percent to 100 percent (see Figure 12).



Indicator 7.2 Placement



Another Indicator for Goal 7: Learning Works is the percent of A.S. degree graduates who are employed in the field for which they prepared at Valencia. In 1999/2000 (the last complete year for which data are available), the placement rate was 100 percent, six percentage points greater than the preceding year (1998/1999). (See Figure 13.)

This enviable placement rate does not take into account the large number of students who direct their own career development by taking courses, one or two at a time, to develop specified skill sets not defined by a degree.

Indicator 7.3 Information Technology (IT) Initiative

Valencia assumed a leadership role in 2000/2001 in launching a Central Florida Information Technology (IT) Initiative. Valencia, in partnership with Seminole Community College and Lake-Sumter Community College, has committed to prepare 15,000 skilled IT workers at various levels within the three-year period:

- 9,000 trainees with 150 hours or more of training
- 3,600 with 200 hours or more of training
- 2,400 with degrees and/or certificates representing 250 to 1,000+ hours of training

The initiative was emphasized by a major event in April 2001, attended by business, community, and education leaders, as well as the governor. The College's efforts on curricular and instructional change, staff development, and instructional infrastructure have been focused by this singular initiative resulting in an increase of 11 new IT programs and 12 new specializations, offering 18 total IT A.S. degree and certificate programs in 2001/2002. Also, through the Valencia Institute and Valencia's A.S. degree and certificate programs, the offering of course work for preparation of IT Industry Certifications has increased to 15 IT Industry Certifications.

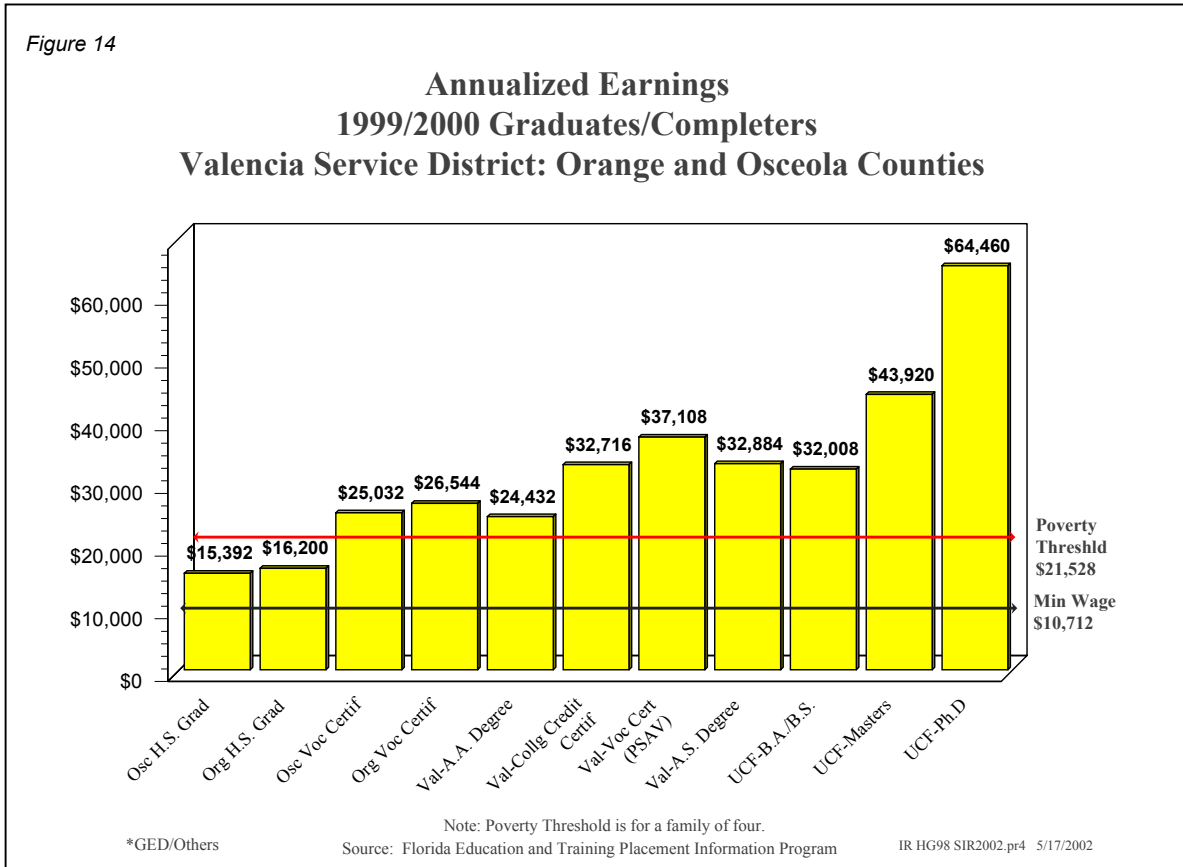
Indicator 7.4 Valencia Institute

Recognizing its great potential in workforce education in Central Florida, Valencia combined its Continuing Professional Education and Corporate Services to form Valencia Institute. Valencia Institute furnishes group and individual training on campus, on the client's site, and via distance learning in business, technology, and health. The unified presentation is expected to strengthen the College's recognition and effectiveness in the community.

Indicator 7.5 Earnings of Graduates

Earnings for Valencia’s 1999/2000 graduates in A.S. degree programs averaged \$32,884 compared to the statewide community college average of \$33,536; graduates of Valencia’s technical certificate programs averaged \$32,716 compared to \$31,612 statewide; and Valencia’s A.A. graduates averaged \$24,432 compared to \$25,812 statewide.

Orange and Osceola county high school graduates earned \$16,200 and \$15,392 respectively. Thus, an A.S. degree graduate whose education has prepared her to go directly into the workforce earns \$17,088 more than does a high school graduate—more than doubling the annual earnings possible without the degree. A further comparison can be seen with respect to those students earning bachelor’s degrees. UCF graduates with a bachelor’s degree earn an average \$32,008. All the earnings are representative of the earnings of the graduates one year after their graduation in 1999/2000.



CONCLUSION

The Strategic Indicators Report is a review of past efforts, current progress, and future goals as the College consistently pursues its path toward achieving extraordinary learning results. This report includes both state-generated data from the Accountability Report and other sources as well as locally obtained information charting progress toward achieving its strategic goals.

Although strategic goals are expressed formally in quantifiable terms, the College aspires to achieve some very fundamental learning-centered results using collaborative decision-making models that significantly enhance teaching and learning.

The College has distinguished itself nationally through a variety of initiatives. The Learning-Centered Initiative has gained recognition by the focusing of collaborative professional development, developmental advising, teaching and learning, and results-oriented models to significantly increase student performance. The College's achievements in promoting and documenting student learning, as well as its promise for further national leadership in outcomes-based, student-centered learning, were recognized by the League of Innovation's naming Valencia as one of twelve Vanguard Learning Colleges.

The measures reported in this document reflect the College's progress toward meeting the goals that will distinguish Valencia as one of the nation's leading learning-centered community colleges.