

**VALENCIA**  
Community College

*Institutional Report*

*IR2003-10*

*Strategic Indicators Report*

*2002-2003*

*May 2003*

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## **INTRODUCTION**

### **Overview of Report**

The 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 outcomes. The data for this report are drawn from accountability measures from the Division of Community Colleges and from Valencia's institutional reports. 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, involved the design and initial implementation of a new Strategic Learning Plan, and was concluded with the completion of Valencia's SACS Alternative Self-Study, April 2003. During the summer and fall, the College will design and begin implementing Phase IV, which will incorporate the SACS Reaffirmation Committee's findings, the Goal Teams' recommendations, and Strategic Learning Plan accomplishments. The President will direct the work of the College Planning Council and other planning groups to focus resources and strategies on agreed upon priorities within the Strategic Learning Plan.

## Strategic Planning Process

Over the past seven years, Valencia Community College has been involved in a major transformational change process. That process has led to new vision, values, and mission statements, new core competencies expected of the Valencia graduate, a new developmental advising system, and a new process of working, planning, and communicating with each other. The culmination of that systemic and revolutionary change in Valencia's culture and infrastructure has been the collaborative development of a Strategic Learning Plan (SLP) with seven learning-centered goals, related action agenda items, and indicators of progress to assess attainment of those goals (<http://valenciacc.edu/lci/essays/olan.pdf>). At the center of the SLP are the two questions that now govern planning and decision-making deep within the organization: "How does this enhance student learning?" and "How do we know it does?"

The Valencia experience has been that to be successful the transformational shift from traditional institutional practice to creating a more learning-centered environment must be done strategically and collaboratively.

In "education years," Valencia has evolved in a relatively short time from a collection of pockets of innovation to a collaborative College community committed to student learning and success. This sea change in institutional culture is evidenced in many ways. In just a few short years, the College has moved from the traditional paradigm associated with most colleges to something new. This can be described as moving from:

- Focusing on valuing all FTE growth to valuing growth controlled for quality.
- Being a more teaching-centered to becoming a more learning-centered College.
- Administrative efficiencies to learning effectiveness.
- Hierarchy for management to collaboration for learning.
- Budget dissemination to collaborative budget development rooted in learning-centered principles and targeted to achieve specific Strategic Learning Goals.
- Input measurement to measurement of results.
- Satisfaction in meeting numeric diversity goals to recognizing and engaging the power of diversity to enhance the learning mission and the College's impact in the community.

The transformational change described above was the result of a collaborative and intentional strategic planning process that continues to evolve. This report highlights the College's progress.

## 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 has completed 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 campus in southeast Orange County in the near term and a second site for another campus in southwest Orange County in the long term. Deliberations for future site selection are continuing. The Florida State Board of Education is expected to approve the College’s proposal to build a Southeast Campus in the near future.

### Indicator 1.2 Governance for Learning

The new governance model spreads responsibility for institutional decisions among four 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. Valencia’s four primary governance bodies have all begun to function as designed:

- College Executive Council: This council continues its work in overseeing 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 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 invested with governance status as one of the four governing councils for the college. The Faculty Association board has leadership responsibilities for issues such as faculty performance feedback, the Teaching and Learning Academy, 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 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 implementing a more collaborative decision-making process for planning, allocating, and evaluating the effectiveness of the College's programs and services.

The governance process appears to have contributed significantly to the collaborative decision-making processes. A communications work team will be making recommendations on ways to improve communication collegewide, and a report of the work of College committees is being prepared for distribution in July.

Indicator 1.3 Expenditures for Staff and Program Development

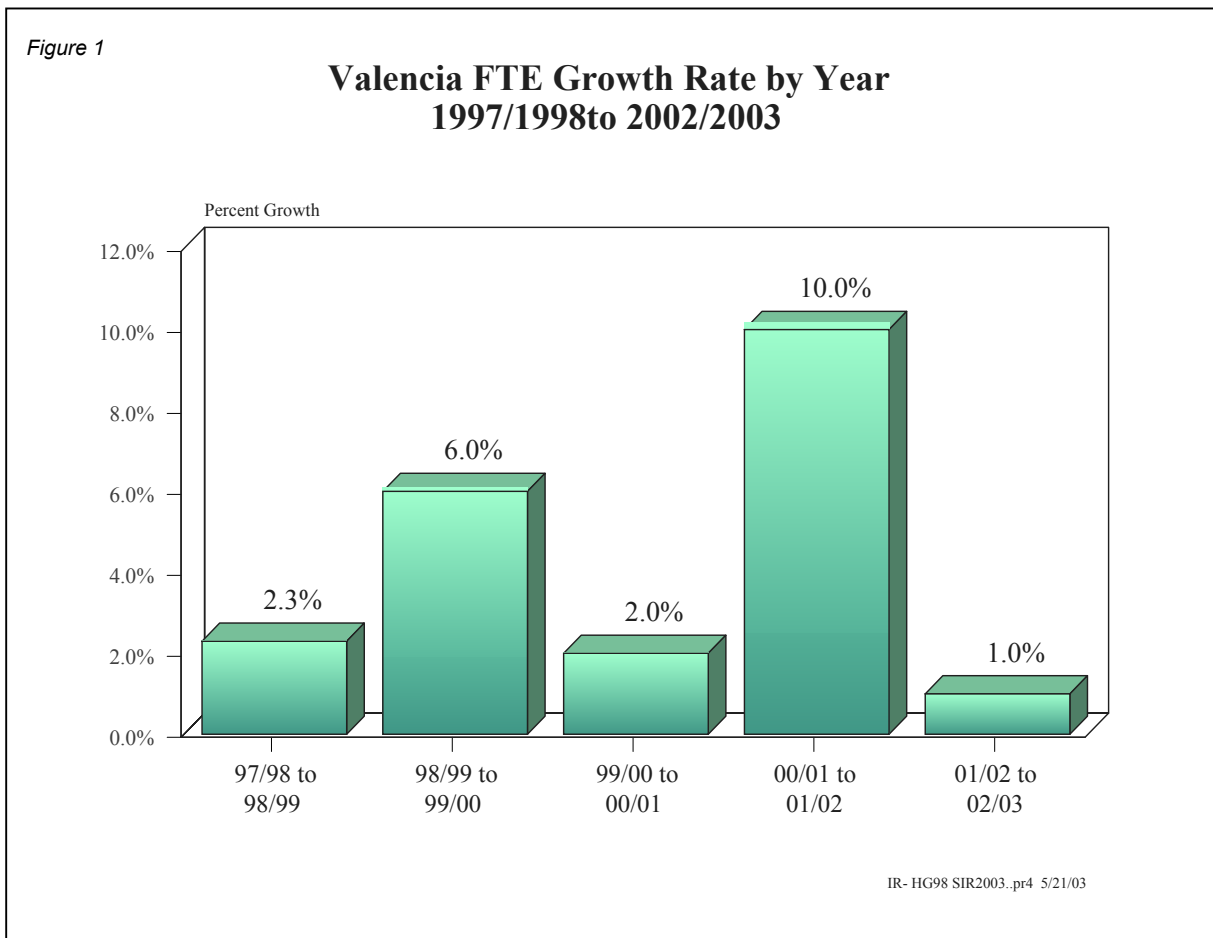
In addition to having facilities focus on student learning first, the College also supports learning of faculty and staff. One of the most visible measures of this emphasis is the expenditure of staff and program development funds. In the 2002/2003 fiscal year, Valencia increased support for faculty and staff development as shown below:

<b>Staff &amp; Program Development Funds Available</b>			
	<b>2001/2002</b>	<b>2002/2003</b>	<b>Percent Increase</b>
Tuition Reimbursement	\$173,000	\$202,878	17.3%
Department Travel	\$ 90,000	\$150,000	66.7%

In addition to funding faculty and staff development off-campus, Leadership Valencia (the College's in-house faculty and staff development program) offered 403 workshops to approximately 4,504 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 one percent in FTE over the previous year; this increase is consistent with the College's planned increase, and reflects the sensitivity of a precision schedule to modest change (see Figure 1).

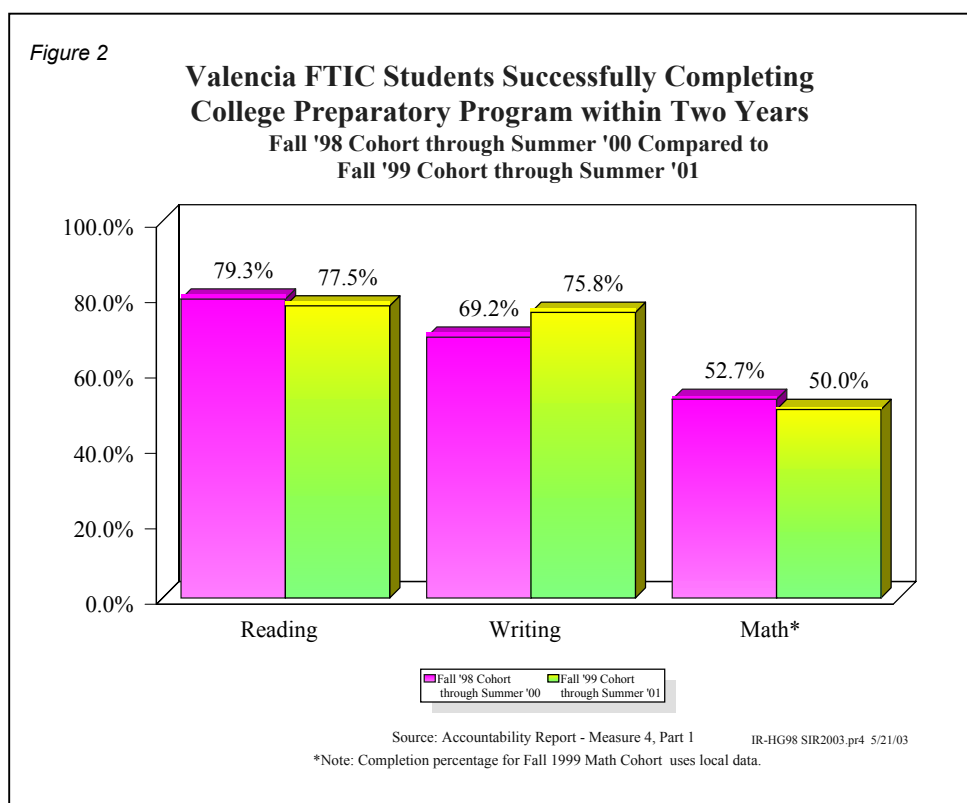


## Goal 2: Start Right

**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

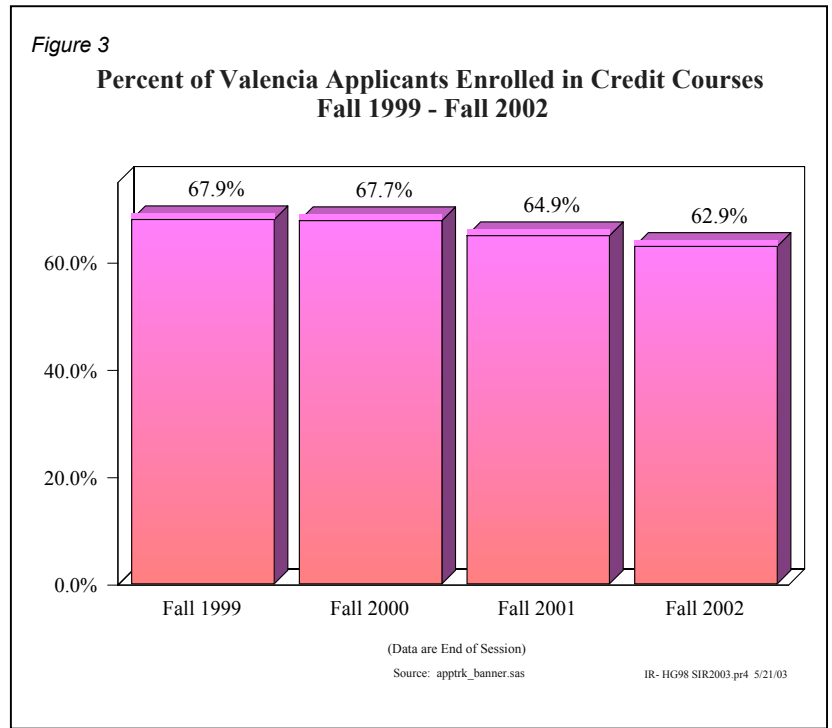
Completing the college-preparatory program within two years is a measure posed by the State Board of Community Colleges (SBCC Accountability Measure 4, Part 1). Certainly meeting this objective must precede other student performance outcomes, since 77 percent of all degree seekers were placed in at least one college-preparatory course in Fall 2002. System averages for the 1999 to 2001 period are 69.4 percent for reading, 63.9 percent for writing, and 49.5 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 the first-time-in-college, previous-year-high-school graduates of high schools within the service district who enrolled in Fall 2002, 73.7 percent were required to take one or more college-preparatory courses. In contrast, 75.1 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 62.9 percent seen in Fall 2002 surpasses that of many public universities (see Figure 3). In Fall 2002, Valencia enrolled 28.2 percent of the service district's previous-year-high-school graduates (down from 30.7 percent in Fall 2001). **In addition, longitudinal studies have revealed that the College actually enrolls 51.5 percent of the service district's high school graduates within four years of graduation** (Fall 1999/2000 through Fall 2002/2003).



## 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 2002, 97+ percent of degree-seeking students took an entry-level assessment test. Second, following assessment, **82 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

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 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 continued implementation of LifeMap is based on two main sources. The LifeMap Work Team provided a set of recommendations that were implemented in 2002-03. The Atlas system with its design emphasis on learning, connection, and direction provides the most powerful potential to move LifeMap to the next level of integration into the student experience at Valencia. With Atlas, the College is in a cultural transformation that expands the opportunity for learning connections and amplifies the potential for LifeMap and the Core Competencies to support students in achieving their learning goals.

### 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 2002, the College enrolled 597 dual-enrolled students in Osceola County and 1,420 dual-enrolled students in Orange County for a total of 2,017 students. Since the course bears 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 25 percent of dual-enrollment students attended one of Valencia's campuses following their high school graduation. This figure is down from 28 percent in Fall 2001.

### 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 2002, 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	932	4,234
Osceola County HS Graduates	266	1,190
All Service District HS Graduates	1,198	5,424

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 and developed 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. In 2002/2003, the College hired an additional 47 tenure-track faculty members.

### Indicator 3.2 Faculty and Staff Development

The College views faculty members, administrators, professional staff and career staff as learning leaders. To support development of all learning leaders, the following learning opportunities have been developed:

- Leadership Valencia offers training in a variety of topics for all college employees.
- Teaching and Learning Academy furnishes a structured, individualized program for each faculty member beginning the tenure process.
- Destination 2003 provides professional development for all faculty focused on the scholarship of teaching and learning.
- Directions (West) makes professional development available to faculty in all disciplines.
- Direcciones (Osceola) provides professional development for professors of humanities and social sciences.
- The National Endowment for the Humanities funds individual faculty research projects.
- The Learning Day in November, 2002, gave all faculty valuable common learning experiences.
- Staff and Program Development funds are available to all faculty and staff to support individual professional development.
- Connections is a project engaging teaching faculty and student services staff in design and implementation work to improve all available student services.

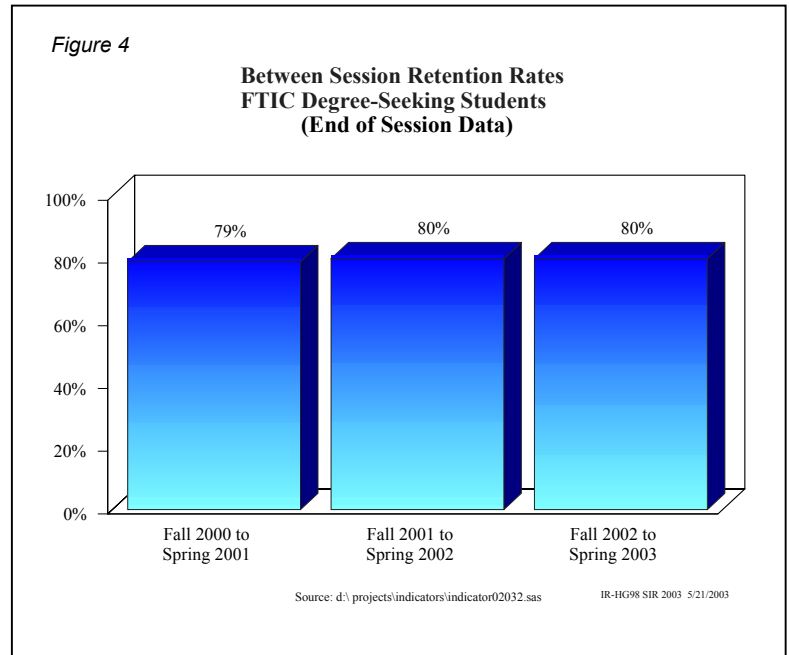
In addition to the specific programs listed above, the Instructional Affairs Committee (comprising all deans) has held strategic planning sessions to identify programs of study to improve the design, delivery, and assessment of student learning.

## 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 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).

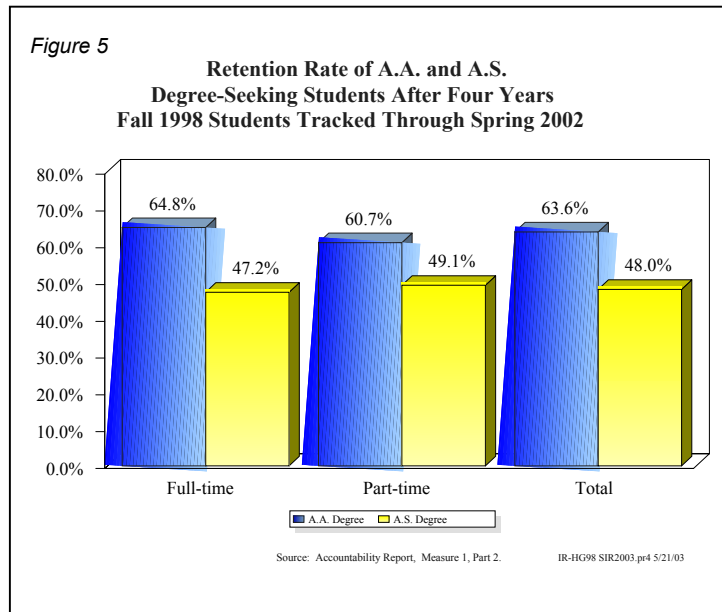


For the degree-seeking students, another important indicator is fall-to-fall retention rate. Return rates for the past three years appear below.

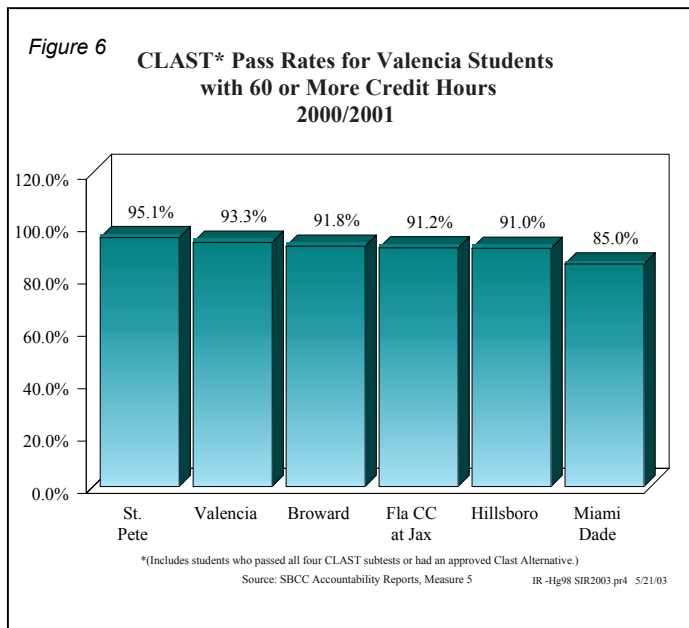
Fall 1999 to Fall 2000	Fall 2000 to Fall 2001	Fall 2001 to Fall 2002
59.5%	58.2%	56.8%

## 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 study, 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 1998 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

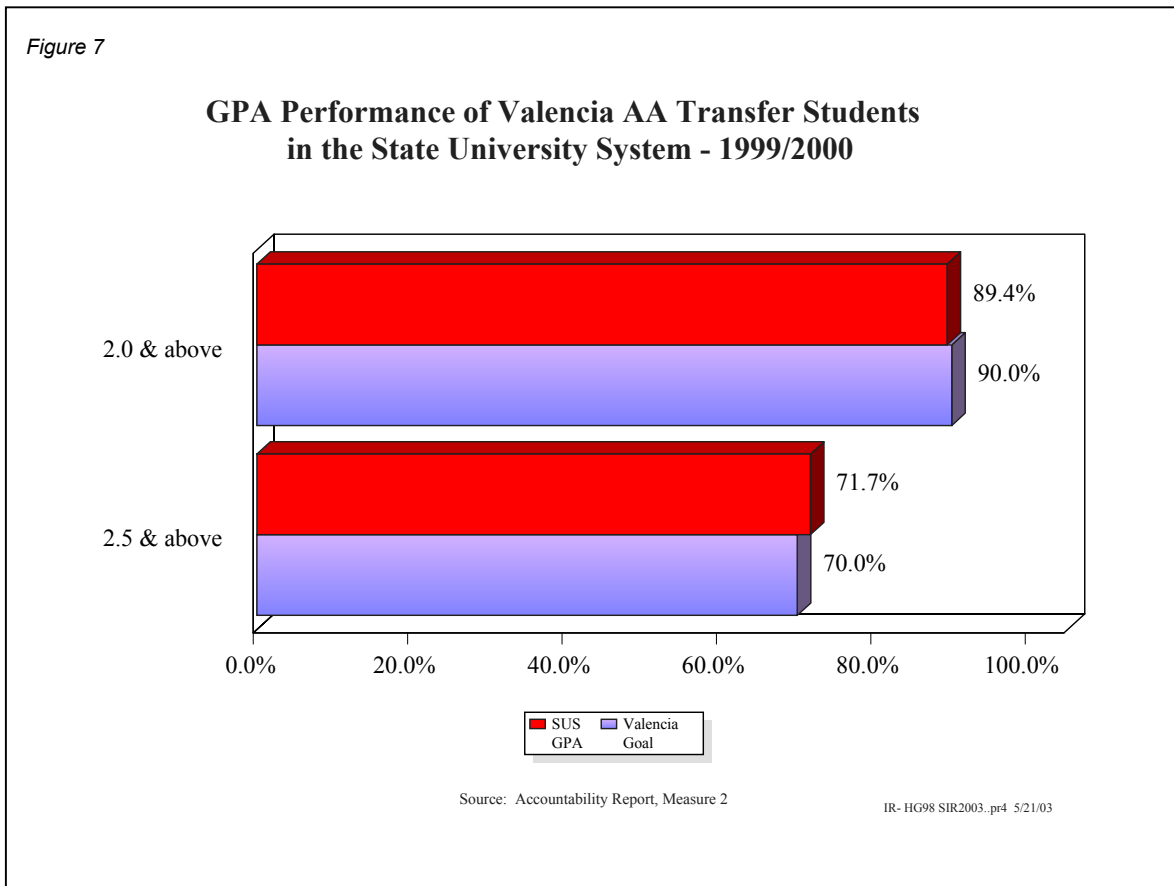


Created by Florida statute in 1981, the College Level Academic Skills Program (CLASP) requires that students completing A.A. degree programs in public community colleges and advancing to upper divisions in public universities demonstrate a satisfactory level of academic skill (SBCC Accountability Measure 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 **93.3 percent** (see Figure 6). The current pass rate is an improvement over 1999/2000, which was 92 percent.

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)

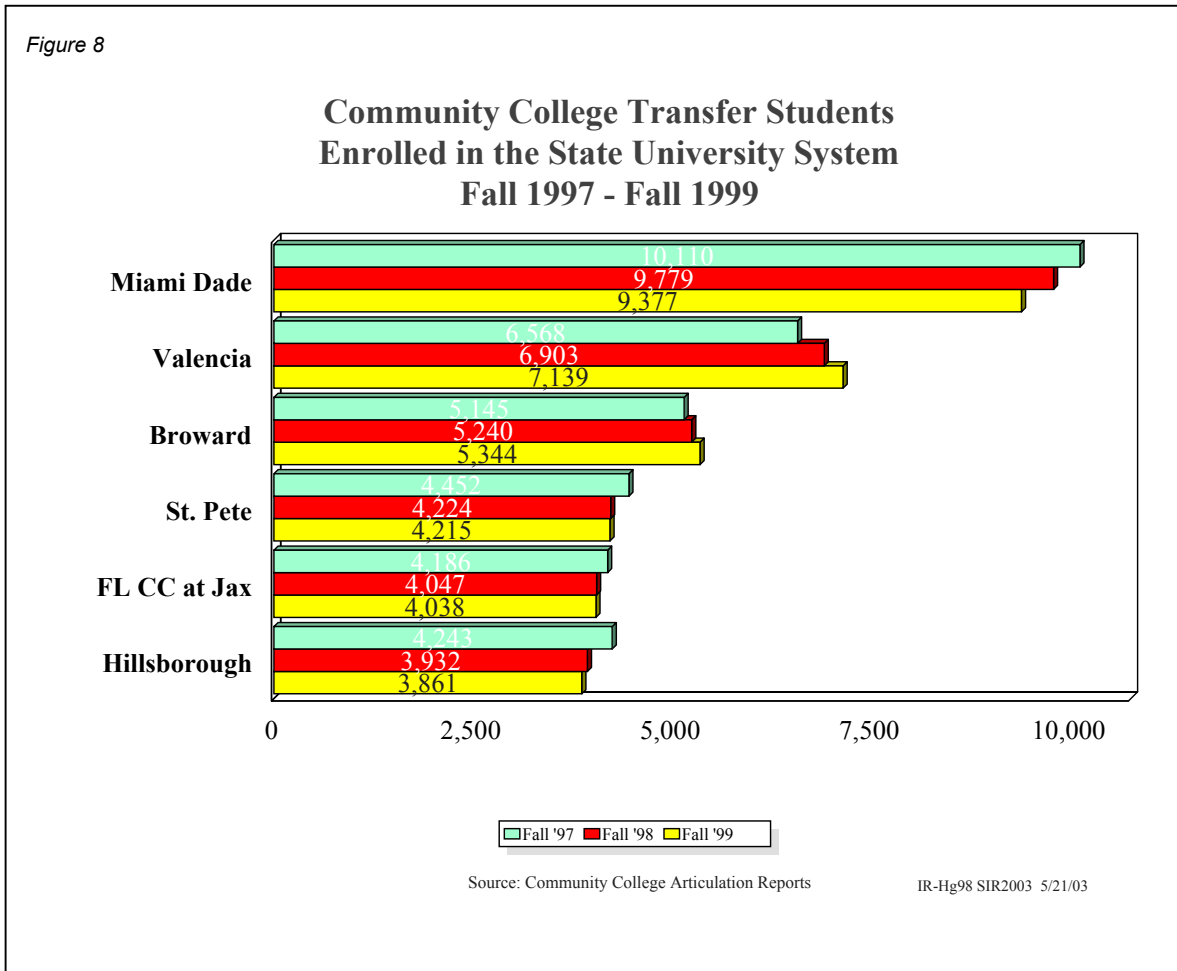
The majority of degree-seeking students at Valencia Community College have declared the intent to earn the Associate in Arts degree and transfer to one of the public universities in Florida (SUS). One of the best measures of the effectiveness of the College’s instructional program is the performance 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 four percent a year for the past two years, while rates have declined at a number of other community colleges.



## 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, the 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?

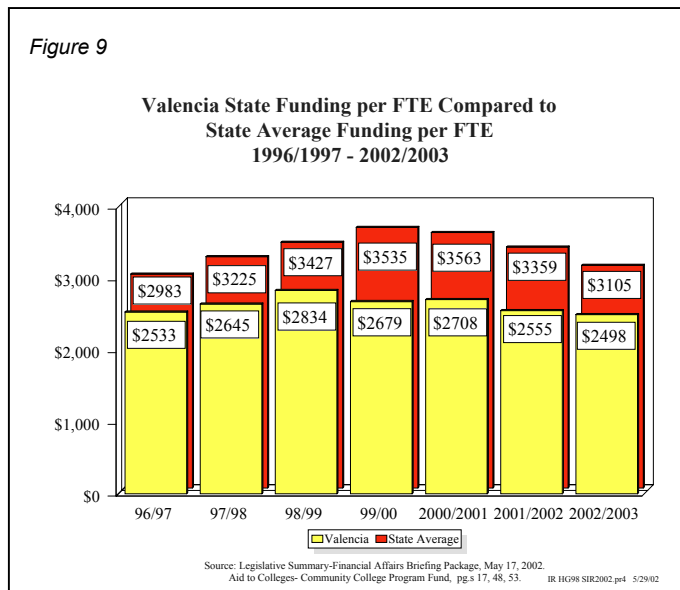
Accomplishments during the past year include the following:

- Multiple, ongoing opportunities for faculty and staff to research, develop, and experiment with learning activities for and assessment of core competencies.
- Documented results of pilot projects in integration and assessment of core competencies.
- Community College Survey of Student Engagement (CCSSE) evidence that core competencies are being addressed within the curriculum.
- 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).

## 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 and table below). 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, but the funding per FTE has declined. The table below shows percent of system average since 1998/1999. Final budget figures for 2003/2004 were not available at press time for this report.

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 2001/2002, the College submitted 61 grant applications and achieved a funding ratio of 79 percent, for a total of \$8.2 million. To date in 2002/2003, the College has submitted 29 grants; 17 have been funded, and 7 are still pending. The total dollar amount funded to date in 2002/2003 is \$1.9 million. Many grants have not yet been acted upon; therefore, the total for 2002/2003 will be available after October 1, 2003.

### Indicator 5.3 Learning Support System

A new technology plan will be finalized this summer. This Learning Support Systems Plan was designed by campus and collegewide teams with technical assistance from Collegis consultants.

The Learning Support System (now named Atlas) began implementation in January 2001, after a two-year collaborative review process that focused on the support of learning. From the beginning, the design principles for the system were identified as providing “connection” and “direction” for students in order to support their learning and success, which derive from the learning-centered initiative, the Core Competencies (TVCA), and LifeMap.

Atlas is a portal-based system that integrates fourteen applications into a single sign-on for Valencia’s learning community. The portal is powered by Campus Pipeline, and the student enterprise system is SCT. Several functions in the portal have been customized and focused clearly on design principles throughout the implementation so that the resulting system is unique in higher education.

Work is underway to document the behavioral and attitudinal changes of learners, analyzing the data in terms of design principles, and making future plans based on shared conclusions. To this end, the Atlas User Report was shared with appropriate governing councils for discussion this spring. An Action Research model will be used to design, implement, and evaluate strategies to improve learning through Atlas. The migration to new functions and technologies in Atlas will be based on the design principles of learning, connection, and direction.

### 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. FACTS deliverables for Phases 1 through 3 were programmed and delivered via Valencia’s mainframe legacy student information system.

In 2002, all existing deliverables as well as new deliverables for Phase 4 were re-implemented on the new SCT Banner (Atlas) system. Valencia is positioned to comply with all FACTS standards and timetables throughout the duration of the funded project and will provide those services to through a combination of SCT supplied programming and internally developed applications. Valencia has completed internal programming to support the Phase 4 FACTS 2+2 Articulation functionality and is currently testing these programs internally and with the FACTS main system in anticipation of moving this functionality to the production environment during the Summer of 2003.

### 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.

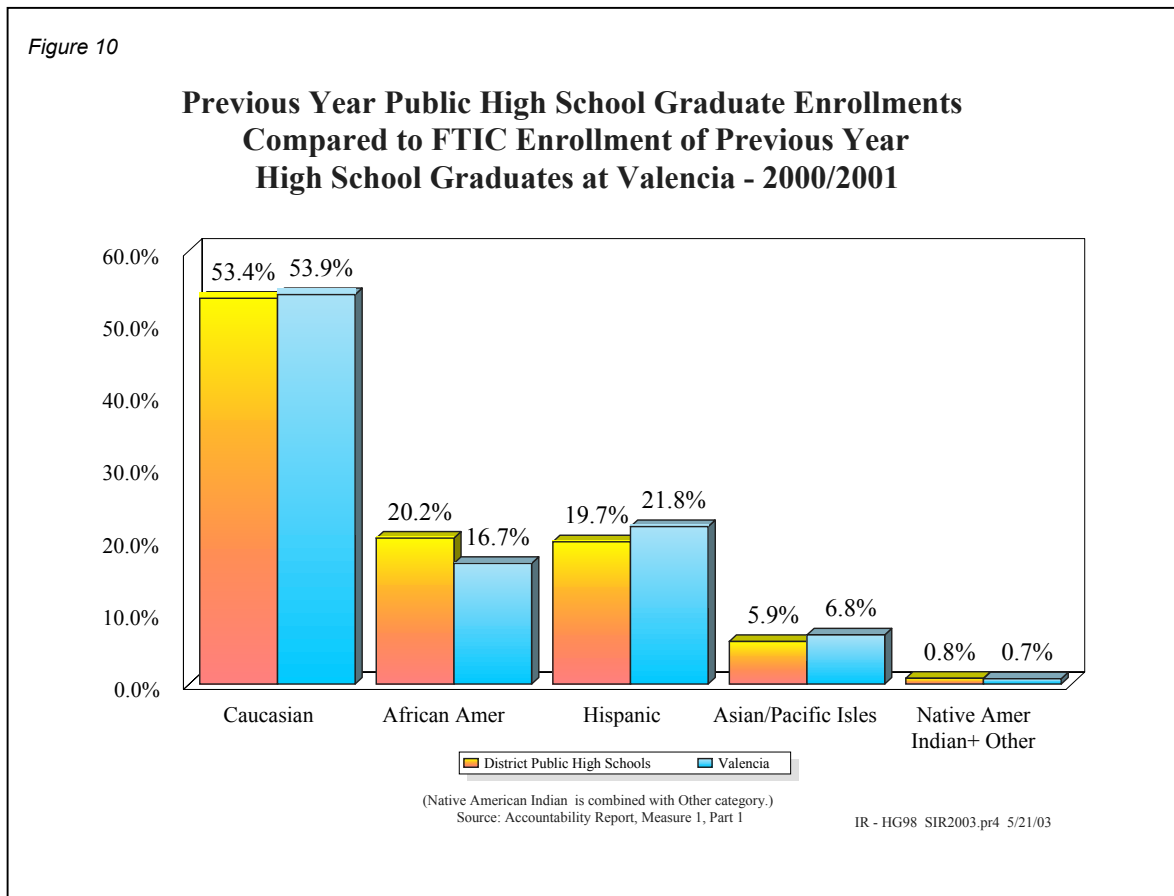
In 2002-2003, Valencia's Oracle applications in support of finance, human resources, and payroll underwent a major upgrade to release 11i of the Oracle application suite. In addition, continued implementation and enhancement of Valencia's Atlas Learning Support System took place during the 2002-2003 academic year. In late 2002, Valencia began a collegewide effort to redevelop and revise its strategic plan for information technology. The new plan will replace the current Educational Technology Plan and will be renamed as the Learning Support Systems Plan in order to align it with the college's Strategic Learning Plan, particularly Goal 5 (Learning Support Systems). This planning effort will focus heavily on academic technology and support and is scheduled for completion in summer 2003. The planning process involves individual campus-bases planning efforts that are being rolled up into a single college-wide technology plan. This new Learning Support Systems Plan will guide technology initiatives at the college over the next 3-5 years.

## 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

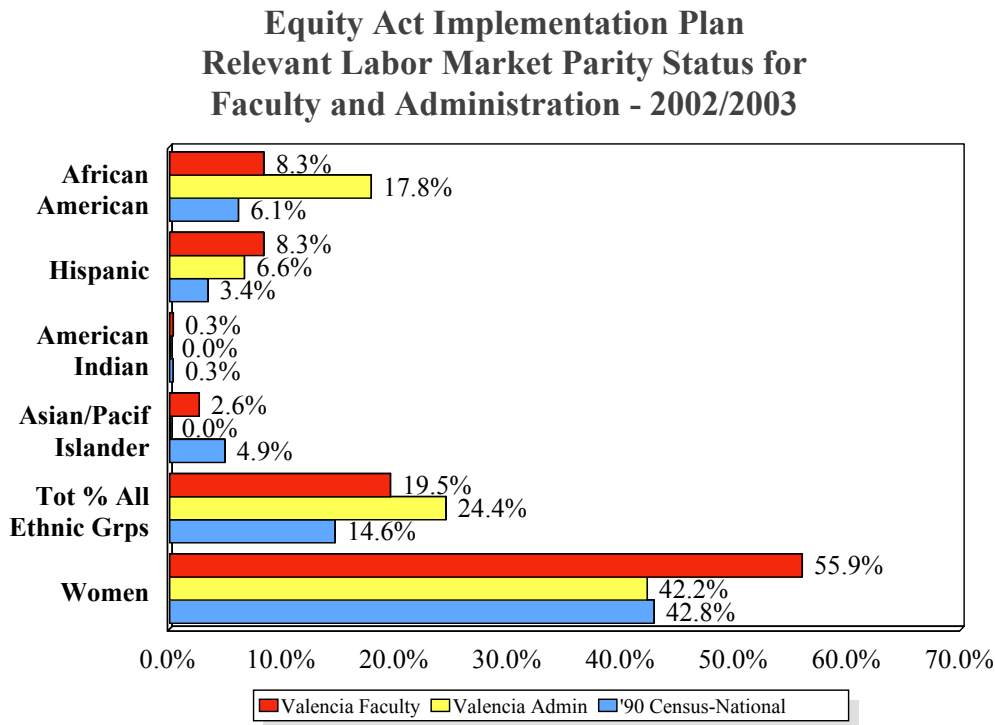
One way to ensure that the College is serving its community is to determine that first-time-in-college students reflect the demographic diversity of their graduating high school class. According to the most recent data (SBCC Accountability Report for 1999/2000), both Hispanic and Asian students are well 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 3.5 percentage points less than graduating high school students. Caucasian students are slightly over-represented in the FTIC group by one-half of a percentage point. **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 (55.9%) exceeds the credentialed segment of the population (42.8%) while the percent of women administrators (42.2%) falls very slightly behind the same segment. The comprehensive view of the College’s progress in this indicator is seen in Figure 11.

Figure 11



Source for Valenciana Data: Oracle Report: Count Administrative, Count Tenure/Tenure Track, 5/09/03

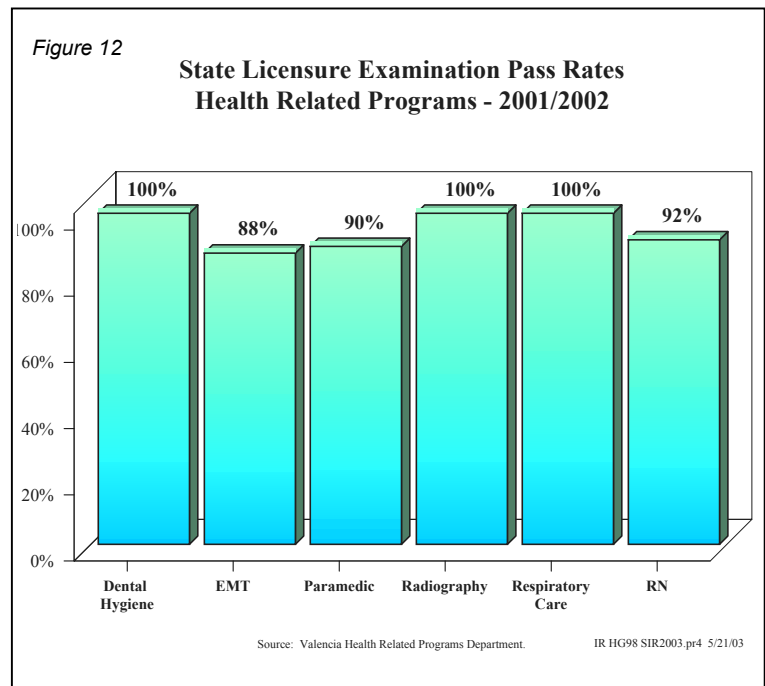
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## Goal 7: Learning Works

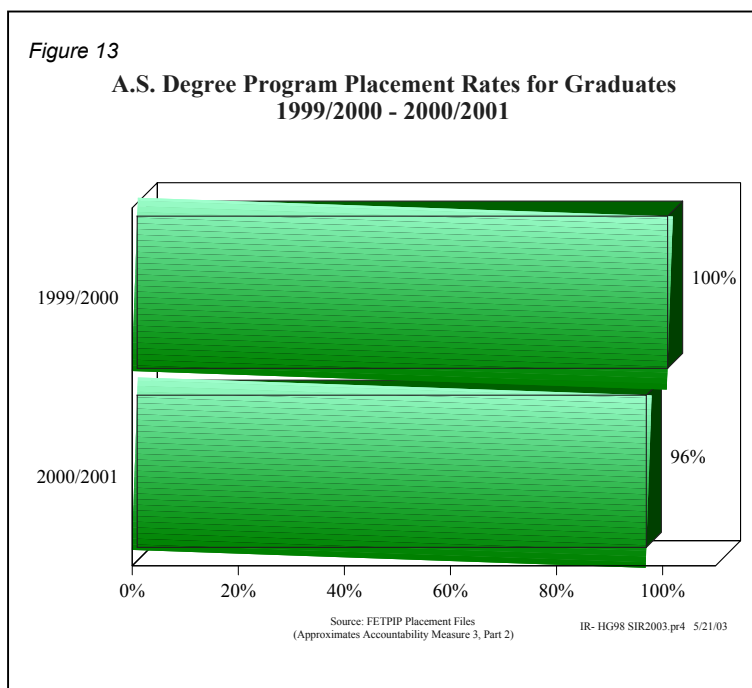
**Valencia has a vital mission in economic development and this mission, too, is governed by learning-centered principles.**

### 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 2001/2002 (the last full year for which figures are available), licensure pass rates ranged from 88 percent to 100 percent (see Figure 12). The average pass rate is 95 percent in 2002.



### 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 2000/2001 (the last complete year for which data are available), the placement rate was 96 percent, four percentage points less than the preceding year (1999/2000). (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

Following the first full year of activity since the IT Initiative was launched, Valencia reports the following achievements:

- Valencia furnished training for 4,122 IT workers to enter the workforce or advance their careers.
- 8,793 IT students are “in the pipeline,” poised to complete their IT training.
- Valencia increased its IT faculty by 48%, resulting in 36 full-time and 124 part-time professors.
- In 2002, 173 students graduated with degrees in Information Technology, up from 112 in 2001.
- The college furnished instruction for 15,951 enrollments, an increase of 13.1%.

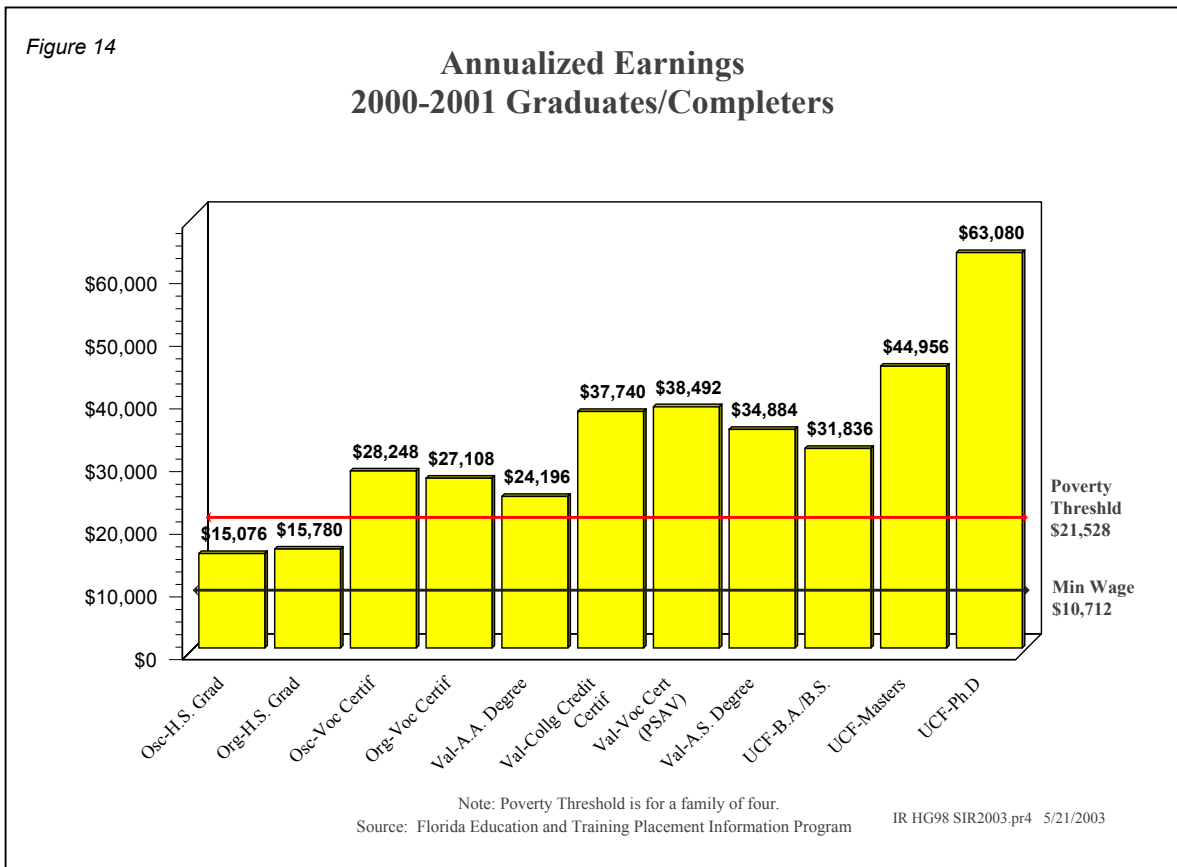
### Indicator 7.4 Valencia Institute

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 2000/2001 graduates in A.S. degree programs averaged \$34,884 compared to the statewide community college average of \$33,012; graduates of Valencia’s technical certificate programs averaged \$38,116 compared to \$31,522 statewide; and Valencia’s A.A. graduates averaged \$24,196 compared to \$25,640 statewide.

Orange and Osceola county high school graduates earned \$15,780 and \$15,076 respectively. Thus, an A.S. degree graduate whose education has prepared her to go directly into the workforce earns \$19,456 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 of \$31,836. All the earnings are representative of the earnings of the graduates one year after their graduation in 2000/2001.



## CONCLUSION

The Strategic Indicators Report provides a review of past efforts, current progress, and future plans 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 Valencia's 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.

Results and findings in this report indicate that progress is being made in Valencia's efforts to implement the College's seven strategic learning goals. The first 25 years of the College produced a history of strategic planning and assessment that reflected a degree of disconnection with the implementation of the plans. Those earlier days found an organizational structure that separated the designers from the implementers, a strategy that resulted in marginal implementation. And the allocation of budget resources did not necessarily reflect the stated strategic priorities. Valencia's new strategic planning process has been designed to close the gap between planning and doing and to create a culture of evidence.

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 in the SACS Reaffirmation Committee's Report<sup>1</sup> in April, 2003, which commended Valencia on its excellent Self-Study and related comprehensive materials and documentation.

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.

<sup>1</sup> SACS Reaffirmation Committee Report