

VALENCIA
Community College

Institutional Report

IR2004-13

Strategic Indicators Report

2003-2004

June 2004

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INTRODUCTION

The Strategic Indicators Report serves three needs:

- To present a series of selected indicators that show the college's progress in attaining the strategic goals set forth in the Strategic Learning Plan.
- To meet the college's statutory obligation to present its progress in meeting its accountability goals as required by Section 240.324(3), Florida Statutes.
- To demonstrate progress in achieving equity for students and staff as required by Section 240.3355(3), Florida Statutes.

While other separate reports address accountability and equity, this report includes these two issues as part of the whole assessment of progress toward achieving the strategic goals of the Strategic Learning Plan.

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. 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 College’s district facilities and program plan. The College completed a facilities master plan with the assistance of Glatting Jackson (working within a joint venture with other professional firms), which was adopted by the District Board of Trustees in 2003. That plan included proposals for a Southeast Campus and a Southwest Campus. The Florida Board of Education approved both of these proposals, authorizing the College to seek necessary land and funding to build these two new facilities.

Indicator 1.2 Governance for Learning

The College’s 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

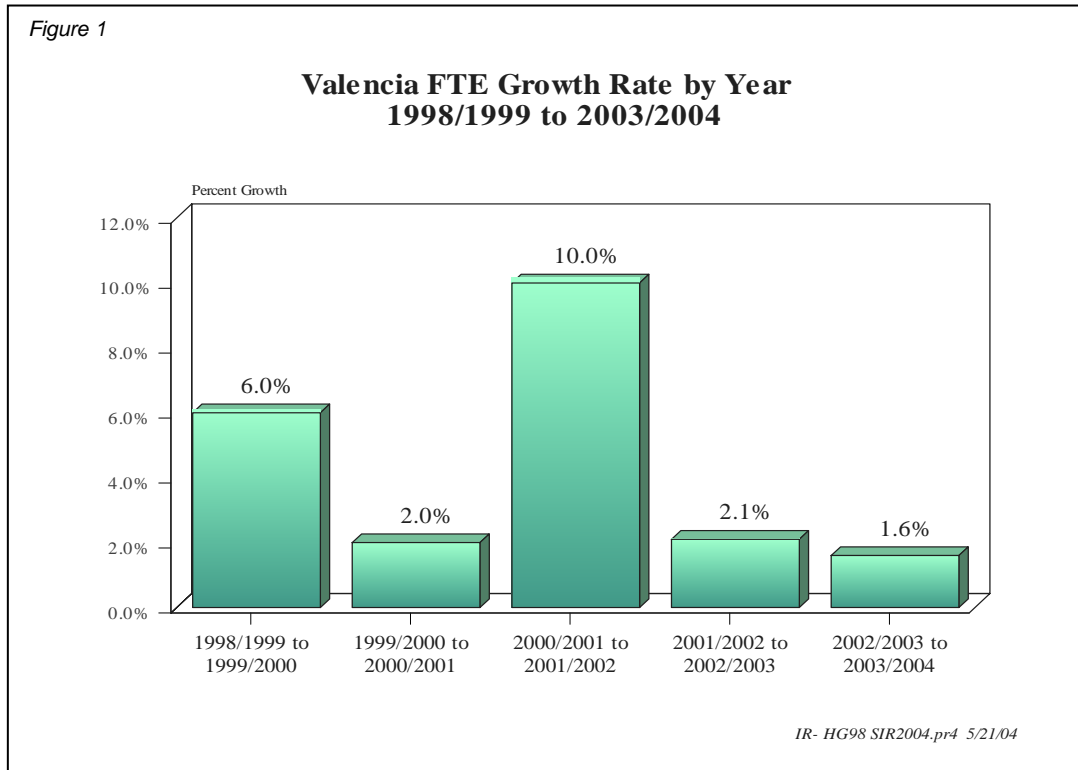
In addition to having facilities focus on student learning first, the College also supports learning of faculty and staff. One of the most visible measures of this emphasis is the expenditure of staff and program development funds. In the 2003/2004 fiscal year, Valencia increased support for faculty and staff development as shown below:

Staff & Program Development Funds Available			
	2002/2003	2003/2004	Percent Increase
Tuition Reimbursement	\$202,878	\$237,625	17.1%
Department Travel	\$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 223 workshops to approximately 3,208 participants during the Fall and Spring terms.

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 improve the enrollment planning process that will result in precision scheduling. Valencia experienced an increase of 1.6 percent in FTE over the previous year; this increase is consistent with the College's strategic goals to manage growth through modest change (see Figure 1).

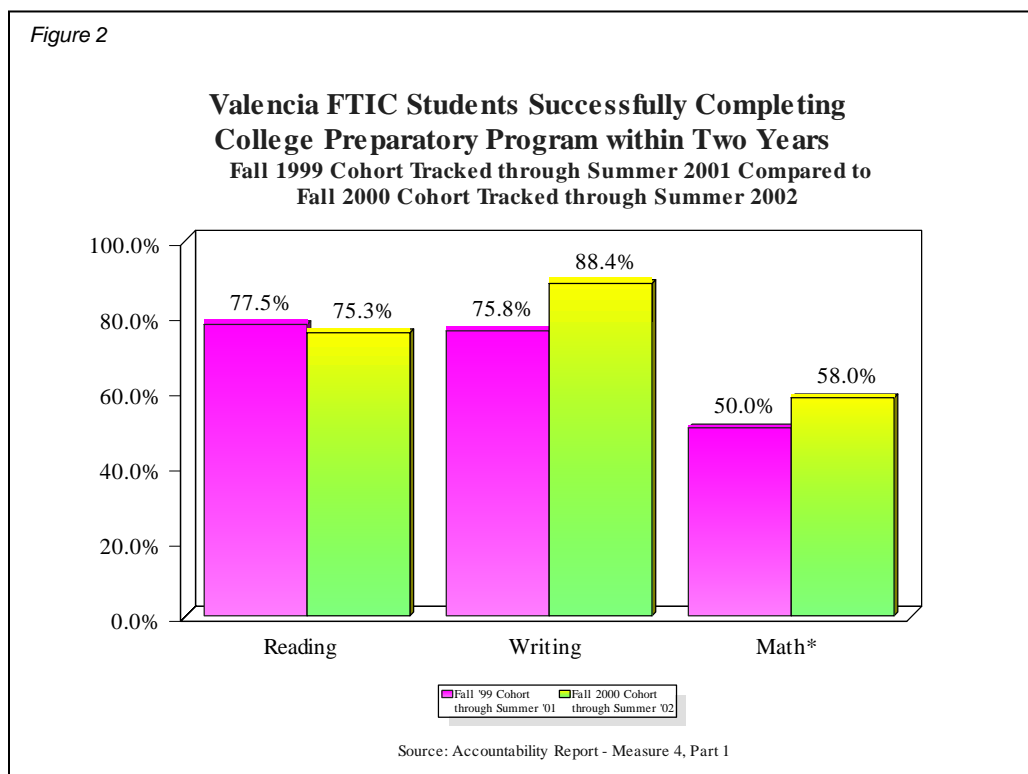


Goal 2: Start Right

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

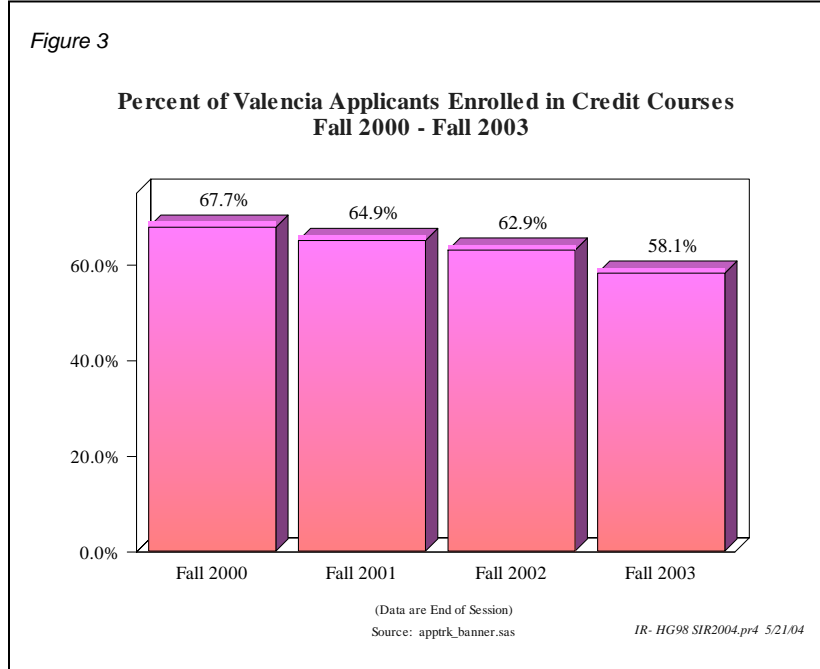
Completing the college-preparatory program within two years is a measure posed by the State Board of Community Colleges (SBCC Accountability Measure 4, Part 1). Certainly meeting this objective must precede other student performance outcomes, since 77 percent of all degree seekers were placed in at least one college-preparatory course in Fall 2003. System averages for the 2000 to 2002 period are 73 percent for reading, 67.9 percent for writing, and 53.1 percent for mathematics. **Valencia outperformed the state averages on all three measures** (see Figure 2).



Among the first-time-in-college, previous-year-high-school graduates of high schools within the service district who enrolled in Fall 2003, 71.1 percent were required to take one or more college-preparatory courses. For out-of-district, first-time-in-college students, 68.9% 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 58.1 percent seen in Fall 2003 (see Figure 3) surpasses that of many public universities. In Fall 2003, Valencia enrolled 27.1 percent of the service district's



previous-year-high-school graduates (down from 28.4 percent in Fall 2002). **In addition, longitudinal studies have revealed that the College actually enrolls 52.3 percent of the service district's high school graduates within four years of graduation** (Fall 2000/2001 through Fall 2003/2004).

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 2003, 99 percent of degree-seeking students took an entry-level assessment test. Second, following assessment, **98 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 implementation of LifeMap continues through the refresh of the marketing campaign, the implementation of recommendations from the LifeMap Work Team, the further development and integration of the My LifeMap tools, the evolution of Atlas as our online 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 2.5 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 2003, the College enrolled 605 dual-enrolled students in Osceola County and 1,128 dual-enrolled students in Orange County for a total of 1,733 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 28 percent of dual-enrollment students attended one of Valencia's campuses following their high school graduation. This figure is up from 25 percent in Fall 2002.

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 2003, the College enrolled former Tech Prep students as shown below:

Former Tech Prep Students		
Service District	First-Time-in-College	All Students (including FTIC)
Orange County HS Graduates	1,207	4,309
Osceola County HS Graduates	352	1,002
All Service District HS Graduates	1,559	5,311

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 in 2000/2001, the College developed a three-year hiring plan and committed funds to hire new faculty. 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 begin earlier and are more streamlined. New processes 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. The table below shows the number of new tenure-track faculty members hired during the past three years in addition to the number scheduled to be hired for the 2004/2005 fiscal year.

New Tenure-Track Faculty			
2001/2002	2002/2003	2003/2004	2004/2005
50	47	44	17

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.
- The Teaching and Learning Academy furnishes a structured, individualized development program for each faculty member during the tenure preparation process.
- Scenarios on Line and Faculty-to-Faculty programs provides professional development especially for part-time instructors.
- The Destinations summer program offers faculty development focused on the scholarship of teaching and learning.
- Direcciones (Osceola Title V Grant) provides faculty learning communities supported by technology.
- 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.
- Connections (East Campus Title III Grant) is a project engaging teaching faculty and student services staff in design and implementation work to improve all available student services.

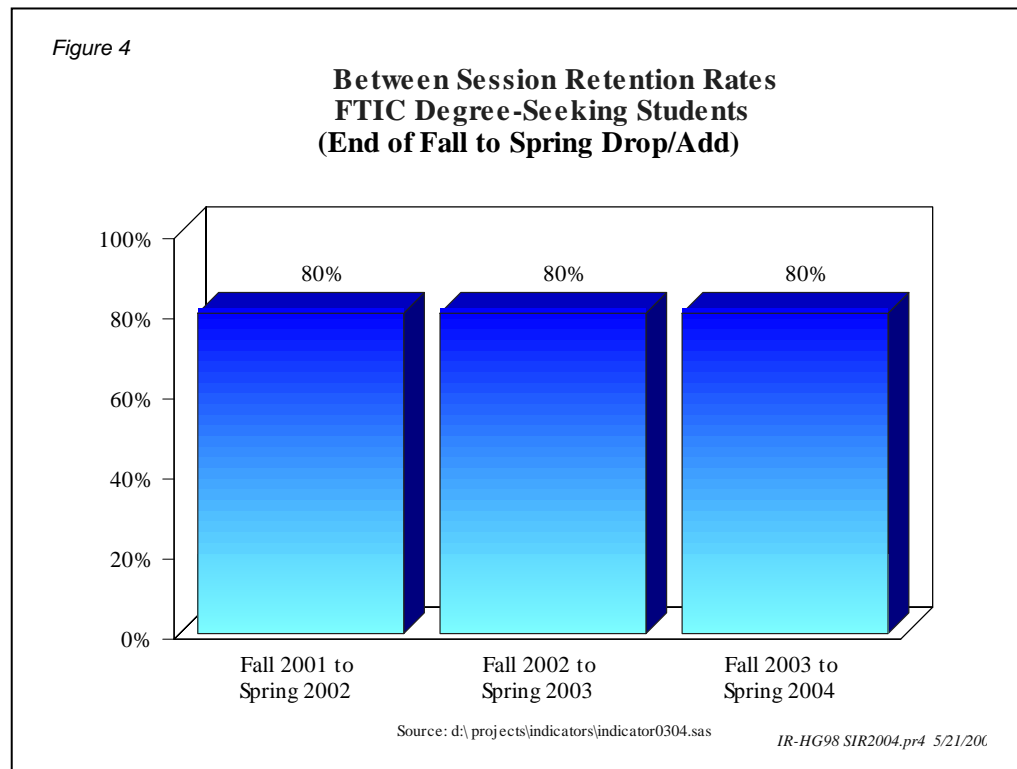
In addition to the specific programs listed above, the Instructional Affairs Committee (comprising all deans) has held strategic planning sessions to identify programs of study to improve the design, delivery, and assessment of student learning.

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 implemented the capability for validating the student’s progress in mastering these

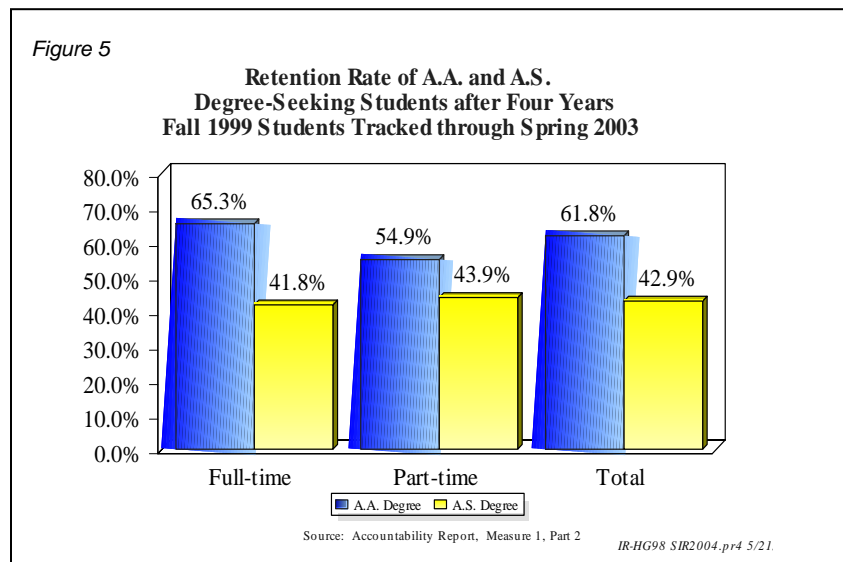


competencies through LifeMap. Until the College accumulates individual data for students through maintaining portfolios and other means, one of the best measures for attaining academic competencies is retention of students from fall term to spring term, as well as from fall term to fall term. The College 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 2000 to Fall 2001	Fall 2001 to Fall 2002	Fall 2002 to Fall 2003
58.2%	56.8%	58.4%

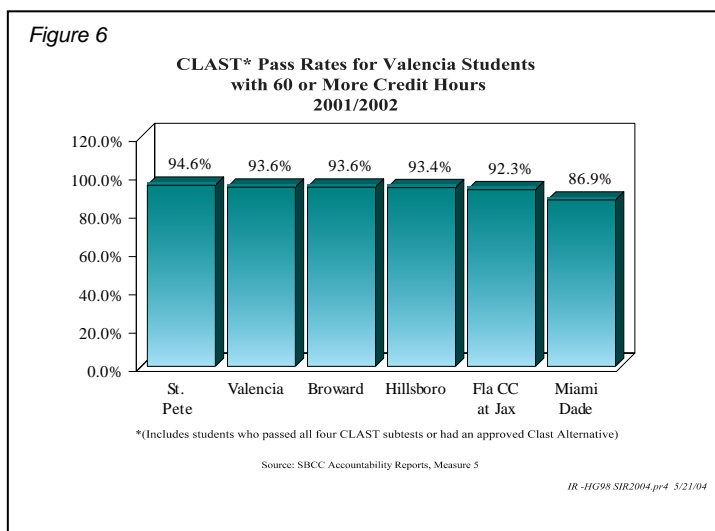
Indicator 4.2 Retention after Four Years



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 1999 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 (CLAST) or by attaining a grade-point average

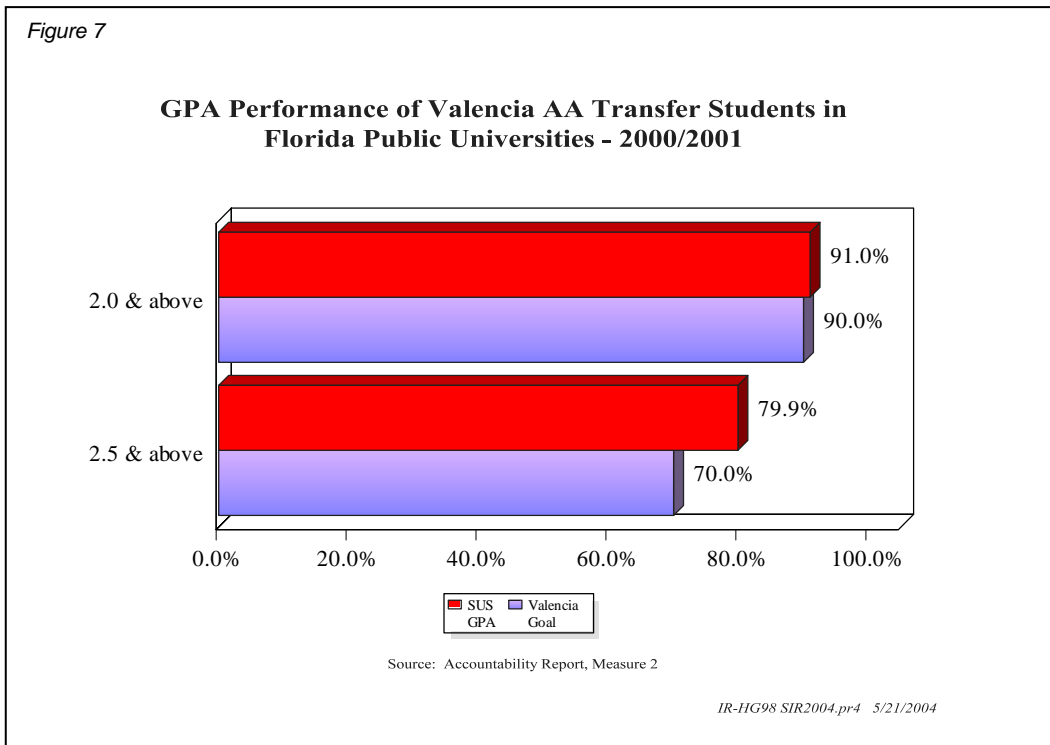


of 2.5 or higher in specified college-level mathematics and/or English courses. The indicator calculates the percent of those students who have accumulated 60 or more credit hours, and who have either passed the four subtests of CLAST or met the academic requirements. Of the six urban community colleges, Valencia and Broward Community College have the second highest percent passing CLAST or its alternatives with **93.6 percent** (see Figure 6). The current pass rate is a slight improvement over 2000/2001, which was 93.3 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. The College rescinded the fee formerly charged to assess CLAST alternatives and now recognizes completion through an automated process. In addition, the College began providing CAT-CLAST, a computer-directed version of CLAST.

Indicator 4.4 Performance in State University System (SUS)

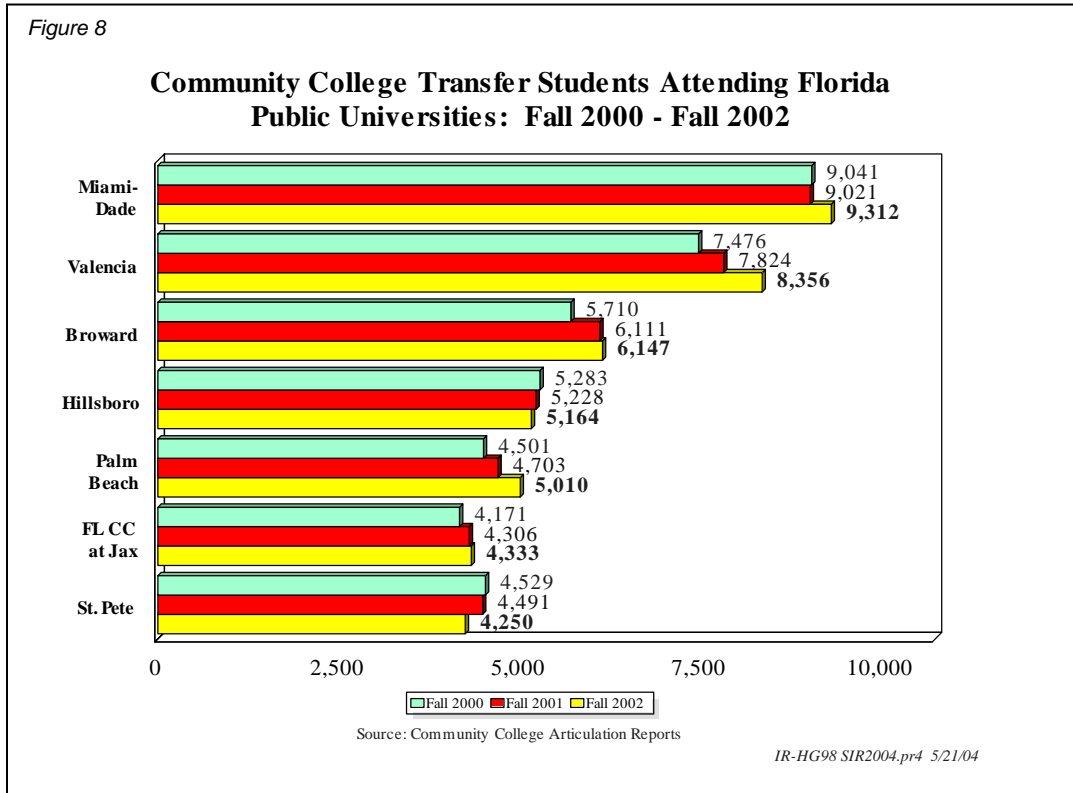
The majority of degree-seeking students at Valencia Community College has declared the intent to earn the Associate in Arts degree and must transfer to one of the public universities in Florida (SUS). One of the best measures of the effectiveness of the College’s instructional program is the performance 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 former Valencia students attending one of Florida's ten public universities (see Figure 8).

The number of Valencia transfer students enrolled in Florida public universities increased by nearly five percent a year for both Fall 1999 and Fall 2000. The rate of enrollment grew by seven percent between Fall 2001 and Fall 2002 when 7,139 former Valencia students progressed to a Florida public university.



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?

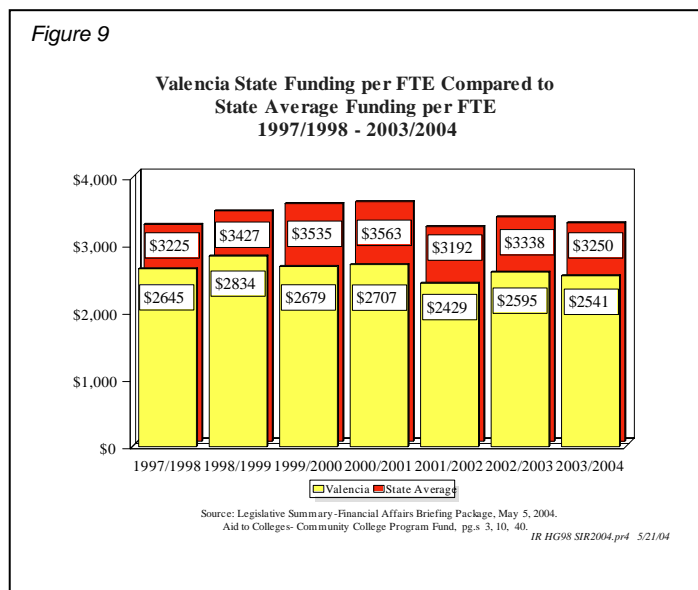
Accomplishments during the past year include the following:

- 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).
- The establishment of a Learning Evidence Team (LET) to design a vision and a plan for assessment of student learning, especially with regard to the core competencies, is a positive step forward.
- A new Course Outline database and online Course Outline Builder are in the first round of beta testing. These tools will help faculty to update course outcome statements and align them the core competencies.

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; however, within five years (2001/2002) the funding level had dropped to 76.1 percent (see Figure 9 and table below) in spite of an increase in enrollment growth of 10 percent that year. Even though a new statewide funding model was developed in 2002/2003, legislative allocation of funds has yet to equal the level experienced in 1996/1997. In 2003/2004, Valencia's funding reached

78.2 percent of the system average and a collaborative effort by community college presidents during the 2004 legislative session is expected to produce additional increases.

Years	Average System Dollars	Valencia Dollars	Percent of System Average
1999/2000	\$3,535	\$2,679	75.8%
2000/2001	\$3,563	\$2,707	76.0%
2001/2002	\$3,192	\$2,429	76.1%
2002/2003	\$3,338	\$2,595	77.7%
2003/2004	\$3,250	\$2,541	78.2%

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 2002/2003, the College submitted a total of 44 grant applications of which 34 were approved (77%) for a total of \$4,883,149. To date in 2003/2004, the College has submitted 24 grants; 8 have been approved, and 14 are still pending. The total dollar amount funded to date in 2003/2004 is \$1,541,208. Many grants have not yet been acted upon; therefore, the total for 2003/2004 will be available after October 1, 2004.

Indicator 5.3 Learning Support System

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. To date, over fourteen separate systems have been implemented and integrated into the Atlas portal, which is based on software from Campus Pipeline (SCT). The core systems in support of student services are based on the SCT Banner administrative system. Plans are currently underway to integrate the Oracle human resource, financial, and payroll systems into the portal in 2004-05.

Implementation began in early 2004 on an Oracle self-service human resource application to support Valencia employees through a web interface. In addition, development of Valencia's LifeMap web applications continues. In addition to the "My Education Plan", "My Career Plan", and "My Portfolio" online applications, major development efforts are nearly complete for the new "My Financial Planner" application. A major rewrite of the "My Job Prospects" application has also been completed. The LifeMap portal applications are built to support Valencia's developmental advising model.

The Learning Support System portal also provides single sign-on access for students and faculty to the college's online course management system – WebCT. Faculty and students utilize the WebCT system for delivery of online courses and web-enabled traditional courses through the Internet. There has been explosive growth in the use of WebCT in the past few years. There were 514 courses utilizing WebCT for the Spring 2004 semester compared to 219 courses utilizing WebCT in the Spring of 2003.

In late 2004, Valencia will begin migration from Campus Pipeline to Luminus as the foundational web portal application system. Luminus is the next generation of portal software and is replacing Campus Pipeline. This new software will provide a number of enhancements and new functionalities, including the ability to delivery customized content web channels to students, faculty and staff.

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 the initial Years/Phases 1, 2, 3 and 4 (1998-2004) Valencia completed the following deliverables: PIN verification, student transcripts, on-line degree audit, remote shop, on-line admission application, degree search and 2+2 articulation.

In 2003, all existing deliverables as well as new deliverables for Phase 4 were updated as needed under the 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 through a combination of SCT supplied programming and internally developed applications. Valencia completed the internal programming to support Phase 4 FACTS 2+2 Articulation. The testing of this function has completed and to date Valencia awaits instructions from FACTS as to where this functionality is available on the FACTS system. Additionally, under Phase 4, Valencia needs to identify a procedure for handling the transient form. FACTS has implemented an error rate threshold of less than 5% - to date, Valencia has reported less than the 5% in errors.

Indicator 5.5 Technology Initiatives

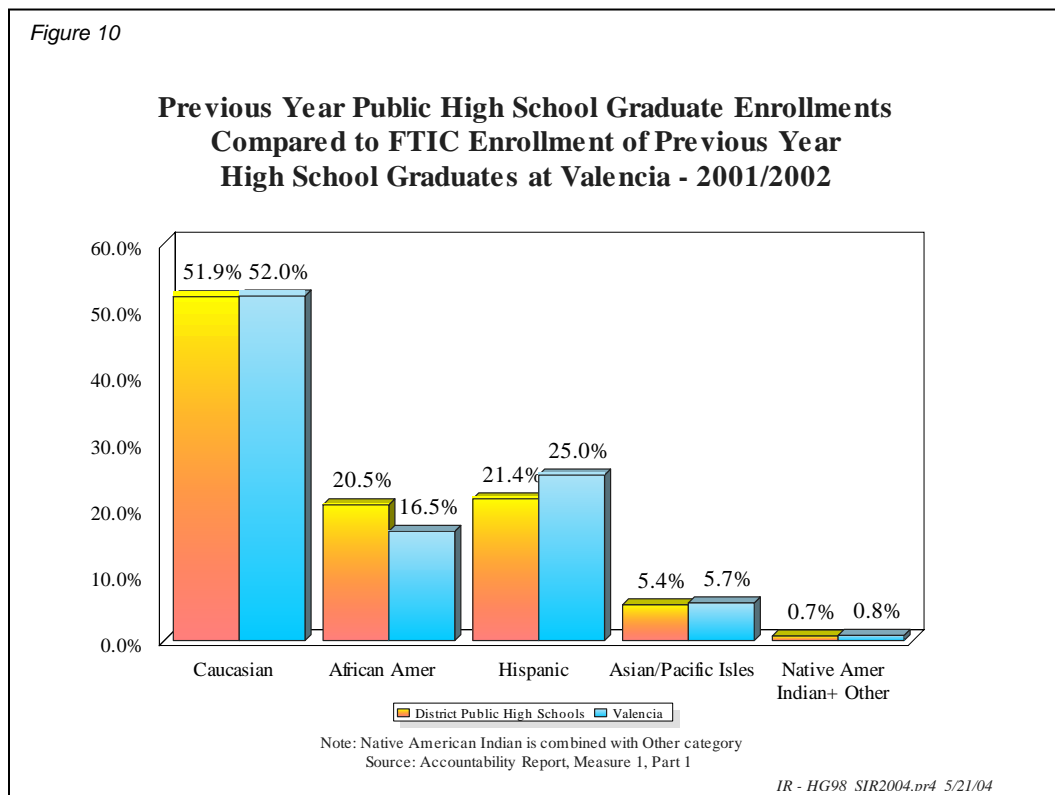
The college began a major project in summer 2003 to design and implement technology-enhanced classrooms college-wide. The project has been characterized by a collaborative process amongst faculty, deans, and administrative support areas to design and deploy learning-centered technology-enhanced classrooms at the college. In the first year of the project, over twenty-four rooms have been completed at the four main campuses. In addition, video conferencing-enabled rooms have been deployed at all campuses and the Downtown Center to support internal and external video-conferencing initiatives. Another important characteristic of this project is for ongoing assessment and improvement to these rooms. Faculty and students are asked to provide feedback on their experiences in these rooms and that information is used to help guide the development of future technology-enhanced rooms and to adjust existing rooms when possible.

Goal 6: Diversity Works

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

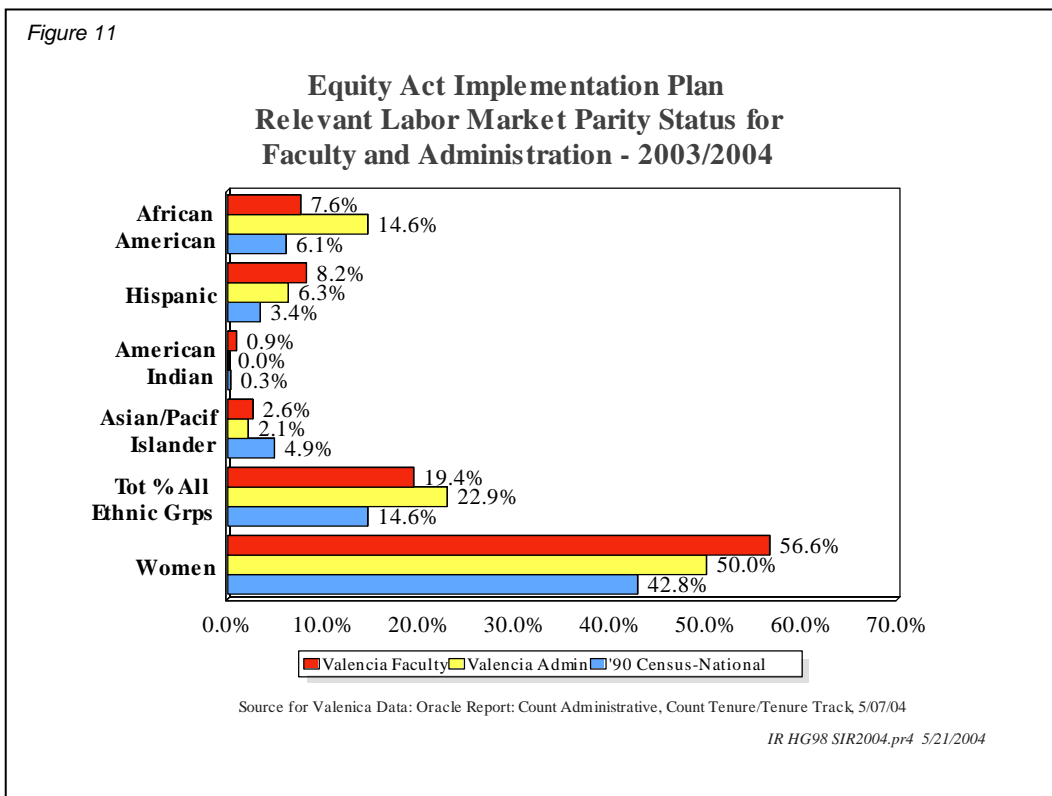
Indicator 6.1 Diversity of Previous-Year-High-School Graduates

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 2001/2002), 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 four percentage points less than graduating high school students. Caucasian students in the FTIC group are represented equally in both systems. **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 (56.6%) exceeds the credentialed segment of the population (42.8%) as does the percent of women administrators (50%). The comprehensive view of the College's progress in this indicator is seen in Figure 11.

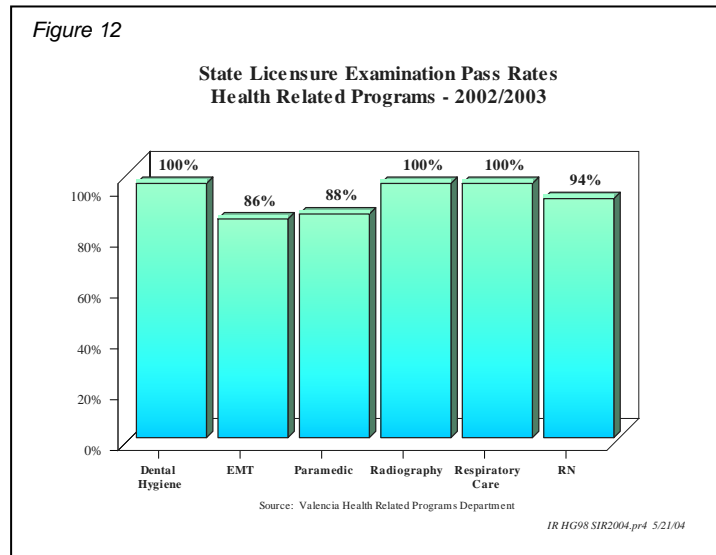


Goal 7: Learning Works

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

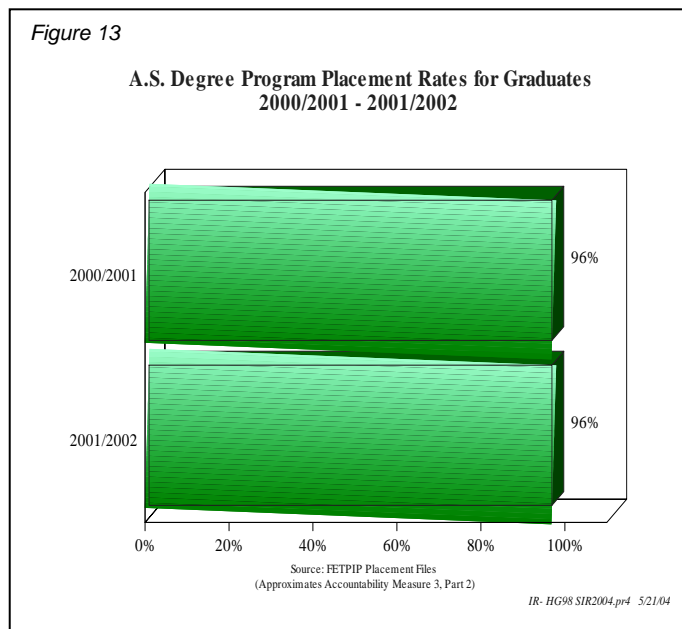
Indicator 7.1 Licensure

The College has long maintained a target measure of 95 percent passing rate on licensure examinations for those degree programs that require licensure. In 2002/2003 (the last full year for which figures are available), licensure pass rates ranged from 86 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 2001/2002 (the last complete year for which data are available), the placement rate was 96 percent, which maintained the placement rate set in 2000/2001 (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

In year two of the planned three-year IT Initiative, Valencia reports the following achievements:

- Valencia furnished training for 6,534 IT workers to enter the workforce or advance their careers.
- 8,389 IT students are “in the pipeline,” poised to complete their IT training.
- Valencia increased its IT faculty by 12%, resulting in 34 full-time and 145 part-time professors.

Indicator 7.4 Valencia Institute

Valencia Institute furnishes group and individual training on campus, on the client’s site, and via distance learning in business, health, information technology, languages, as well as testing services.

In January 2004 the college approved and filled a Chief Operating Officer (COO) position to continue to grow and develop Valencia’s enterprise units. These business units include: The Center for Global Languages, Inside Learning, Scenarios Online and Valencia Institute. In order to continue expanding its presence in the business and consumer community, the newly created enterprise division will move to a stand-alone location on Sand Lake Road in July 2004. The unified presentation is expected to further strengthen the College’s recognition and effectiveness in the community.

Significant Events:

Enrollment & Students Served: Over 19,000 students enrolled in courses and served through testing services.

Corporate Students: 3,500+

Consumer Students: 6,000+

Served with Test Services: 6,058

Client Companies Served: Over 75 Central Florida Businesses, Governmental Agencies, and Organizations served with training and performance improvement services delivered both on-site and through open-enrollment courses.

New Accounts Added during 2003-2004:

- Adelphia Communications
- ABC Construction
- Buena Vista Construction
- Cameo
- CNL Financial Group
- CuraScript
- Electronic Arts (EA Sports) - Tiburon
- Oerther Foods
- Orange County Public Schools
- Siemens Westinghouse
- Signature Flight Support
- Toho Water Authority
- Welbro Construction
- Winter Park Construction

Featured Programs Delivered During the Program Year:

- 350 Hour Certified Addictions Professional Program
- 225 Hour Certified Public Manager Program delivered in collaboration with Florida State University
- 150 Hour Human Performance Improvement Program
- 120 Hour Clinical Sex Therapy Track
- 80 Hour 911 Emergency Operator Certificate Program
- 40 Hour Fire Fighters Lieutenants Academy
- 40 Hour HAZWOPER (Hazardous Waste Operators) Course
- 28 Hour Six Sigma Preparation Workshop
- 12 Hour Spanish for the Construction Supervisors
- 12 Hour Spanish for the Construction Worker
- 8 Hour Spanish for Customer Service
- 7 Hour Top Performer Workshop

Performance Improvement & Training Highlights:

- **Greater Orlando Aviation Authority:** Delivered 25 customized workshops serving 492 GOAA employees in their transition from Microsoft Office 97 to Office XP.
- **Chip Supply:** Initial training served 28 participants in 2 events funded by Workforce Central Florida grant incumbent worker training grant. Client was so pleased that they contracted for an additional 7 standard courses for delivery at their location increasing enrollment to an additional 97 trained employees
- **Dept. of Homeland Security, National Law Enforcement Communication Center:** Client came to Valencia Institute for customized solutions of Microsoft Project which has been tailored to their operations using their case studies as training examples. The client has requested a quote to deliver the training for another group at their Washington, D.C. facility.
- **CHEP, Inc.:** Delivered customized learning for 12 information technology employees.

Language Training:

- **Welbro Construction:** Two (2) sessions of *Getting Started: Spanish I* (20 hours each session). Thirty-six (36) employees trained. One session - *Spanish for Construction Supervisors* (12 hours). Ten (10) employees trained.
- **Winter Park Construction:** - One (1) session of *Getting Started Spanish I* (20) Fifteen (15) employees.
- **Buena Vista Construction:** One (1) session *Spanish for Construction Supervisors* (12 hours). Fifteen (15) employees.
- **Human Performance Improvement Certificate Program:** Eleven (11) Completers in the HPI track with 19 additional completer projected by December 2004
- **Certified Public Manager Certification Program:** Delivered 12 courses with average enrollment of 16 employees per course for a total of 192 students trained.
- **Leadership & Commitment Workshop:** Featured speaker – Colonel Danny McKnight, USA Retired. Eight hour workshop – 75 Attendees.
- **Customer Service in the Fire Department and Boss Behaviors:** Both courses featured Chief Alan Brunacini of the Phoenix, AZ Fire Department and focused on the fire fighters community. Total attendees for both workshops – 54
- **Certified Addictions Professional Program:** 350 hour course in nine dimensions that satisfies the requirements for the Florida Certification Board for Addiction Professionals. Enrollment: 498
- **Health Professions Online Courses:** Offered 20 Licensed Clinical Counseling courses with individual enrollments totaling over 60.
- **Clinical Sex Therapy Specialty Track:** 20 participants completed the entire track.
- **Language Courses:** 163 Courses Delivered; 901 Students Enrolled; 372 Repeat Students taking more than one language course.
- **Intensive English Program:** 45 Courses delivered; 146 Students Enrolled. Course focused on non-English speakers.
- **911 Emergency Telecommunicators 80 Basic Course:** Served 100% of all Orange County 911 Operators. Five (5) classes. Enrolled: 54. Also deliver in-service training to Orange County on demand.

Testing and Test Services:

- Mortgage Broker Licensing Exam – 3350 tested
- Experior (Fla. Dept. of Insurance) licensing exam – 2491 tested
- Prometric (IT certification) exams – 217 tested

Training/Testing:

- Animal Control Officer Certification class and exam - 67
- Insurance continuing ed and prelicensing course and exam - 355
- Real Estate continuing ed course and license renewal exam - 14

Test Center Highlights:

- Became an ACT testing center in April 2004 - tested 46 candidates for **Transportation Security Administration** exam in May 2004.
- Added Real Estate prelicensing and post-licensing courses in May 2004Valencia Institute has more online insurance prelicensing enrollments per month than any community college in Florida
- Obtained approval to become a LaserGrade testing center (FAA and Automotive Excellence exams) to begin August 2004

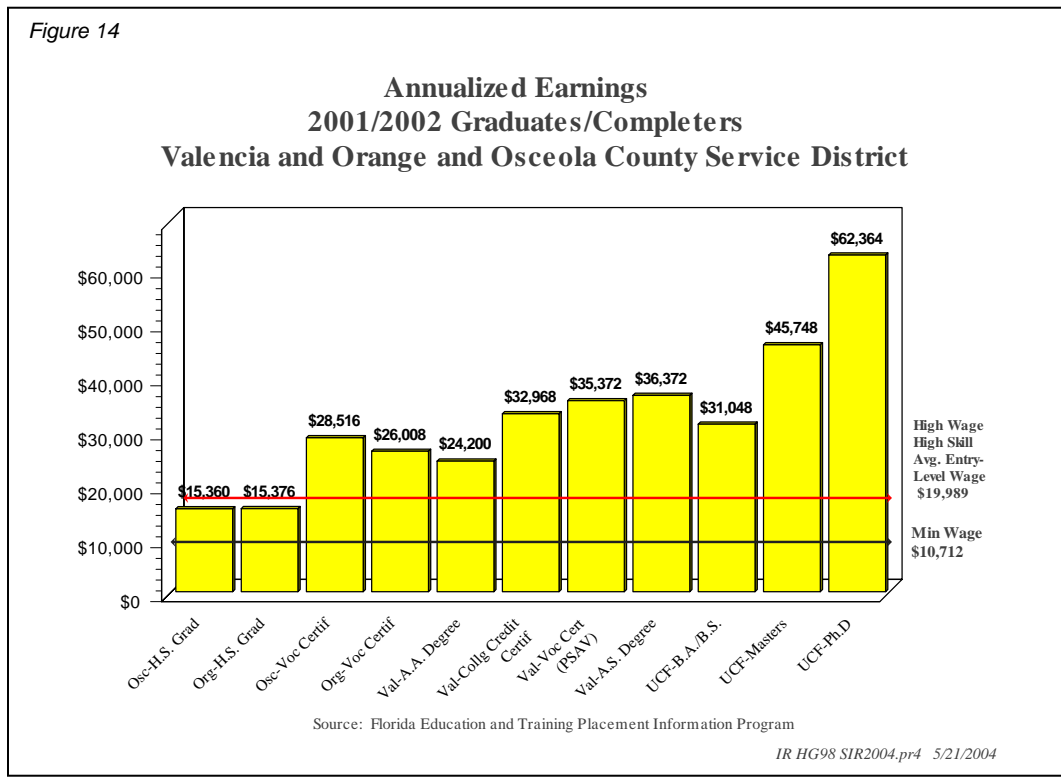
Grants Managed:

- CuraScript – Quick Response Training Grant. Total Award = \$309,141.00 Projected new-hires over the four year grant period = 465.
- Electronic Arts – Quick Response Training Grant. Total Award = \$931,686.00 Projected new-hires over the two year grant period = 266.

Indicator 7.5 Earnings of Graduates

Earnings for Valencia’s 2001/2002 graduates in A.S. degree programs averaged \$36,372 compared to the statewide community college average of \$34,020; graduates of Valencia’s technical certificate programs averaged \$32,968 compared to \$37,512 statewide; and Valencia’s A.A. graduates averaged \$24,200 compared to \$26,416 statewide.

Orange and Osceola county high school graduates earned \$15,376 and \$15,360 respectively. Thus, an A.S. degree graduate whose education has prepared her to go directly into the workforce earns about \$21,000 more than does a high school graduate, which more than doubles 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 \$31,000. All the earnings are representative of the wages of graduates one year after their graduation in 2001/2002.



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 Report¹ 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.

¹ SACS Reaffirmation Committee Report