

Section I: College Information

Name of College: Valencia Community College **Submission Date:** May 1, 2005

Web site: www.valenciacc.edu

Name of Organization Receiving the Grant (if different from the college):

Valencia Community College Foundation

Mailing Address of Grant Recipient: P. O. Box 3028, Orlando, FL 32802

Street Address (if different from above): 190 South Orange Avenue, Orlando, FL 32801

Purpose Statement (one sentence describing the purpose of this proposal):

This proposal requests funds for a four-year initiative with three thrusts: 1) closing the academic performance gaps among Valencia Community College students from different ethnic and socio-economic backgrounds by employing and bringing up to scale the use of learning communities and student success skill mastery strategies, implemented by teams of faculty and student affairs staff; 2) strengthening the College's systems of gathering, analyzing, and utilizing qualitative and quantitative data to make decisions regarding the services provided and strategies employed in terms of their impact on the outcomes of students; and 3) strengthening communications with and involvement of stakeholders from minority and low income communities in support of student success.

Proposed project start date: July 1, 2005, and end date June 30, 2009

Total amount requested \$400,000 over four years

Achieving the Dream Core Team Leader Name and Title:

Susan Kelley, Vice President for Institutional Advancement

Telephone: 407-582-3410 Fax: 407-426-8970 E-mail: skelley@valenciacc.edu

Address: Valencia Community College, P. O. Box 3028, Orlando, FL 32802

College President: Dr. Sanford C. Shugart

Telephone: (407) 582-3250 Fax: (407) 426-8970 E-mail: sshugart@valenciacc.edu

Address: Valencia Community College, P. O. Box 3028, Orlando, FL 32802

Who has legal authority to execute a grant agreement on behalf of your organization?

Name and Title:

Ms. Geraldine Gallagher, President, Valencia Community College Foundation

Telephone: 407-582-3155 Fax: 407-582-3156 E-mail: ggallagher@valenciacc.edu

Address: Valencia Community College Foundation, P. O. Box 3028, Orlando, FL 32802

Who authorized this budget?

Name and Title: Dr. Sanford C. Shugart, President, Valencia Community College, and Member of the Board of Directors of the Valencia Community College Foundation

Telephone: 407-582-3250 Fax: 407-426-8970 E-mail: sshugart@valenciacc.edu

Address: P. O. Box 3028, Orlando, FL 32802

Section II: Proposal Narrative

Planning Process and Results

- **Describe how you collected and analyzed qualitative and quantitative data. What student outcome data were examined?**

Quantitative data were collected from state and college data bases, providing a number of measures of student success longitudinally and by ethnicity. Factors examined included completion rates for College Prep courses and the College Prep sequence for 15 college credit hours, for courses with the highest failure rates, for the ten highest enrollment courses, and degree completion. We learned, for example that in the 1997 cohort of First-Time-in-College (FTIC) students the rates for completing College Prep courses within two years were: Caucasians 34%, African American 20%, and Hispanics 33%, and that only 16% of Caucasians, 15% of Hispanics, and 10% of African Americans completed a degree within five years. Qualitative data were gathered through interviews with current students, faculty, and staff, through reports on strategies that have been attempted at Valencia, through a professional focus group with students who left the College without completing their goals, and through interviews with groups of community members, with an emphasis on the minority community. Also reviewed were the results of the Fall 2004 administration of the Community College Survey of Student Engagement, and student performance data from the public schools.

- **In what ways did you engage faculty, staff, students, and the community?**

A college-wide “Learning Day” was scheduled in September at which we intended to first explore the Achieving the Dream Initiative with nearly all full-time staff and faculty. However, three hurricanes resulted in cancellation. To re-start the work, a group of College leaders met in October to consider 100 strategies tried at Valencia to improve the success of at-risk students, with the aim of building on demonstrated successes. The group reached consensus

on a short list of the strategies to be given further consideration based on their “ripeness,” scalability, and effectiveness (as evidenced by quantitative and qualitative data), and grouped the short list of strategies into three categories for more intense study: Learning Communities, Supplemental Learning, and Other Strategies (largely focused on the transition from high school into and through the first year of college). Following a college-wide call, 55 people volunteered to serve on three Strategy Teams, reviewed the strategies and related quantitative and qualitative data, and prepared recommendations which were considered at a large, day-long ATD Initiative meeting held March 11, 2004, at which the over 125 attendees reached consensus on the strategies included in this proposal. A Data Team provided baseline data, reviewed data related to the strategies being studied, and undertook transcript analysis.

Students were authentically engaged, as were community members. A professional consulting firm conducted a focus group with students who left the College before graduating in order that we learn more about the problems they encountered and what might be done to assist them in making a successful re-entry into the College. Also, staff conducted interviews with groups of current students. Student views and experiences that emerged were considered in crafting this proposal. Additionally, a team conducted community discussion groups, with an emphasis on minority and low income communities, to learn more from them about their perceptions of college (and Valencia in particular), obstacles that prevent or make difficult community members’ entry into and completion of college, and practices and strategies that they would recommend to assist members of their communities in being successful in college. The Alumni Association and the Black Advisory Committee volunteered to participate and assisted. Feedback from these community forums provided another perspective from which to view performance gaps among students.

- **What priority issues arose from your data analyses and discussions? Why did you choose these priorities?**

Problem #1 - The data analysis revealed that the majority of the courses that present the greatest obstacle to the highest numbers of students are the mathematics courses, both at the College Prep level and at the “gateway” course level. Even a small change in the percentage of students successfully completing entry level math will have a significant impact on the graduation rates of minority students, and all students. *Our analysis resulted in six pivotal courses, four of which are entry-level mathematics, being targeted as a priority for improved student results.*

Problem #2 – Both quantitative and qualitative data make it clear that unsuccessful students lack both connection and direction. Student interviews echoed a message found in the literature and learned from data derived from tracking students who have enrolled in the Student Success courses (currently taken by only 33% of First-Time-In-College, degree-seekers): those who struggle lack a clear direction for their studies and for their lives, and they lack a meaningful connection to the College. *Strengthening connection and direction is a priority for our work.*

Problem #3 – We at the College are facing our own internal learning needs, centering on the challenge we have faced in learning how to move from a college of myriad innovations to one that supports innovation while wisely choosing and committing to those strategies that should be brought to scale and institutionalized. Evidence of this problem lies in the fact that we have well over 100 strategies that have been attempted in the last few years to address student performance, yet very few efforts have been scaled to a size that could make a significant difference. *The wise use of data both to drive and inform decision-making is a priority.*

- **What do you believe are the key contributing factors of each problem you intend to address? What evidence led you to this understanding?**

Contributing factors to Problem #1 - High percentages of entering Valencia students require remediation in math, reading, and/or writing, and the data reveal that African American and

Hispanic students are disproportionately represented in this group. Many regional high schools score very low in the state's school grading system, based on student test scores. Those in low-income and minority communities score most poorly. Even students who are "college-ready" often come from low-performing high school cultures that do not prepare them to be successful in college. However, the problem is not just one of under-prepared students, and faculty and staff have recognized the need to improve the curriculum, the co-curriculum, and pedagogy. Since such high numbers of students fail in their first term, especially in mathematics courses, the faculty have been actively pursuing the development of competencies and assessments for each course.

Contributing factors to Problem #2 – A) Central Florida is a transient community, and many of our students come to us from other states and nations. Seventh-grade cohort data reveal very small percentages of the original cohort intact by the later years of high school. Many have few, if any, connections to local family or community support systems, underlining the importance of a sense of connection to the College if they are to be successful. B) Many of our students are low income, not surprising in a region dominated by a tourism economy. The number of students receiving federal financial aid is above the national median for public community colleges. C) Lastly, Valencia consistently ranks at or near the bottom among Florida's 28 community colleges in terms of funding per FTE, yet remains among the most rapidly growing. This fiscal situation challenges us in addressing problems.

Contributing factors to Problem #3 – The College has a lot of data, but analysis and subsequent use suffer from many conflicting definitions, a lack of continuity of the data over time, and at times, a sense of mistrust of the data itself. To whatever extent we are comfortable with quantitative data, we are even less comfortable with the reliability and appropriate use of

qualitative data. Converting data into meaningful information on which we can act is a challenge. A college cannot close gaps that it is unable to describe in a way such that all can understand and follow progress. The size of the institution, enrolling 54,000 students on four campuses, compounds the problem, requiring high tech solutions that we are just beginning to understand and develop.

Four-Year Implementation Plan Aimed at Institutional Transformation

- **What measurable changes do you intend to achieve over the four-year period?**

Projections of measurable changes in each of the following areas are summarized below and detailed on the Priority Time Sheets and on the charts following those sheets (pp. 29-31).

1. Improved College Prep Course Completion Rates – By 2009, performance gaps that exist in targeted mathematics and algebra courses among FTIC students based on ethnicity will have been reduced, and pass rates will have increased for all students in the cohort. Improvements will be measured annually, starting in Spring 2006.

2. Improved Gateway Course Completion Rates - By the end of the Spring 2009 session, the performance gaps that exist in three targeted gateway college credit courses among FTIC students based on ethnicity will have been reduced, and pass rates will have increased for all students in the cohort.

3. Improved Fall-to-Fall Retention - By Fall 2007, students in the 2006 Learning Communities/Student Success courses cohort will have a Fall-to-Fall retention rate of at least 70% compared to 62% for all College Prep students in 2000-2004. By Fall 2008, the Fall-to-Fall retention rate of those FTIC College Prep students in the cohort who were mandated into at least two remedial areas, one of which is math, will have increased to 70%, compared to 62% for all College Prep students in 2004-05.

4. Improved College Prep Program Completion Rates - By the end of the Summer 2009 session, the rate of completion of all mandated College Prep math courses within two years will have increased to at least 60% for the Fall 2007 Learning Communities/Student Success courses cohort. (Currently: Hispanic 47%, African-American 36%, Caucasian 51%, and Asian 60%).

5. Improved Rates of Completion of 15 Credit Hours - By the end of the Spring 2008 session at least 80% of the FTIC students in the Fall 2006 Learning Communities/Student Success courses cohort will be shown to be on track to have a rate of completion of at least 15 credit course hours within three years (by the end of Fall session 2009), with a grade of C or better (2004 rate was 72%). For FTIC students mandated into College Prep, the rate of completion of at least 15 credit hours within three years will have increased to at least 60% for the Fall 2006 cohort (2004 rate is 51%).

6. Improved Mathematics Competency - By the end of the Fall 2007 session, college assessment tests for College Prep Math course MAT0024 will demonstrate improved mathematics competency among students who successfully complete that course using a Learning Communities approach.

7. Strengthened Student Engagement - By Fall 2008, Valencia's scores on selected indicators regarding quantity and quality of relationships with others on the campus as measured by the Community College Survey of Student Engagement (CCSSE) will be improved compared to the 2004 and 2006 scores. Among the CCSSE items measured will be "Support for Learners" on which the College scored 49.5 in the Fall 2004 administration of the CCSSE, which was our lowest score on a CCSSE benchmark item.

8. Increased Community Awareness and Involvement - By Spring 2007, the number and types of communications between the College and the community about students' needs and

students' success will increase over 2004-05 levels, resulting in a larger group of Hispanic and African American community members who are informed about Valencia's students' needs and progress, and involved in supporting the students.

- **How will you bring about these changes?**

The College will pursue nine strategies, grouped under two priority areas. Priority Area One, "Improving Student Outcomes through a Strengthened First-Year Experience," includes five strategies. First, teams of faculty and student affairs staff will establish learning communities involving six targeted courses that have the greatest potential to leverage significant change, those being the three highest enrollment gateway credit courses, and the three courses in the College Prep and introductory mathematics sequence in which high enrollment and low success rates of FTIC students intersect. (In all of these courses, African American and Hispanic cohorts have lower outcomes than Caucasian students.) Second, learning outcomes and methods of assessing those outcomes will be established for the six targeted courses. Third, College Prep math curricula, pedagogy, and assessment strategies will be evaluated and modified to increase FTIC students' success rates on the first attempt, to close the performance gaps among African American, Hispanic, and Caucasian students, and to increase the success rate of students making second attempts by Spring 2009. Annual and on-going campus-based planning and evaluation meetings will be convened by the provosts and deans and will include a special focus on this work. Fourth, Student Success course offerings will be expanded, enrolling at least 47% of all FTIC degree-seeking students by Fall 2006, compared to 33% of this group in Fall 2004, and to at least 64% of that group by Spring 2009. College policy will be developed addressing which students should enroll in a Student Success course. Fifth, modified versions of a Student Success course will be developed, and we will offer at least one alternative delivery version of the course and at least one version of the course with strengthened mathematics emphasis by Fall 2007.

Priority Area Two, “Improving Student Outcomes through Data Analysis and Stakeholder Engagement” features four strategies. First, the College will design a system of gathering and analyzing qualitative data about current/future students’ and community stakeholders’ needs and outcomes, to be triangulated with our evolving quantitative data. Second, a system of integrating data into the shared governance system of the College will be designed. The system will function at the College, campus, and departmental levels, providing customized “data dashboards” that will support on-going planning and evaluation of policies, programs, services, and budgets. The system will support the innovative spirit at Valencia, enabling data-based selection of innovations to be advanced from experimental stages to institutionalization. Third, SAS software-based applications that will improve scheduling, financial, and human resources decisions will be developed to support the Initiative’s goals, with the work of the Initiative serving to pilot test the newly developed applications. Fourth, a plan will be designed and implemented to systematically involve minority community members in actively supporting the success of minority students, to communicate regularly with minority communities about the progress of the Initiative, and to involve community members in evaluating the Initiative’s activities.

• **What evidence or rationale suggests that your strategies will be effective in increasing student success?**

The literature which we have reviewed, our own experience with these strategies employed on a smaller scale, and the experiences of our students, faculty, and staff all support the changes in student performance that can be brought about via learning communities and via methods of establishing a sense of connection and direction among students. Minority community members voiced strongly their interest in assisting in supporting students, strengthening efforts to establish a sense of student connection.

We also know from our own experience how easy it is to become overwhelmed by data, and the challenge we have in integrating data of different types to derive meaning. Yet, the Initiative rests on making data-driven decisions. Our data coach advised us to “keep it simple,” and we intend to develop data “dashboards” that will integrate the data needed by people in different roles within the organization, enable everyone to be aware of the movement of major indicators that we are trying to improve, and develop applications that improve our ability to make business decisions in the areas of scheduling, human resources, and finance that support student learning. The Priority Timeline sheets provide additional evidence that convinced the College that the selected strategies will be effective.

Evaluation

- **How will you assess progress?**

The College will gather and analyze quantitative data on the student cohorts’ progress (disaggregated based on ethnicity) as defined in the outcomes listed above. Additionally, we will administer the CCSSE in 2006 and 2008, and we will continue to collect qualitative data from students and community stakeholders via focus groups and interviews. An external evaluator will be hired to assist us in designing the evaluation methods, in analyzing and using the results to make continuous improvements, and in evaluating the extent to which the Initiative meets its two-year and four-year outcome projections. To integrate evaluation into the College’s on-going work, the existing Learning Evidence Team will incorporate the Data Team into its organization. The Interim Director of Institutional Research, Rhonda Glover, and the Chief Information Officer, Bill White, will support the evaluation work, playing key roles in gathering, analyzing, and reporting data, and in improving the College’s capacity in that regard, as detailed in attached Priority Two Timeline and Action Plan sheet.

- **Who will be responsible for collecting and analyzing evaluative data?**

The Interim Director of Institutional Research, Rhonda Glover, will collect the quantitative data, while the Vice President for Student Affairs, Joyce Romano, will oversee the student interviews and focus groups, assisted by the Director of Marketing and Media Relations, Joan Andrek. The Director of College and Community Relations, Fiona Baxter, will coordinate the on-going community stakeholder dialog. The analysis will be coordinated through the College's existing Learning Evidence Team, into which the Data Team will be incorporated as a sub-group, supporting institutionalization of the Data Team's efforts.

- **Would your college like to be considered for more intensive evaluation by MDRC? If so, what would you hope to learn from this effort?**

No, although we appreciate very much being invited to consider this.

Institutionalizing Your Work

- **How will you use the Achieving the Dream work to drive lasting change in core policies and practices at your college?**

The Achieving the Dream work lies at the heart of the College's "Strategic Learning Plan," which guides the institution as a whole (which was why the College decided to apply to participate in the Initiative). The goals and action steps in the Strategic Plan are monitored by the District Board of Trustees, who are presented with an annual report on measurable progress. Each of the objectives in the Strategic Plan is assigned to one of the four governing councils, which ensure that work plans are in place to achieve them. This proposal is one of those work plans, and the work will be monitored by both the College Learning Council, which has responsibility for goals related to improving student outcomes, and by the College Planning Council, to which the Diversity Committee reports, and which monitors a key goal established in 2000 (to close achievement gaps based on ethnicity).

The College is in the process of a complete review and update of all academic and student affairs policies, coordinated through the College's General Counsel and Vice President for Policy, and the ATD Initiative has and will continue to inform that work. Reports to the Board of Trustees will address any policy changes that need to be made to facilitate meeting these goals. (The plan in this proposal calls for immediately addressing policy regarding the Student Success course.) Also, on-going campus-based meetings will address both policy and practice that may be enabling or blocking progress. By providing improved data capabilities and improving the system of analyzing and using the data to plan and make decisions in the Governing Councils, the Initiative will have the most lasting impact, as there will be a data-based rationale for proposed changes, enabling policy to be well grounded in what works.

- **Who will lead this work and how will they engage others inside and outside the institution? What will be the role of the president and the governing board?**

The President has appointed a two-person leadership team for the Initiative: Ann Puyana, Assistant Vice President for Academic Affairs, and Joyce Romano, Vice President for Student Affairs. They will work with the Lumina Grant Project Director, who will be selected in May 2005, to ensure the implementation of the overall Initiative (funded from multiple sources, including, at a minimum, the Lumina Foundation, the College, and the Valencia Foundation) and to ensure the integration of the work into the on-going efforts to achieve the goals in the College's Strategic Learning Plan (working through the governing councils.) Ms. Puyana and Dr. Romano will convene a Core Team to continue to oversee the implementation. The President will continue to serve on the Core Team, and he will report regularly to the District Board of Trustees. The annual update of the Strategic Learning Plan, presented to the Trustees, will address progress on the Initiative. It is important to note that also serving on the Core Team and providing leadership for this work will be the Vice President for Academic Affairs (our Chief

Learning Officer). The current Vice President is leaving the College in May, and the interim Vice President, Dr. Louise Pitts, will work closely with Ms. Puyana and Dr. Romano during the months ahead, and will assist in transitioning the newly appointed CLO into this work once that person has been named.

- **How will your plans influence the allocation and/or reallocation of college resources for 2005-2006 and beyond?**

The budget narrative details substantial commitments of College support for this Initiative. The Lumina grant funds support developmental work that will be incorporated into the on-going college-funded professional development programs, and into the systems of the College that support scheduling, staffing, and budget planning. The College has committed all of the costs of the conversion to SAS, and its continued upgrades.

The Initiative has an impact beyond these developmental and systems costs. As student outcomes improve and graduation rates increase, College revenues will increase. The ability to make data-driven decisions, developed through this Initiative, will enable us to make wise investments of those resources. Also, as the College plans its budget for 2005-06, we are examining opportunities to reallocate existing dollars toward these priorities. By strengthening our ability to focus on key priorities and make decisions using reliable data that looks forward as well as backward in time, the Initiative will have lasting impact on resource allocation at Valencia.

Section III. Proposal Timeline and Action Plan

The *Proposal Timeline and Action Plan* grids are attached, with one form for each of the two priorities.

Proposal Timeline and Action Plan

Priority Area: Improving Student Outcomes through a Strengthened First-Year Experience

Evidence/Rationale: Valencia has reviewed the literature (Tinto, Pascarella, Boylan, Cross, McGrath, Gardner, Malnarich, Palmer, MacGregor, and Voorhees, to name a few), the experiences of other colleges (including most recently Evergreen State College and Elon University), and examined its own experiences with and data about first-year college students. All of these combine to support the value of learning communities in various forms and the value of Student Success courses in improving the academic outcomes of first-year students due to the manner in which both strategies establish connection and direction for students. Both of these strategies were studied by substantial numbers of faculty and staff college-wide as this proposal was developed, and the consensus reached was that both have proven to be effective at Valencia and at other colleges, have potential to reach larger numbers of students to close performance gaps, and are well-timed to be brought up to scale from the pilot efforts that have been underway at the College.

Valencia has chosen two strategies that have proven to be particularly effective with under-prepared students. It is important to note that Valencia students from two ethnic minorities are disproportionately represented in that group. While 34% of Caucasian students in the Fall 2004 First-Time-In-College (FTIC) degree-seeking cohort at Valencia tested into College Prep courses in two or three areas (reading, writing, and/or mathematics), 55% of Hispanic students and 63% of African American students tested into all three prep areas. Closing the performance gaps among ethnic groups requires strategies that work with under-prepared FTIC students during their first college year.

The Student Success course strategy has been well developed at the College over more than a decade, with 90 sections of the course offered last Fall, reaching 33% of all FTIC degree-seeking students. Retention rates are much higher for Student Success completers than for those not enrolled. For example, students requiring three college preparatory areas of study who took the Student Success course in Fall 2005, returned in Spring at rate of 82.4%, compared to 73.5% of those who required three College Prep areas and did not take Student Success. FTIC students success rate in College Prep pre-algebra is 69% for students who concurrently enrolled in Student Success, compared to 54% for those who did not take Student Success. Students who complete an Individual Learning Plan as a part of the course work have had higher persistence rates and GPA's than students who did not participate. Also, data reveal that Student Success Course completers attempt and earn more credit hours than students who do not complete the course. The Initiative will expand the numbers of sections of this course offered to reach 64% of FTIC students, measuring the impact on each cohort annually. The plan is to start by adding those who require three College Prep areas, and later adding cohorts of students who require two prep areas. The cohort data will be used to develop and evolve policy about which students should take the course and at what point the strategy is up to scale, providing maximum benefit. Barriers to expanding the course have included faculty availability to

teach the course, and the lack of a process to use data to drive decisions about which cohorts of students could most benefit. Both of these barriers are addressed in this proposal.

Learning communities help to overcome: the fragmentation of the undergraduate curriculum, the disconnection of students from each other and from the teaching/learning experience, the pattern of students leaving college during their first year, and the barriers to success that the under-prepared students face. Valencia's learning communities pilot tests are proving to have a positive impact. Over 800 at-risk students have been enrolled in courses and in co-curricular learning structured as learning communities during the past three years. The 2002-03 learning communities cohort retention rate is 79%, compared to the general population rate of 71.6%. Also, these students demonstrated greater mastery of the Valencia Core Competencies, and math students demonstrated decreased test anxiety and increased motivation level scores on diagnostic tests. Learning communities that utilize Supplemental Learning (Valencia's version of what is known generally as Supplemental Instruction) have proven to improve success rates significantly. Barriers to expanding learning communities at Valencia have included logistical issues related to scheduling, and faculty and staff development and availability to offer the courses. All of these issues are addressed in this proposal, and learning communities will be scaled up significantly. We will measure results each year for each cohort, disaggregated by ethnicity, so that the data will continue to drive decisions made about which students benefit most from learning communities approaches.

Measurable Changes after Two Years: (Note that changes in student outcomes are expected to begin at the end of year one, and these statements reflect that.)

Improved Retention and GPA – By the end of each term beginning in Spring 2006 and continuing thereafter for the life of the grant, FTIC degree-seeking students enrolled in the targeted courses using the learning communities approach will have higher retention rates within the course and will pass the course with a grade of C or better at higher rates than similar FTIC students in these courses that do not use the learning communities approach. These students will have higher term-to-term and year-to-year retention rates than similar students in these courses that do not use the learning communities approach. Finally, students enrolled in the Student Success courses (which will expand in number of sections and in percentage of FTIC students enrolled) will have higher term-to-term and year-to-year retention rates than similar students who do not enroll in a Student Success course.

Improved Rates of Completion of College Credit Hours - By the end of the Spring 2007 session, the average number of college credit hours completed by FTIC students enrolled in the targeted learning communities classes and/or a Student Success course will be higher than that of a similar group of FTIC students who entered at the same time and did not take a Student Success course or enroll in one of the targeted courses that use the learning communities approach.

Improved Math Competency - By the end of the Fall 2007 session, assessments will demonstrate improved mathematics competency among students successfully completing the College Prep math sequence, based on scores on assessments selected by faculty as a part of this Initiative.

Reduction of Performance Gaps Among Students of Different Ethnicities - Gaps among students from different ethnic backgrounds who are in the cohorts enrolled in the targeted courses during each term of the first two years will be smaller than the gaps measured in a comparison cohort not enrolled in the targeted courses.

Measurable Changes after Four Years:

Improved College Prep Course Completion Rates - By the end of the Fall 2008 session: the pass rate with a grade of C or better for targeted College Prep and college credit math courses for FTIC Hispanic, African American, and Asian students will not be more than five percentage points below the FTIC Caucasian students' 2005 pass rates; the gaps that exist in 2004-05 between Caucasian, Hispanic, African American, and Asian students will have been reduced; and, all students' pass rates will have increased, as detailed in the attached table. In part, this will result from an increase in the enrollment of FTIC degree-seeking students in the Student Success courses from 33% of that cohort in Fall 2004 to reach 64% of that cohort by Fall 2009.

Improved Gateway Course Completion Rates - By the end of the Fall 2008 session, the pass rate with a grade of C or better for FTIC Hispanic, African American, and Asian students enrolled in three targeted gateway college credit courses will be no more than five percentage points below the rate of the FTIC Caucasian students' Fall 2004 pass rates; the gaps between Caucasian, Hispanic, African American, and Asian students will have been reduced, and all students' pass rates will have increased, as detailed in the attached table (see page 29).

Improved Fall-to-Fall Retention - By Fall 2008, the Fall-to-Fall retention rate of those FTIC College Prep students mandated into at least two remedial areas, one of which is math, and who enrolled in one of the two targeted prep math classes using the learning communities approach and/or enrolled in a Student Success course will have increased to 70%, compared to 62% for all College Prep students in 2004-05.

Improved College Prep Program Completion Rates - By the end of the Spring 2008 session, the rate of completion of all mandated College Prep courses within two years will have increased to at least 60% for those FTIC Hispanic, African American, and Asian students who enrolled in those sections of the two targeted prep math courses that use the learning communities approach. (Current rates are Hispanic - 47%, African-American - 36%, Caucasian - 51%, and Asian - 60%).

Improved Rates of Completion of 15 Credit Hours - By the end of the Spring 2008 session, the rate of completion of at least 15 credit course hours within three years, with a grade of C or better, will have increased to at least 80% for FTIC college-ready students who enrolled in one of the three targeted gateway courses using the learning communities approach (current rate is 72%), and by the end of the Spring 2009 session, will have increased to at least 60% for FTIC students mandated into College Prep (current rate is 51%).

Improved Student Engagement - By 2008, Valencia's scores on selected indicators regarding quantity and quality of relationships with others on the campus as measured by the Community College Survey of Student Engagement will be improved compared to the 2004 and 2006 scores.

NOTE: The first person or group named under Lead Staff will have prime responsibility for that item, but will work with the others named, consistent with Valencia’s collaborative culture.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
1. Name project leadership team and issue contracts. The leadership team will include a project director TBD, two college-wide facilitators (Ann Puyana and Joyce Romano) appointed by the President, and leaders who will provide support in the following areas: learning communities, Student Success courses, supplemental learning, the co-curricula, SAS, and institutional research. Also, the Core Team and the Data Team will be constituted to meet the needs of implementation, with the aim that the diversity of the College is represented on the teams.	X				Sanford Shugart, President; Louise Pitts, Interim Chief Learning Officer; Ann Puyana, Assistant VP for Academic Affairs; Joyce Romano, VP for Student Affairs.
2. Design and hold a series of campus planning and evaluation meetings to develop the campus-based expressions of the work on this priority, ensuring that the specific needs of the students served by each campus are addressed as the learning communities are designed and implemented and as the Student Success course is expanded, ensuring that the specific developmental needs of the faculty and staff to be involved are identified and addressed, and ensuring that the campus participate in making changes to the plan based on qualitative and quantitative data.	X	X	X	X	The Learning Leadership Team (LLT) comprised of the campus provosts (Paula Gastenveld, Ruth Prather, Silvia Zapico), the Chief Learning Officer, and a representative of the Faculty Association, in collaboration with all deans and faculty.
3. Develop and implement plans to ensure that an appropriate mix of supplemental learning programs, activities, and systems are in place on each campus to support the targeted learning communities and Student Success course expansion, including the provision of tutoring and the integration of labs with the learning communities being pilot tested each year.	X	X	X	X	The Learning Leadership Team (see above - Paula Gastenveld, Ruth Prather, Silvia Zapico, Louise Pitts, and a faculty representative); and Nick Bekas, College-wide Prep Coordinator, in collaboration with all deans and faculty.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
4. Identify the faculty and student affairs staff on each campus who will partner in the annual learning communities pilot tests.	X	X	X	X	The Learning Leadership Team (see above for names), Deans, VP for Student Affairs.
5. Design and deliver an on-going, annual program of faculty/staff development and support activities for those implementing learning communities and Student Success course innovations and expansions.	X	X	X	X	Patrick Nellis, College-wide Faculty Development Coordinator.
6. Select/design the specific set of co-curricular programs, services, and activities that will be implemented for each learning community pilot tested on each campus.	X	X	X	X	Sonya Joseph, Asst VP for Student Affairs, in collaboration with deans, faculty, and staff.
7. Secure baseline data for the four-year effort to be used in measuring progress toward the four goals of the Initiative.	X				Rhonda Glover, Interim Director of Institutional Research, and the Lumina Project Director TBD.
8. Secure cohort data for the cohorts involved in the pilot sections of the courses each year, and data for comparison cohorts not involved in the pilot sections.	X	X	X	X	Rhonda Glover, Interim Director of Institutional Research, and the Project Director TBD.
9. Establish a scheduling process for linked courses on all campuses.	X				Bill White, Chief Information Officer, and Joyce Romano, VP for Student Affairs.
10. Develop policy on students required to enroll in Student Success Course.	X				Louise Pitts, Interim Chief Learning Officer; Ann Puyana, Assistant Vice President for Academic Affairs; Joyce Romano, VP for Student Affairs.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
11. Recruit faculty and staff as needed to meet goals for expansion of the Student Success Course offerings each year, addressing the needs of full and part-time faculty who teach these courses.	X	X	X	X	Provosts (Paula Gastenveld, Ruth Prather, Silvia Zapico); Mary Pepe, Director of Student Success; Deans.
12. Complete course outlines, outcomes statements and assessment strategies for MAT 1033, MAT 0012, and MAT 0024 by December 2005. (Note that MAC 1105 was completed in Spring 2005.)	X				Deans of Mathematics (Lisa Armour, Tim Grogan, East Campus Dean TBD), and mathematics faculty.
13. Complete course outlines, outcomes, statements, and assessment strategies for ENC 1101 and POS 2041 gateway courses targeted by August 2006.	X	X			Communications and Social Science deans on all four campuses.
14. Complete optional course outlines, outcomes statements, and assessment strategies for linked courses as a unit, as opposed to developing these for each course separately.		X	X	X	Philip Bishop, faculty member and coordinator for learning communities, and faculty teaching these courses.
15. Coordinate college-wide collaboration and develop support for campus-based plans to achieve Initiative outcomes.	X	X	X	X	Project Director, TBD; Ann Puyana, Asst VP for Academic Affairs; Joyce Romano, VP for Student Affairs.
16. Manage grant budget and reporting requirements.	X	X	X	X	Project Director, TBD; Susan Kelley, VP for Institutional Advancement.
17. Administer the Community College Survey of Student Engagement, select those measures that will provide evaluative information for this Initiative, and review the scores on those measures.	X		X		Emily Hooker, Learning Evidence Associate; Cheryl Robinson, Dir. of College-wide Assessment; Project Director TBD.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
18. Contract with external evaluator, gather qualitative and quantitative data, and conduct annual evaluation.	X	X	X	X	Lumina Project Dir.; Interim Chief Learning Officer, Louise Pitts; Rhonda Glover, Interim Dir. of Institutional Research; Fiona Baxter Dir. of College and Community Relations.; Ann Puyana, Asst. VP for Academic Affairs; Joyce Romano, VP for Student Affairs, Joan Andrek, Dir. of Marketing/ Media Relations.
19. Modify annual plans based on evaluation, refine annual budgets, identify needed resources, secure commitments of College resources, and seek needed external funds to support the work in the year ahead.	X	X	X	X	Ann Puyana, Asst. VP for Academic Affairs; Joyce Romano, VP for Student Affairs; Lumina Project Director TBD; Interim Chief Learning Officer Louise Pitts; Sanford Shugart, President; Campus Provosts; Members of the Core Team and Data Team.

Proposal Timeline and Action Plan

Priority Area: Improving Student Outcomes through Data Analysis and Stakeholder Engagement

Evidence/Rationale: Valencia's current reporting environment can be described as an operational reporting system, which sets limits on our ability to analyze student performance. With the exception of the Institutional Research Office's use of stand-alone data files and SAS desktop reporting tools for analytical reporting, Valencia does not currently own or utilize any enterprise toolsets for high-end analytical and predictive reporting. Valencia also does not currently have or utilize a data warehouse for its reporting and information needs. Valencia has reviewed the work of other colleges that are more advanced in their data analysis work and found that those that are best able to make data-based decisions are taking advantage of software solutions that utilize an enterprise data warehouse and will allow the utilization of a full set of reporting capabilities ranging from operational reporting through analytical and advanced business intelligence reporting. Additionally, colleges and private industry are beginning to use data mining and other predictive reporting toolsets that allow them to answer the "what is happening...?", "what could happen...?", and "what will happen...?" questions in addition to the "what has happened...?" question. Valencia will improve its capabilities through the implementation of SAS software purchased in Spring 2005, (and with planned additional software modules) that will support a data warehouse and will, over time, supply operational, analytical, and predictive reporting capabilities to the College through the implementation and use of various SAS software toolsets.

The primary Cognos and Oracle reporting toolsets that are in use at Valencia provide reporting from Valencia's transactional ERP systems either directly or through the use of static extracts of data. Valencia has not purchased or implemented either the Oracle or Cognos data warehouse and advanced reporting toolsets. The SAS partnership that the College initiated in Spring 2005 will provide not only software reporting tools from SAS to replace Cognos and Oracle toolset functionality, but it will also provide the software tools necessary to develop and maintain a full data warehouse environment at the College. In addition, SAS will be providing analytical and OLAP reporting software tools for use against the data warehouse.

With an enterprise data warehouse, Valencia will be able to store information from its major data systems – SCT Banner, Atlas, Oracle, LifeMap, Raiser's Edge and Continuity 2000 – in a common information architecture that can be accessed via a common set of reporting tools. A data warehouse will allow easier, more consistent and more powerful reporting and business intelligence capabilities than are possible within the current transactional reporting environment.

The SAS project is integral to the work being undertaken with students in Priority One. The new software tools will enable faculty to track student progress, disaggregate student data based on ethnicity and other factors, review assessment results, and predict courses that students will need in future terms, assisting students in moving successfully toward their degree goals. Importantly, the

information gained through these tools will also improve the College's ability to evaluate the success of the various components of this Initiative on all students and on disaggregated cohorts of students, make mid-course corrections, and determine when efforts are "up to scale" and bringing optimum returns on investment. The agreement that the College is entering into with SAS will provide Valencia with 3 or 4 "pilot projects." SAS defines a "pilot project" as a project that will address a particular defined business problem at Valencia that SAS software and the data warehouse can be used to address/solve. Valencia will include in the work of those "pilot projects" support for the Achieving the Dream Initiative, including work towards precision scheduling, the creation of a data dashboards, and the creation of data models for assessments of math competencies and the Valencia Core Competencies. SAS will provide onsite consulting and technical resources, all at College expense. This will result in targeted, partial "builds" of the enterprise data warehouse around each "pilot project," which will be initiated under the Achieving the Dream Initiative umbrella.

This approach relies on Valencia staff learning from SAS during each "pilot project" and then using what has been learned to continue independent implementation and development of subsequent components of the reporting tools and data warehouse following the SAS onsite visit. The Achieving the Dream Initiative is the basis for the strong commitment that is needed to implement the SAS "pilot projects" after each SAS onsite visit, maintaining a sense of momentum and demonstrating immediate usefulness to key College goals. Likewise, the pilot projects will provide data that will enable the College to track progress in closing the performance gaps that exist among students from different ethnic groups, helping to sustain the momentum of the project as we move toward institutionalization.

The integration of qualitative data is an important enhancement to the College's decision-making capabilities. While the College has conducted qualitative research for marketing purposes and as part of the evaluation plans for individual innovations, there has been no means to evaluate and determine the validity of the information gained and to integrate it into the decision-making process. That integration is an important component to the Achieve the Dream Initiative, as it opens up new opportunities to us for interaction, communication, and collaboration with students and other community members.

The Initiative also will seek to strengthen interaction, communication, and collaboration with the community, particularly minority and/or low income communities. The College's Black Advisory Committee explored the Achieving the Dream Initiative with the College at three of its meetings during the past year, and embraced the opportunity to assist the College in greater community outreach, noting the great need in the community to know more about college opportunities and support services, and the great desire on the part of many community members to support students from their neighborhoods in a variety of fashions. The Valencia Alumni Association also explored these opportunities, and assisted in arranging an initial set of community meetings in Hispanic neighborhoods. The Initiative provides a focal point for this work, enabling the College and community to join hands in planning to promote student success and evaluating our success in supporting students.

Measurable Changes after Two Years:

Improved Capacity to Provide Courses Needed by Students – By Fall 2007, targeted Valencia faculty, student affairs staff, and administrators will have increased ability to use data analysis tools for use in determining courses needed by students and to practice “precision scheduling”.

Improved Capacity to Measure Outcomes – By Fall 2007, targeted faculty and staff will have increased capacity to gather and analyze student outcomes data (disaggregated based on ethnicity and other factors), and the offices of Instructional Technology and Institutional Research will have created a “data dashboard” for use in evaluating and improving programs and services offered through the Initiative. At least eight faculty who participated in year one of the Achieving the Dream Initiative will have been trained in the capabilities of SAS, and assisted in defining the components of the data dashboard. Also, qualitative data related to outcomes obtained from student focus groups, student interviews, surveys, and community meetings will be evaluated by the Learning Evidence Team and shared with the College.

Improved Stakeholder Engagement - By Spring 2007, the number and types of communications between the College and the community about students’ needs and students’ success will increase over 2005 levels, resulting in a larger group of involved community members from the Hispanic and African American communities, providing support to students through mentoring relationships, scholarships, and enrichment activities.

Measurable Changes after Four Years:

Improved Capacity to Analyze Quantitative Data – By Fall 2009, Valencia faculty, student affairs staff, and administrators will be able to utilize data analysis tools, advanced statistical software, and the data warehouse to support precision scheduling and timely program completion by students. At least 24 faculty and student affairs staff who participated in the Achieving the Dream Initiative will have been trained in the capabilities of SAS and assisted in developing and evaluating the data dashboard and in developing and evaluating data models for math competencies and for one of the Valencia Core Competencies (“Think”).

Improved Capacity to Analyze and Use Qualitative Data – By Fall 2009, using advanced statistical software, Valencia faculty, student affairs staff and administrators will have increased capacity to gather, evaluate, and analyze qualitative data derived from focus groups, interviews, surveys, and other means, and to integrate qualitative data into evaluation and decision-making processes.

Improved Stakeholder Engagement – By Spring 2009, representatives of minority and low income communities will be involved in evaluating the success of the Achieving the Dream Initiative, and in planning for the next phase of work to begin in Fall 2009.

NOTE: The first person or group named under Lead Staff on the chart that follows will have prime responsibility for that item, but will work with the others named, consistent with Valencia’s collaborative culture.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
1. Name leadership team for the priority and issue any contracts needed.	X				President Sanford Shugart, Ann Puyana and Joyce Romano, co-leaders of ATD Initiative.
2. Advertise and hire a SAS Reporting and Data Warehousing project director and systems analyst (two new, full time employees) to be paid from the College budget, and to be located within the Office of Information Technology (OIT).	X				Bill White, Chief Information Officer.
3. Acquire and install SAS software and equipment at College expense. (Annual software license renewal to be in College budget.)	X				Bill White, Chief Information Officer.
4. Transfer one full-time staff member from the Office of Institutional Research to the new SAS implementation team in the Office of Information Technology (OIT). The position will remain with OIT throughout all four years of the project. (This position is in the College budget.)	X				Rhonda Glover, Interim Director of Institutional Research.
5. SAS technical implementation team receives training in the use of the SAS software, at College expense. These staff become trainers for others at the College.	X	X			Bill White, Chief Information Officer, and the Project Director for SAS Implementation (person to be determined).
6. Transfer student cohort data from current system into SAS to provide baseline data for the Achieve the Dream Initiative. The data will be disaggregated based on ethnicity to support measurement of goals to close the gaps.	X				Bill Leblanc, Office of Institutional Research.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
7. Set up and provide data for cohorts of students for each term throughout the grant (disaggregated by ethnicity), to enable outcomes measurement for students involved in the courses targeted in the Achieve the Dream Initiative against comparison cohorts of similar students.	X	X	X	X	Bill Leblanc, Office of Institutional Research; Ann Puyana and Joyce Romano, Initiative co-facilitators; Lumina Project Director.
8. Convene small planning groups of alumni and community members from minority and/or low income communities to review and discuss information gathered from community meetings and student interviews and focus groups during the planning year (and in subsequent years), and to develop a plan to increase regular communication, feedback, and outreach into minority and low income communities. Include community involvement in annual evaluation and in on-going implementation of the plan in annual objectives for the Office of College and Community Relations.	X	X	X	X	Fiona Baxter, Director of College and Community Relations; Joan Andrek, Director of Marketing and Media Relations; Joyce Romano, VP for Student Affairs.
9. Consult community group members to develop a set of opportunities for community member involvement with students, including mentoring, career exploration, tutoring, and other opportunities.	X				Joyce Romano, VP for Student Affairs; Fiona Baxter, Director of College and Community Relations.
10. Working through the alumni association, the Black Advisory Council, and through community groups, share opportunities to be involved with Valencia students and recruit volunteers annually and on an on-going basis to carry out the activities on the list, leading to improved student outcomes.	X	X	X	X	Joyce Romano, VP for Student Affairs; Fiona Baxter, Director of College and Community Relations.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
11. Develop first application of the SAS software to enable precision scheduling, predicting demand and costs, so that courses needed by students will be in the annual schedule compiled by May the previous year.		X			Project Director for SAS Implementation and technical team, all to be determined.
12. Develop policies and procedures as each component is added, and annually review need for changes or updates to policies and procedures.	X	X	X	X	Bill White, Chief Information Officer; Rhonda Glover, Interim Director of Institutional Research.
13. Provide training to “super users” of the SAS software in Finance, Human Resources, and other key areas of the College, which will directly support the work of the Initiative, as we hire faculty and staff needed to support the strategies and teach the courses, and as we project revenues and expenses in order to move toward full institutionalization of pilot efforts.		X	X		Project Director for SAS Implementation and technical team members trained by SAS personnel to be internal trainers, all to be determined.
14. Provide faculty/staff development in SAS and its capabilities to faculty and staff who participated in year one target course offerings, working with these faculty and staff to develop a “data dashboard” (one or more) to be used in tracking progress of students. Repeat in subsequent years, refining the dashboard(s) based on user evaluation.		X	X	X	SAS Implementation Project Director, Lumina Project Director, Patrick Nellis, College-wide Faculty Development Coordinator.
15. Work with the Learning Evidence Team/Data Team to develop data analysis tools and components in the data warehouse for one of the four Valencia core competencies, beginning with the competency “Think” in year two, and for mathematics competencies in the targeted courses, and incorporate assessment of progress in mastering competencies into the outcomes data for students enrolled in the six targeted courses for the Initiative.		X	X	X	Emily Hooker, Learning Evidence Associate; SAS Project Director TBD; Cheryl Robinson, Director of College-wide Assessment; four campus Mathematics deans, and faculty and staff involved in offering the targeted courses.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
16. Design and offer faculty and staff development opportunities in the use of the data models to track student progress on core competencies, with data disaggregated by ethnicity in order to track progress on closing the performance gaps.			X	X	Emily Hooker, Learning Evidence Associate; Patrick Nellis, College-wide Faculty Development Coordinator, SAS Implementation Project Director.
17. Purchase and install a data mining and performance management software module and related hardware, at College expense, and provide training to technical staff, who will become internal trainers for others.			X	X	SAS Implementation Project Director.
18. Name and convene a high level user team to further evolve the data dashboard(s).				X	SAS Implementation Project Director TBD, Lumina Project Director.
19. Name and convene a high level Data Group to review assessment at the college level, and to serve as a core research team, advising on data integrity, data policy, and data quality, to assist in analyzing and interpreting data, and continuously developing the College's ability to ask and answer questions about performance and to make decisions based on data.				X	Bill White, Chief Information Officer; Director of Institutional Research TBD; SAS Implementation Project Director TBD; Chief Learning Officer TBD; Joyce Romano, VP for Student Affairs, Cheryl Robinson, Director of College-wide Assessment; Emily Hooker, Learning Evidence Associate.
20. Systematize the integration of qualitative data into the college-wide assessment data.				X	Assessment team named in the previous action step.
21. Integrate training in the use of data dashboards and other applications developed through SAS into professional development programs for faculty and staff.				X	Patrick Nellis, College-wide Faculty Development Coordinator; Fiona Baxter, Director of College and Community Relations; Project Director for SAS Implementation.

	<u>Fall 2004 Success Rates</u>				<u>Projected Minimum Spring 2009</u>				<u>Projected Minimum</u>		
					<u>Success Rates</u>				<u>Percentage Increase</u>		
								<u>by Spring 2009</u>			
<u>Targeted Gateway Course</u>	Caucasian	Hispanic	African American		Caucasian	Hispanic	African American		Caucasian	Hispanic	African American
ENC 1101	74.9	66.4	61.6		79.9	74.9	74.9		5	8.5	13.3
POS 2041	72.5	66.6	62.6		75.5	72.5	72.5		3	5.9	9.9
MAC 1105	63.1	57.4	48.2		68.1	63.1	63.1		5	5.7	14.9
	<u>2000-2004 Math 1st Attempt</u>				<u>Projected Minimum Spring 2009</u>				<u>Projected Minimum</u>		
					<u>1st Attempt Success Rates</u>				<u>Percentage Increase</u>		
								<u>by Spring 2009</u>			
<u>Math Course</u>	Caucasian	Hispanic	African American		Caucasian	Hispanic	African American		Caucasian	Hispanic	African American
MAT 0012	58	53.7	44.4		63	59	58		5	5.3	13.6
MAT 0024	48.9	50.5	37.1		54	54	49		5.1	3.5	11.9
MAT 1033	63.1	60.8	55.3		68	65.8	60.3		4.9	5	5

Notes: Projected minimums for Spring 2009 are at least equal to the Caucasian 2004 base rates. Caucasian rates are projected to improve by at least five percent. In each course, the gap between the Caucasian and the minority cohorts is projected to close. For these particular measures, Asians are not included since there is only one case in which Asian students enrolled in these courses performed significantly below Caucasian students, that being the second attempt at MAT0012.

Strategy:	Learning Communities	Learning Communities	Learning Communities	Learning Communities	Student Success Courses	Total Students
	Phase I: Supplemental Learning	Phase II: Student Success Course (SLS) Linked	Phase III: Interdisciplinary Course Linked	Subtotal	Expansion	
					Note: Based on 3870 Fall 04 degree seeking FTIC's of	
# students/term					with 33% in 90 sections of SLS.	600
Spring 2006	600 Students in MAT 0012, 0024, 1033 (8 sections of each of 3 target courses)			600	Assumes section increase is commensurate with FTIC enrollment growth, which is "highest case" scenario.	600
Fall 2006	600 students in MAT 0012, 0024, 1033	200 students in any of 6 target courses, linked to an SLS course (8 sections total)		800	1834 FTIC's (47%) 112 total sections (Additional '06 students are those who take 3 prep areas.)	2,634
Spring 2007	600 students in MAT 0012, 0024, 1033 and 600 students in ENC 1101, POS 2041, and/or MAC 1105	200 students in any of 6 target courses, linked to an SLS course (8 sections total)		1,400	1102 FTIC's	2,502
Fall 2007	600 students in MAT 0012, 0024, 1033 and 600 students in ENC 1101, POS 2041, and/or MAC 1105	200 students in any of 6 target courses, Linked to an SLS course	300 students in ENC 1101, POS 2041, MAC 1105	1,700	1834 FTIC's (47%)	3,534
Spring 2008	600 students in MAT 0012, 0024, 1033 and 600 students in ENC 1101, POS 2041, and/or MAC 1105	200 students in any of 6 target courses, linked to an SLS course	300 students in ENC 1101, POS 2041, MAC 1105	1,700	1102 FTIC's	2,802

Fall 2008	700 students in MAT 0012, 0024, 1033 and 700 students in ENC 1101, POS 2041, and/or MAC 1105	300 students in any of 6 target courses, Linked to an SLS course	300 students in ENC 1101, POS 2041, MAC 1105	2,000	2466 FTIC's Additional Fall '08 students are those who take 2 prep areas.	4,466
Spring 2009	800 students in MAT 0012, 0024, 1033 and 800 students in ENC 1101, POS 2041, and/or MAC 1105	400 students in any of 6 target courses, Linked to an SLS course	300 students in ENC 1101, POS 2041, MAC 1105	2,300	1481 FTIC's	3,781
Fall 2009	800 students in MAT 0012, 0024, 1033 and 800 students in ENC 1101, POS 2041, and/or MAC 1105	600 students in any of 6 target courses, Linked to an SLS course	300 students in ENC 1101, POS 2041, MAC 1105	2,500	2466 FTIC's (64%) 138 sections	4,966
TOTAL Students	9,400	2,500	3,500	15,400	9,885	25,285
Note: Assumes section average of 25 students. Section count is based on Fall 2004 sections (90) plus additional enrollment divided by 25						
Also, FTIC enrollment percentages are projections from a base Fall 2004 FTIC degree-seeking enrollment of 3,870						
Since no SLS section enrolls solely FTIC's, total section count growth is projected. However, total sections may not grow at the same pace as the FTIC growth. Therefore, the total section growth projects the highest possible without taking into account overall enrollment growth.						

Attachment A - Itemized List of Anticipated Expenses
Valencia Community College Foundation

College Contributions are estimates and may vary. Costs have been carefully planned and represent our intent and best estimate at this time. Annual budget proposals will reflect changes. Also, additional external grants are anticipated to expand the work. Applications are planned for the National Science Foundation and the U. S. Department of Education, Title III and Title V programs, to carry out aspects of the four campus's plans.

Year One - 2005-06

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
<u>I. PERSONNEL</u>			
A. Project Director			
100% release - 12 months	0.00	0.00	35,000.00
Estimated minimum replacement cost for faculty member - to be finalized May 2005			
B. Project Lead Team - Professional Staff			
1. PRIORITY ONE			
Estimated 40% time commitment as part of regular professional responsibilities. No release time required.			
a. Mary Pepe - Student Success courses	0.00	0.00	20,604.40
b. Patrick Nellis - Faculty/Staff Development	0.00	0.00	26,368.80
c. Sonya Joseph - Co-Curricula Development	0.00	0.00	38,347.60
d. Nick Bekas - Supplemental Learning	0.00	0.00	22,961.20
2. PRIORITY TWO			
a. Rhonda Glover, Interim Director of IR - 10%	0.00	0.00	8,500.00
b. Bill White - Chief Information Officer - 10%	0.00	0.00	11,800.00
c. FT Project Director TBA - SAS Implementation - 6 mos	0.00	35,000.00	0.00
d. FT Systems/Programmer SAS - TBA - 6 mos.	0.00	30,000.00	0.00
e. FT IR Specialist assigned to OIT for SAS-TBA - 12 mos.	0.00	68,170.00	0.00
f. IR Data Coordinator - Bill LeBlanc - 30% time	0.00	0.00	21,196.20
g. IR Reports Coordinator - Alys Arceneaux - 30% time	0.00	0.00	16,976.70
C. Faculty Release			
PRIORITY ONE			
1. Project Lead Team Faculty Member			
Philip Bishop - Learning Communities			
a. 40% Release - Fall, Spring, 50% Summer B session			
Total of 5 courses at \$1610 per three-credit course	0.00	8,050.00	0.00
b. Summer supplemental contract - Summer A session	0.00	12,064.00	0.00
(Cost of supplemental contract to be confirmed 4/26/05)			

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
2. Faculty release for faculty development program in learning communities			
a. Fall 2005 - 16 faculty at \$1610	25,760.00	0.00	0.00
b. Spring 2005 - 16 faculty at \$1610 (College Prep Math courses MAT 0012, 0024, 1033 - Phase I, and Student Success Course Link – Phase II) Note: Chart on pp 30-31 shows the phases of the learning communities work, with courses, sections, and numbers of students involved each term. While some courses will be offered in the summer sessions, this will be prime time for faculty development, and no commitments have been made as to the numbers of target courses to be offered during the summer sessions.	25,760.00	0.00	0.00
3. Student Affairs Staff Supporting Learning Communities/Student Success Course Expansion			
Four staff will be replaced for a total 1600 hours with part-time student affairs staff at \$12 per hour	19,200.00	0.00	0.00
D. Clerical Support			
Part-time clerical support for Project Director Estimated at Staff Assistant III Rate of \$12.50/hour For 800 hrs. Actual rate and hours may vary. Lumina portion will not exceed \$10,000 annually. This position will assist in maintaining grant records, scheduling of meetings, handling faculty and staff release paperwork, and supporting meetings.	10,000.00	0.00	0.00
E. Curriculum Assistants for Supplemental Learning (Phase I of Learning Communities) 24 persons at \$9.33 hour, for 16, 7-hour weeks Paid from Valencia Student Activity Funds These are new positions dedicated to the Initiative's Learning Communities.			
	0.00	25,079.04	0.00
Sub-total Salaries	80,720.00	178,363.04	193,254.90
F. Fringe Benefits			
a. 21.53% of release for C-2 above(covers either adjunct rates or overload rate)	11,092.26	0.00	0.00
b. For FT staff/faculty in A, B & C1 above - 21.53% + portion of annual health insurance for FT positions at \$5080 per FT position	0.00	33,002.05	41,607.78
	0.00	15,240.00	16,764.00
c. For PT staff - 11.59% (C-3, D and E above)	3,384.28	2,906.66	0.00
Fringe Benefits include FICA, FICA Medicare, Worker's Comp for all. Full time staff also receive retirement and health insurance. Rates are projected for years 2 - 5 and may vary.			
Sub Total Fringe Benefits	14,476.54	51,148.71	58,371.78
TOTAL PERSONNEL	95,196.54	229,511.75	251,626.68

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
<u>II. OTHER DIRECT COSTS</u>			
A. Materials and Supplies			
a. For faculty/staff development program Office supplies, meeting supplies, flip charts, markers, texts, copying, refreshments Note, permission requested to budget funds remaining in the Planning Year grant for Materials and Supplies, supplementing this budget.	2,448.00	0.00	0.00
b. Student Assessments - 400 students x \$5 each Standardized assessments for the students in the first cohort of learning communities.	2,000.00	0.00	0.00
B. Faculty Stipends			
a. For faculty development in teaching a Student Success Course \$300 x 15 faculty - for 22 additional sections	0.00	4,500.00	0.00
b. Fringe benefits on stipends at 21.53% Paid with College funds.	0.00	968.85	0.00
C. Travel			
a. To national ATD/Lumina meeting Estimated five people @ \$1,000 - SPD funds \$400 airfare and travel, \$600 hotel and per diem x 5	0.00	5,000.00	0.00
b. In-district travel for project director and lead team 7000 miles x .29 mile	0.00	2,030.00	0.00
D. Meetings and Conferences			
a. Annual Campus Planning Meetings \$4,000 for refreshments, lunch, materials From Valencia Foundation - estimated and may vary.	0.00	0.00	0.00
b. Community Meetings - minimum 4 per year Refreshments \$300 per meeting From Valencia Foundation - estimated and may vary.	0.00	0.00	0.00
E. Consultants			
A number of consultants will be visiting the College paid by other grants and College funds for staff development. In several cases, these consultants will assist with the Initiative. Costs cannot be estimated at this time.	0.00	0.00	0.00
F. Evaluation (no more than 10% of grant funds)			
a. Student Focus Groups	3,000.00	9,000.00	0.00
b. External Evaluator at \$5,000 - Person to be determined.	5,000.00	0.00	0.00
G. Other Contractual Services			
a. SAS Training for Technical Staff	0.00	13,500.00	0.00
b. SAS Software (Initial \$100K purchase was made in Spring 05)	0.00	0.00	0.00
Subtotal Other Direct Costs	12,448.00	34,998.85	0.00
GRAND TOTAL - Year One	107,644.54	264,510.60	251,626.68

Year Two - 2006-07

I. PERSONNEL

A. Project Director

100% release - 12 months

Estimated cost - to be finalized May 2005

<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
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0.00	0.00	35,000.00
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B. Project Lead Team - Professional Staff

(Note that no salary increases are projected at this time for contributed professional staff costs, though increases are anticipated.)

1. PRIORITY ONE

Estimated 40% time commitment

as part of regular professional responsibilities.

No release time required.

a. Mary Pepe - Student Success courses

0.00	0.00	20,604.40
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b. Patrick Nellis - Faculty/Staff Development

0.00	0.00	26,368.80
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c. Sonya Joseph - Co-Curricula Development

0.00	0.00	38,347.60
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d. Nick Bekas - Supplemental Learning

0.00	0.00	22,961.20
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2. PRIORITY TWO

a. Rhonda Glover, Interim Director of IR - 10%

0.00	0.00	8,500.00
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b. Bill White - Chief Information Officer - 10%

0.00	0.00	11,800.00
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c. FT Project Director TBA - SAS Implementation - 6 mos

0.00	35,000.00	0.00
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d. FT Systems/Programmer SAS - TBA - 6 mos.

0.00	30,000.00	0.00
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e. FT IR Specialist assigned to OIT for SAS - TBA - 12 mos.

0.00	68,170.00	0.00
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f. IR Data Coordinator - Bill LeBlanc - 30% time

0.00	0.00	21,196.20
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g. IR Reports Coordinator - Alys Arceneaux - 30% time

0.00	0.00	16,976.70
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C. Faculty Release

PRIORITY ONE

1. Project Lead Team Faculty Member

Philip Bishop - Learning Communities

a. 40% Release - Fall, Spring, 50% summer B session

total of 5 courses at \$1658 (3% over Yr One rate)

0.00	8,290.00	0.00
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b. Summer Supplemental Contract - Summer A session

0.00	12,425.92	0.00
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(3% increase over yr 1 rate)

2. Faculty release for faculty development program in learning communities

a. Fall 2006 - 24 faculty at \$1658

39,792.00	0.00	0.00
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b. Spring 2007 - 8 faculty at \$1658

13,264.00	0.00	0.00
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(ENC 1101, POS 2041, MAC 1105 - Phase I - Phase II link to SLS)

(See details in year one, and refer to chart on pp 30-31)

3. Student Affairs Staff Supporting Learning Communities

Four staff will be replaced for 1600 hours with part-time student affairs staff at \$12 per hour

19,200.00	0.00	0.00
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See details in year one.

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
PRIORITY TWO			
1. Faculty release for SAS initiative			
Eight year one faculty at \$1658 (From College funds.) These faculty will receive one, three-credit course release to collaborate on the design of data tools.	0.00	13,264.00	0.00
D. Clerical Support			
Part-time clerical support for Project Director (See details in year one.)	10,000.00	0.00	0.00
E. Curriculum Assistants for Supplemental Learning (Phase I of Learning Communities)			
72 persons at \$9.61 hour, for 16, 7-hour weeks	0.00	77,495.04	0.00
Sub-total Salaries	82,256.00	244,644.96	193,254.90
F. Fringe Benefits			
a. 21.73% of release in C-2 above	11,529.07	0.00	0.00
b. For FT staff/faculty in A, B & C-1 above at 21.73% + portion of annual health insurance at \$5344	0.00	33,439.41	41,994.29
	0.00	16,032.00	17,635.20
c. For PT staff in C-3, D, and E above - 11.79%	3,442.68	9,136.67	0.00
Sub Total Fringe Benefits	14,971.75	58,608.08	59,629.49
TOTAL PERSONNEL	97,227.75	303,253.04	252,884.39

II. OTHER DIRECT COSTS

A. Materials and Supplies

a. For faculty/staff development program	500.00	3,000.00	0.00
b. Student Assessments - 400 students x \$5 each	2,000.00	0.00	0.00

B. Faculty Stipends

a. For faculty development in teaching a Student Success Course \$300 x 15 faculty	0.00	4,500.00	0.00
b. Fringe benefits on stipends at 21.34%	0.00	960.30	0.00

C. Travel

a. To national ATD/Lumina meeting Estimated five people @ \$1,000 (See details in year one.)	0.00	5,000.00	0.00
b. In-district travel for project director and lead team 7000 miles at .29 mile	0.00	2,030.00	0.00

D. Meetings and Conferences

a. Annual Campus Planning Meetings \$4,000 for refreshments, lunch, materials From Valencia Foundation - estimated	0.00	0.00	0.00
b. Community Meetings - 4 per year Refreshments \$300 per meeting From Valencia Foundation - estimated	0.00	0.00	0.00

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
E. Consultants (See year one notes)	0.00	0.00	0.00
F. Evaluation			
a. Student Focus Groups	3,000.00	9,000.00	0.00
b. External Evaluator at \$5,000	5,000.00	0.00	0.00
G. Other Contractual Services			
a. SAS Training for Faculty and Staff from year 1	0.00	13,500.00	0.00
b. Software - SAS renewal license (Estimated cost)	0.00	50,000.00	0.00
Subtotal Other Direct Costs	10,500.00	87,990.30	0.00
GRAND TOTAL - Year Two	107,727.75	391,243.34	252,884.39

Year Three - 2007-08

I. PERSONNEL

A. Project Director			
100% release - 12 months (Estimated minimum replacement cost - to be finalized May 2005)	0.00	0.00	35,000.00
B. Project Lead Team - Professional Staff			
1. PRIORITY ONE (See details in years one and two.) Estimated 40% time commitment as part of regular professional responsibilities. No release time required.			
a. Mary Pepe - Student Success courses	0.00	0.00	20,604.40
b. Patrick Nellis - Faculty/Staff Development	0.00	0.00	26,368.80
c. Sonya Joseph - Co-Curricula Development	0.00	0.00	38,347.60
d. Nick Bekas - Supplemental Learning	0.00	0.00	22,961.20
2. PRIORITY TWO			
a. Rhonda Glover, Interim Director of IR - 10%	0.00	0.00	8,500.00
b. Bill White - Chief Information Officer - 10%	0.00	0.00	11,800.00
c. FT Project Director TBA - SAS Implementation - 6 mos	0.00	35,000.00	0.00
d. FT Systems/Programmer SAS - TBA - 6 mos.	0.00	30,000.00	0.00
e. FT IR Specialist assigned to OIT for SAS - TBA - 12 mos.	0.00	68,170.00	0.00
f. IR Data Coordinator - Bill LeBlanc - 30% time	0.00	0.00	21,196.20
g. IR Reports Coordinator - Alys Arceneaux - 30% time	0.00	0.00	16,976.70

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
C. Faculty Release			
PRIORITY ONE			
1. Project Lead Team Faculty Member (See details in year one)			
Philip Bishop - Learning Communities			
a. 40% Release - Fall, Spring, 50% summer total of 5 courses at \$1708 (3% increase over yr 2)	0.00	8,540.00	0.00
b. Summer supplemental contract - Summer A session (3% increase over yr. 2)	0.00	12,798.70	0.00
2. Faculty release for faculty development program in learning communities (See chart, and details in year one.) Fall 2007 or Spring 2008 - 24 faculty at \$1708 (Phase III Linked Courses)			
	40,992.00	0.00	0.00
3. Student Affairs Staff Supporting Learning Communities			
Four staff will be replaced for 1600 hours with part- time student affairs staff at \$12 per hour	19,200.00	0.00	0.00
PRIORITY TWO			
1. Faculty release for SAS initiative			
Eight year one/two faculty at \$1708 (See details in year two.)	0.00	13,664.00	0.00
D. Clerical Support			
Part-time clerical support for Project Director (See details in year one.)	10,000.00	0.00	0.00
E. Curriculum Assistants for Supplemental Learning (Phase I of Learning Communities) 96 persons at \$9.90 hour for 16, 7-hour weeks Paid from Student Activity Funds			
	0.00	106,444.80	0.00
Sub-total Salaries	70,192.00	274,617.50	201,754.90
E. Fringe Benefits			
a. 21.94% of release in C-2 above	8,993.64	0.00	0.00
b. For FT staff/faculty in A,B,C-1 above - 21.94% + portion of annual health insurance at \$5621	0.00	36,897.09	44,265.03
	0.00	16,863.00	18,549.30
c. For PT staff in C-3, D and E above- 12%	3,504.00	12,773.38	0.00
Sub Total Fringe Benefits	12,497.64	66,533.47	62,814.33
TOTAL PERSONNEL	82,689.64	341,150.96	264,569.23
II. OTHER DIRECT COSTS			
A. Materials and Supplies			
a. For faculty/staff development program	0.00	3,000.00	0.00
b. Student Assessments - 1000 students x \$5 each	2,000.00	3,000.00	0.00

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
B. Faculty Stipends			
a. For faculty development in teaching a Student Success Course \$300 x 15 faculty	0.00	4,500.00	0.00
b. Fringe benefits on stipends at 21.94%	0.00	987.30	0.00
C. Travel (See details in year one.)			
a. To national ATD/Lumina meeting Estimated five people @ \$1,000	0.00	5,000.00	0.00
b. In-district travel for project director and lead team 7000 miles at .29 per mile	0.00	2,030.00	0.00
D. Meetings and Conferences			
a. Annual Campus Planning Meetings \$4,000 for refreshments, lunch, materials Valencia Foundation budget - estimated cost	0.00	0.00	0.00
b. Community Meetings - minimum 4 per year Refreshments \$300 per meeting Valencia Foundation budget - estimated cost	0.00	0.00	0.00
E. Consultants (See note in year one.)	0.00	0.00	0.00
F. Evaluation			
a. Student Focus Groups	0.00	12,000.00	0.00
b. External Evaluator at \$5,000	5,000.00	0.00	0.00
G. Other Contractual Services			
a. SAS Training for Faculty and Staff from year 2	0.00	20,000.00	0.00
b. Software - \$60K renewal, \$75K data mining and performance management module (estimated)	0.00	135,000.00	0.00
Subtotal Other Direct Costs	7,000.00	182,517.30	0.00
GRAND TOTAL - Year Three	89,689.64	523,668.26	264,569.23

Year Four - 2008-09

I. PERSONNEL

A. Project Director			
100% release - 12 months (Estimated minimum cost - to be finalized May 2005)	0.00	0.00	35,000.00
B. Project Lead Team - Professional Staff			
1. PRIORITY ONE			
(See notes in years one and two.)			
Estimated 40% time commitment as part of regular professional responsibilities. No release time required.			
a. Mary Pepe - Student Success courses	0.00	0.00	20,604.40
b. Patrick Nellis - Faculty/Staff Development	0.00	0.00	26,368.80

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
c. Sonya Joseph - Co-Curricula Development	0.00	0.00	38,347.60
d. Nick Bekas - Supplemental Learning	0.00	0.00	22,961.20
2. PRIORITY TWO			
a. Rhonda Glover, Interim Director of IR - 10%	0.00	0.00	8,500.00
b. Bill White - Chief Information Officer - 10%	0.00	0.00	11,800.00
c. FT Project Director TBA - SAS Implementation - 6 mos	0.00	35,000.00	0.00
d. FT Systems/Programmer SAS - TBA - 6 mos.	0.00	30,000.00	0.00
e. FT IR Specialist assigned to OIT for SAS - TBA - 12 mos.	0.00	68,170.00	0.00
f. IR Data Coordinator - Bill LeBlanc - 30% time	0.00	0.00	21,196.20
g. IR Reports Coordinator - Alys Arceneaux - 30% time	0.00	0.00	16,976.70
C. Faculty Release (See notes in year one and chart on pp 30-31.)			
PRIORITY ONE			
1. Project Lead Team Faculty Member			
Philip Bishop - Learning Communities			
a. 40% Release - Fall, Spring, 50% summer total of 5 courses at \$1759 (\$1708 plus 3%)	0.00	8,795.00	0.00
b. Summer supplemental contract - Summer A session	0.00	13,182.66	0.00
2. Faculty release for faculty development program in learning communities			
Fall 2008 - 24 faculty at \$1759 (For Phase III - Linked courses)	42,216.00	0.00	0.00
3. Student Affairs Staff Supporting Learning Communities			
Four staff will be replaced for 1600 hours with part-time student affairs staff at \$12 per hour	19,200.00	0.00	0.00
PRIORITY TWO			
1. Faculty release for SAS initiative			
Eight year one/two and/or three faculty at \$1759	0.00	14,072.00	0.00
D. Clerical Support			
Part-time clerical support for Project Director	10,000.00	0.00	0.00
E. Curriculum Assistants for Supplemental Learning (Phase I of Learning Communities)			
120 persons at \$10.20 hour for 16, 7-hour weeks Paid from Student Activity Funds	0.00	137,088.00	0.00
Sub-total Salaries	71,416.00	238,137.66	201,754.90
F. Fringe Benefits			
a. 22.16% of release for C-2 above	9,355.07	0.00	0.00
b. For FT staff/faculty in A, B, and C-1 above - 22.16% + portion of annual health insurance at \$5913	0.00	22,392.60	44,708.89
c. For PT staff in C-3, D and E above at 12.22%	3,568.24	16,752.15	0.00
Sub Total Fringe Benefits	12,923.31	40,131.60	64,221.79
TOTAL PERSONNEL	84,339.31	278,269.27	265,976.69

	<u>Lumina</u>	<u>Estimated College Cash</u>	<u>Estimated College In-kind</u>
<u>II. OTHER DIRECT COSTS</u>			
A. Materials and Supplies			
a. For faculty/staff development program From College SPD funds.	0.00	1,500.00	0.00
b. Student Assessments - 1300 students x \$5 each	1,848.76	4,651.24	0.00
B. Faculty Stipends			
a. For faculty development in teaching a Student Success Course \$300 x 15 faculty	0.00	4,500.00	0.00
b. Fringe benefits on stipends at 22.16% Paid by SPD funds	0.00	997.20	0.00
C. Travel			
a. To national ATD/Lumina meeting Estimated five people @ \$1,000	0.00	5,000.00	0.00
b. In-district travel for project director and lead team 7000 miles x .29 mile	0.00	2,030.00	0.00
D. Meetings and Conferences			
a. Annual Campus Planning Meetings \$4,000 for refreshments, lunch, materials From Valencia Foundation - estimated	0.00	0.00	0.00
b. Community Meetings - 4 per year Refreshments \$300 per meeting Foundation budget	0.00	0.00	0.00
E. Consultants			
	0.00	0.00	0.00
F. Evaluation			
a. Student Focus Groups	3,750.00	8,250.00	0.00
b. External Evaluator at \$5,000	5,000.00	0.00	0.00
G. Other Contractual Services			
a. SAS Training for Faculty and Staff from year 3	0.00	13,500.00	0.00
b. Software	0.00	60,000.00	0.00
Subtotal Other Direct Costs	10,598.76	100,428.44	0.00
GRAND TOTAL - Year Four	94,938.07	378,697.71	265,976.69
FOUR-YEAR TOTAL	400,000.00	1,558,119.90	1,035,056.98
Four-Year Lumina Grant	400,000.00		
Remaining Planning Year Funds requested to be allocated for materials and supplies	18,378.81		

Valencia Community College

Attachment B – Biographical Statements for Achieving the Dream Key Staff

Senior Initiative Co-Leader – Academic Affairs – Ann Puyana is Assistant Vice President for Academic Affairs at Valencia Community College. Her Masters’ Degree is in Teaching English as a Second Language, and she has been involved in diversity and intercultural communication work throughout her professional career. In addition to courses in ESL, Spanish, French, and German, Ms. Puyana has taught Cross-Cultural Studies, Teaching Diverse Populations, and Student Success courses. Bilingual in English and Spanish, Ms. Puyana has also traveled extensively (studying, living and working abroad in a variety of countries and settings), and she brings insights and understandings from these experiences to her work in our increasingly multicultural local community. Ms. Puyana has directed and supervised Title III and Title V projects for the College, has been instrumental in the design and implementation of Valencia’s learning-centered faculty development curriculum, and has helped to author and edit many of the College’s principal learning documents.

Senior Initiative Co-Leader – Student Affairs - Joyce C. Romano is Vice President for Student Affairs at Valencia Community College. She has 26 years experience in residence life, student activities and student services at community college and four year colleges and universities. Her work at Valencia has focused on the design and implementation of LifeMap, our developmental advising model and system; of Atlas, our on-line portal learning community; and of the re-design of student services with a focus on student learning of educational processes to support their success. She has experience with diverse student populations and has designed and implemented programs for students from middle school through college graduation. Dr. Romano has a B.A. in Psychology from State University of New York-College at Cortland, an M.S. in Counseling Psychology from Central Washington University, and an Ed.D. in Higher Education from the University of Kansas.

Vice President for Academic Affairs – Chief Learning Officer - Louise N. Pitts has recently been appointed to the position of Interim Vice President for Academic Affairs and Chief Learning Officer. For the past two years she has served as the Special Assistant for Valencia’s Learning-Centered Initiative, working through the College’s governance structure to facilitate implementation of the College’s Strategic Learning Plan. She also has 25 years experience as a community college faculty member and has extensive experience in strategic program and curriculum planning. Dr. Pitts has a B.S.N in Nursing from Florida State University, a M.S.N. in Mental Health Nursing from the University of Alabama at Birmingham, and an Ed.D. in Higher Education Administration, Community College Leadership from the University of Florida.

Chief Information Officer - Bill White, Chief Information Officer, leads the college-wide information technology areas of Valencia Community College. With a diversified background in information technology spanning more than 19 years (17 in higher education), Bill provides Valencia strategic leadership, vision, and management for Valencia’s technology initiatives with extensive experience in staff development and team building, strategic planning, new technology evaluation and implementation, process and policy development, instructional technology support

services and operational management. Prior to joining Valencia, he spent 10 years as the Director of Computer Services at Rockford College where he worked closely with both faculty and administration to implement and improve technology support for teaching and learning processes. As a former instructor of college information technology courses, Bill has experienced higher education teaching and learning processes from the perspective of the faculty member and has worked closely with students. In 1998, Bill began his work at Valencia as Chief Information Officer. In his current role, Bill works closely with all academic and administrative areas of Valencia to evaluate, improve, and support the learning mission of the College through the application and use of technology. This work includes active involvement in important College initiatives, including strategic planning processes, assessment activities, development of LifeMap developmental advising tools, and support for major transformational grants such as *Achieving the Dream, Title III* and *Title V*. He serves on several College committees and workgroups, is a member of national professional organizations such as Educause, and is active in Florida's statewide community college CIO organization and will serve as the incoming Chair of that group in 2005. Bill has also served as a member and Chairman of various community planning and zoning committees as part of his community service background.

Director of Institutional Research - Rhonda Glover, Interim Director of Institutional Research, guides institutional research staff in the design, development, and distribution of data and information for the College community. She leads the production of Valencia's Strategic Indicators Report, the College's annual progress report on key learning indicators and one of its *culture of evidence* documents. In addition, during the past year, Ms. Glover has participated in the development phase of the Lumina Achieving the Dream grant as both a Lumina ATD Core Team member and the Team Leader for the ATD Data Team. Ms. Glover also works with State of Florida Accountability Measures and Graduate Follow-up studies and has served on several Florida Department of Education task forces as well as State and National Workforce Development Committees. She has assisted with three Southern Association of Colleges and Schools (SACS) re-accreditation processes at Valencia, and most recently served as Valencia's SACS Compliance Auditor for Institutional Effectiveness. With over thirty years service to Valencia, twenty in Institutional Research alone, Ms. Glover gained a personal perspective of student learning during her time as an adjunct professor at the College. A native Floridian, Ms. Glover earned both Bachelors and Master of Arts degrees from Rollins College in Winter Park, Florida, and attended post graduate studies at Oxford University. Prior to Valencia, she worked for the administrative offices of Orange County's Public Secondary Schools followed by two years at a local private preparatory school. In addition to her career in education, she conducts leadership seminars for a variety of corporations.

Co-Curriculum Leader - Sonya Joseph is currently Assistant Vice President for Student Affairs and has previously served as Dean of Students and Coordinator of Student Development on two different Valencia campuses. She has contributed significantly to the implementation of LifeMap, Valencia's developmental advising model, and led the re-design of Valencia's student services to a learning-centered delivery model. She has experience with designing and implementing new programs that focus on improving student outcomes. Dr. Joseph has also taught developmental math courses at Valencia. She brings a broad perspective and team approach to the Achieving the Dream initiative. Dr. Joseph has a Bachelor's Degree in Mathematics Education and an Ed.D. in

Higher Education Leadership from the University of Central Florida and a Master's Degree in College Student Personnel from Florida State University.

Faculty Development Leader - Patrick Nellis is the Faculty Development Coordinator at Valencia Community College in Orlando, Florida. Mr. Nellis has been working full-time on faculty and curriculum development at Valencia for 10 years, he also teaches one Introduction to US Government course each semester. Along with a team of talented colleagues, Mr. Nellis helped to design the Teaching/Learning Academy for newly hired, tenure-track faculty; the Adjunct Outreach programs including Scenarios Online; and the ongoing learning outcomes and assessment work across the curriculum. Mr. Nellis recently led Valencia's team for the SACS Alternative Self-Study on Strategic Topic #1 – Core Competency Integration and Assessment. He frequently presents papers and workshops at national conferences on teaching and learning and faculty development, and has presented to staff and faculty development occasions at Austin Community College, Madison Area Technical College, Indian River Community College, and Miami Dade College. He holds an M.A. degree from the School of Social Sciences at the University of California, Irvine with a major in Political Science.

Learning Communities Leader – Philip Bishop is professor of humanities and coordinator of learning communities on Valencia's East Campus. He has taught in Florida community colleges for twenty-four years. At Valencia he has been a leader in the development and integration of Valencia's student core competencies (TVCA – Think, Value, Communicate, and Act). He has expertise in critical thinking and assessment of student learning and is currently coordinating the design and implementation of learning communities at Valencia. He holds a B.A. from Davidson College and an M.A. and Ph.D. in comparative literature from the University of Wisconsin-Madison. He is also an art critic and author of two college textbooks.

Student Success Program Leader – As Director of Student Success, Mary Pepe brings 10 years of teaching experience along with a background in career development and an interest in learning communities and linked courses. She has worked at Valencia for 17 years, collaborating with faculty, career development services, and academic advising in many ways. Mary has co-presented with Patrick Nellis at the national *First Year Experience* conference on the subject of Learning in Community (LinC courses). She has collaborated with math faculty on previous linked courses, having taught a linked course (Student Success linked with Intermediate Algebra). Currently, Mary is working with the East Campus math department to develop a new course called Math Survival Skills which will marry some of the curriculum of Student Success with the strategies for effective math study. She holds a Bachelor's Degree in psychology and a Masters in counseling.

Supplemental Learning Leader - Nicholas Bekas is the College-wide Coordinator for College Preparatory Communications at Valencia Community College. Prior to assuming this position, he taught developmental reading, writing, and ESL courses for over ten years. Although he still teaches and holds tenure as an English professor, his primary role at the College is to work with the faculty, deans, provosts and the Chief Learning Officer to improve faculty teaching and student learning in college preparatory communication courses. In 2003, after completing a month-long training and a year-long practicum, Dr. Bekas received certification as a developmental educator from the Kellogg Institute housed at the National Center for Developmental Education. Dr. Bekas

has made presentations on assessment and developmental education at NISOD, AAHE, and NADE. As College-wide College Prep Coordinator at Valencia Community College, he has worked on numerous projects and grants involving developmental education. Dr. Bekas has also worked extensively with the state of Florida's Division of Community Colleges on developing and evaluating the Florida College Basic Skill Exit Test and has coordinated and conducted qualitative and quantitative research projects focusing on factors influencing student performance in developmental reading, writing, and ESL courses.

Lumina Grant Project Director - A project director will be selected to manage the Lumina grant, oversee the implementation of the work supported by the grant, and to work collaboratively with the two senior leaders of the Initiative (Ann Puyana and Joyce Romano), the Core Team, and the Data Team to ensure coordination among all components of the Achieving the Dream Initiative at Valencia. The President will make the appointment prior to July 1, selecting an individual with experience in the areas to be addressed by the Initiative to play this key management role.