

VALENCIA
Community College

Institutional Report

IR2005-09

Strategic Indicators Report

2004-2005

June 2005

TABLE OF CONTENTS

Introduction.....	1
Strategic Learning Plan Goals	2
Goal 1: Learning First.....	3
Goal 2: Start Right	6
Goal 3: Learning Leaders.....	10
Goal 4: Learning by Design.....	11
Goal 5: Learning Support Systems	16
Goal 6: Diversity Works	19
Goal 7: Learning Works.....	21
Conclusion	27

Figures

1. Valencia Annual FTE Growth Rate by Year	5
2. Valencia FTIC Students Successfully Completing College-Preparatory Program within Two Years	6
3. Percent of Valencia Applicants Enrolled in Credit Courses.....	7
4. Between Session Retention Rates FTIC Degree-Seeking Students.....	11
5. Retention Rate of A.A. and A.S. Degree-Seeking Students After Four Years.....	12
6. CLAST* Pass Rates for Valencia Students with 60 or More Credit Hours	12
7. GPA Performance of Valencia A.A. Transfer Students in the SUS	13
8. Community College Transfer Students Enrolled in the SUS.....	14
9. Valencia State Funding per FTE Compared to State Average Funding per FTE.....	16
10. Previous Year Public High School Graduate Enrollments Compared to FTIC Enrollment of Previous-Year-High-School Graduates at Valencia (Ethnicity).....	19
11. Equity Act Implementation Plan Relevant Labor Market Parity Status for Faculty and Administration.....	20
12. State Licensure Examination Pass Rates Health Related Programs	21
13. A.S. Degree Program Placement Rates for Graduates.....	21
14. IT Initiative Tables.....	22
15. Annualized Earnings Graduates/Completers	26

INTRODUCTION

The Strategic Indicators Report presents an annual overview of Valencia's progress toward achieving extraordinary learning results. This manuscript adopts the College's seven goals as a framework to chronicle the outcomes of specific strategies designed to enhance learning. While the goals are presented on page 2 of this report, the strategies are delineated fully in the College's primary planning document, the Strategic Learning Plan.

The Strategic Indicators Report integrates State of Florida Accountability results as well as college-generated data and information for a succinct review of learning-centered achievements at Valencia. In addition to narrative, the report includes tabular and graphical displays for many of the indicators and, where possible, presents comparison data.

The outcomes highlighted in this report rely on the foundational support provided by a shared governance structure and the wide participation of members from all parts of the institution. At the core of this document is Valencia's commitment to learning and full accountability.

STRATEGIC LEARNING PLAN GOALS

GOAL 1: LEARNING FIRST

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

GOAL 2: START RIGHT

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

GOAL 3: LEARNING LEADERS

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

GOAL 4: LEARNING BY DESIGN

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

GOAL 5: LEARNING SUPPORT SYSTEMS

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

GOAL 6: DIVERSITY WORKS

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

GOAL 7: LEARNING WORKS

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

Goal 1: Learning First

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

Indicator 1.1 District Facilities Planning

Using the goals and strategies outlined in the Strategic Learning Plan, the College completed a district facilities master plan with the help of Glatting Jackson, which was adopted by the District Board of Trustees in 2003. The plan included proposals for a Southeast Campus and a Southwest Campus. The Florida Board of Education's approval of both proposals authorized the College to seek appropriate land and funding to build two new facilities.

A thorough search of potential campus locations brought success. In April 2005, the District Board of Trustees approved a contract to purchase land for construction of a Southwest Campus facility and authorized a Letter of Intent for a land exchange agreement that will provide a Southeast Campus construction site. Also, in May 2005 the Florida legislature approved funding for Building 10 on Valencia's West Campus, which will provide 100,000 additional square feet for student learning.

Indicator 1.2 Governance for Learning

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

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

the measurement of institutional effectiveness. The council also oversees institutional accreditation and the College's Diversity plan. In summary, the College Planning Council assumes overall responsibility for designing and integrating the collaborative decision-making process for planning, allocating, and evaluating the effectiveness of the College's programs and services.

Indicator 1.3 Expenditures for Staff and Program Development

In addition to a direct focus on student learning first, the College also supports learning of faculty and staff. One of the most visible measures of this emphasis is the expenditure of staff and program development funds. In the 2004/2005 fiscal year, Valencia increased support for faculty and staff development as shown below:

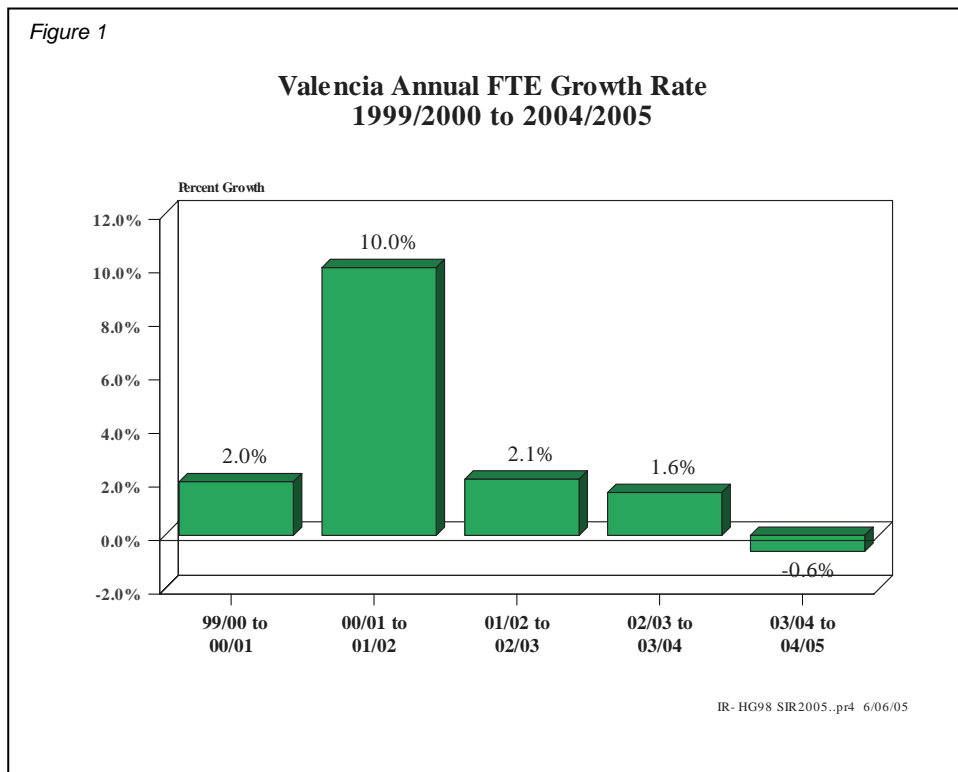
Staff & Program Development Funds Available				
	2002/2003	2003/2004	2004/2005	Percent Increase 2003/2004 to 2004/2005
Tuition Reimbursement	\$202,878	\$237,625	\$250,000	5.2%
Department Travel	\$150,000	\$150,000	\$150,464	0.4%

In addition to funding faculty and staff development off-campus, Leadership Valencia (the College's in-house faculty and staff development program) offered 287 workshops to 3,367 participants during Summer 2004, Fall 2004, and Spring 2005 terms.

Indicator 1.4 Planned Growth

An important strategy under Goal 1 commits the College to seek planned enrollment growth both as a means to support student learning and as a measure of the College's effectiveness in helping students meet their learning goals. The provosts and deans are working toward strengthening the enrollment planning process.

In 2004/2005, Valencia, as well as many other colleges in Florida, experienced the impact of several hurricanes which resulted in a slight decrease (-0.6%) in enrollment for the year (see Figure 1).

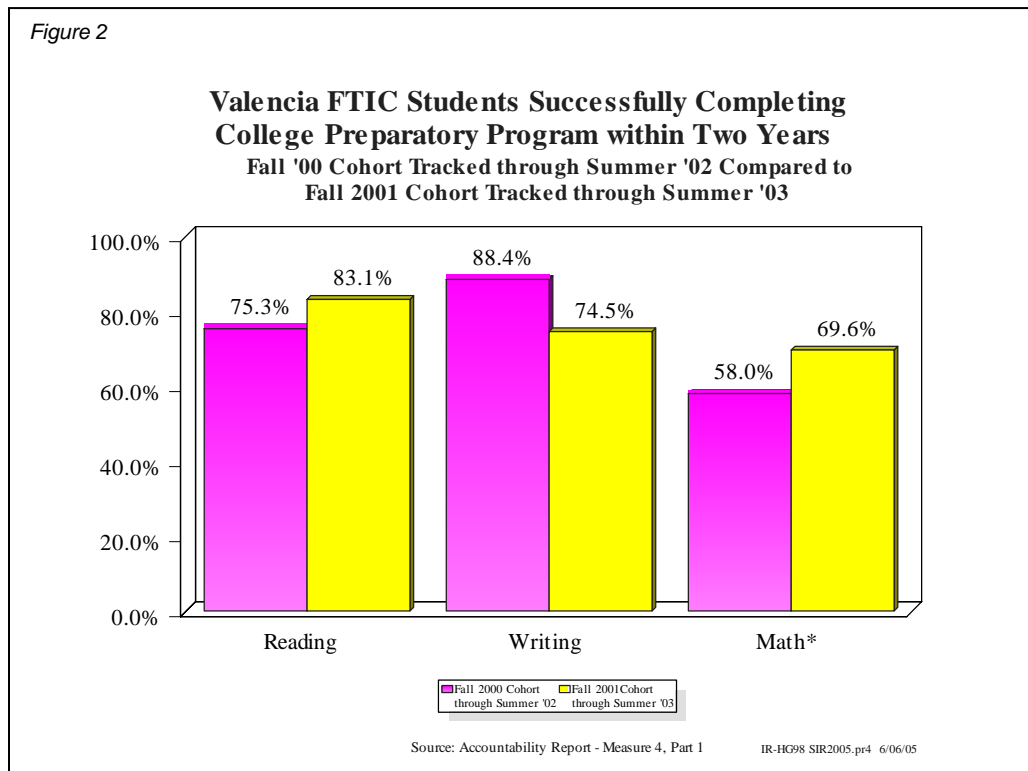


Goal 2: Start Right

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

Indicator 2.1 Completion of College-Preparatory Sequences

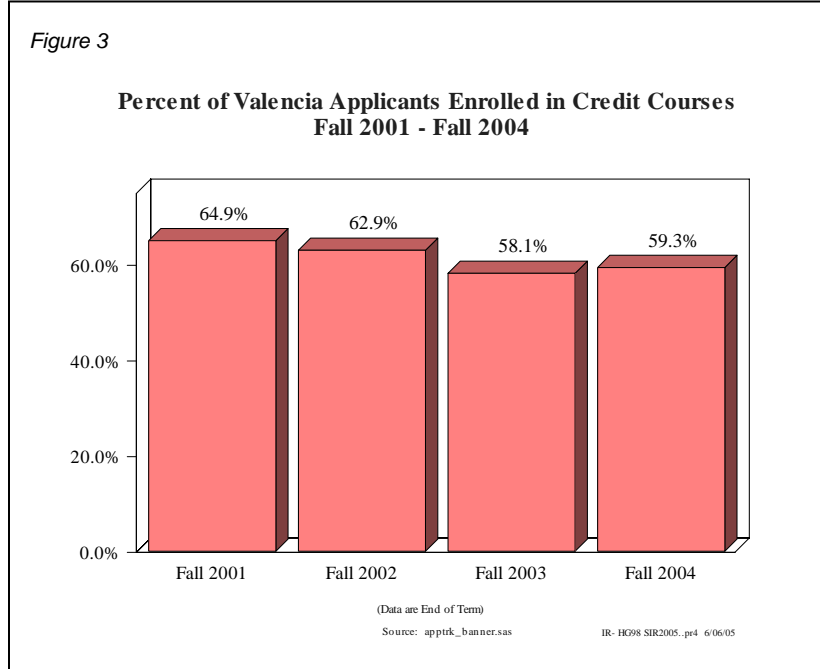
Completing the college-preparatory program within two years is a measure posed by the State Board of Community Colleges (SBCC Accountability Measure 4, Part 1). Certainly meeting this objective must precede other student performance outcomes, since 69.7 percent of all degree seekers were placed in at least one college-preparatory course in Fall 2004. Community college averages for the 2001 to 2003 period are 71.4 percent for reading, 64.5 percent for writing, and 54.3 percent for mathematics. **Valencia outperformed the state averages on all three measures** (see Figure 2).



Among the first-time-in-college, previous-year-high-school graduates of high schools within the service district who enrolled in Fall 2004, 68.1 percent were required to take one or more college-preparatory courses. For out-of-district, first-time-in-college students, 65.7 percent were required to take at least one college-preparatory course.

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

An important part of the College's postsecondary transition process is converting applicants to enrolled students and enrolling a significant share of the previous-year-high-school graduates from the service district. These two measures combine to indicate the effectiveness of the College's efforts to maintain healthy enrollment growth and serve the citizens of the service district. The applicant-to-enroller conversion rate of 59.3 percent seen in Fall 2004 (see Figure 3) surpasses that of many public universities. In Fall 2004, Valencia enrolled 27.8 percent of the service district's



previous-year-high-school graduates (up from 27.1 percent in Fall 2003). **In addition, longitudinal studies have revealed that the College actually enrolls 52.5 percent of the service district's high school graduates within four years of graduation** (Fall 2001/2002 through Fall 2004/2005).

Indicator 2.3 Enrollment in College-Preparatory Courses

Before students can complete the required college-preparatory courses and enter college-level courses, they must be assessed and registered in the proper course sequence. Two indicators describe the College's effectiveness in guiding students to start right. First, students must be assessed; in Fall 2004, 99.4 percent of degree-seeking students took an entry-level assessment test. Second, following assessment, **98 percent were correctly enrolled in college-preparatory reading**. These high percentages reflect the College's commitment to assessment, advising, and placement.

Indicator 2.4 LifeMap

LifeMap is Valencia's name for its developmental advising system designed to increase students' social and academic integration, development of education and career plans, and the acquisition of study and life skills. It is based on a developmental advising model that was developed through several years of grant-supported work on increasing student success through curricular and co-curricular interventions.

The LifeMap model describes the ideal progression of a student through Valencia in a five-stage model that begins with postsecondary transition (pre-college experiences) and

continues to introduction to college, progression to degree, graduation transition, and lifelong learning. Each stage has a stated outcome, performance indicator, and guiding principles.

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

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

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

Indicator 2.5 Dual Enrollment

Originally conceived as an acceleration mechanism by the state legislature, dual enrollment has become an integral part of Valencia's postsecondary transition program, as well as of the college-credit program. In terms of enrollment, in Fall 2004, the College enrolled 504 dual-enrolled students in Osceola County and 750 dual-enrolled students in Orange County for a total of 1,254 students. Since the course bears both high school and college credit, dual enrollment serves two purposes: meeting high school curricular requirements and beginning college work. The College is eager to enroll these excellent students following their high school graduation; during Fall 2004, 29.8 percent of dual-enrollment students attended one of Valencia's campuses following their high school graduation. This figure is up from 28 percent in Fall 2003.

Indicator 2.6 Tech Prep

Valencia has demonstrated its commitment to help students make the connection between what they learn in the classroom and what they can do in the world of work. The College program that most clearly helps students make this connection is Tech Prep. In Fall 2004, the College enrolled former Tech Prep students as shown below:

Former Tech Prep Students		
Service District	First-Time-in-College	All Students (including FTIC)
Orange County HS Graduates	1,217	5,009
Osceola County HS Graduates	251	1,158
All Service District HS Graduates	1,468	6,167

These students are a great asset to the College since they arrive well prepared to learn and are clearly focused on a career.

Goal 3: Learning Leaders

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

Indicator 3.1 Staffing Plan for Tenure-Track Faculty

One major way that the College invests in student learning is through hiring and retaining stable, high-quality faculty. Following extensive analysis of staffing needs in 2000/2001, the College developed a three-year hiring plan and committed funds to hire new faculty. A task force developed a number of strategies to improve recruitment. Now hiring processes begin earlier and newly developed processes assist faculty through their early stages of employment. The focus on new hires has been on college-preparatory and foundation courses, as well as information technology and health services programs. The three-year plan has been successful and faculty recruitment needs have been met. There are no hiring plans for 2005/2006.

New Tenure-Track Faculty				
2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
50	47	44	17	None Planned

Indicator 3.2 Faculty and Staff Development

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

- Leadership Valencia offers training in a variety of topics for all college employees.
- The Teaching and Learning Academy furnishes a structured, individualized development program for each faculty member during the tenure preparation process.
- Scenarios on Line and Faculty-to-Faculty programs provides professional development especially for part-time instructors. A program to acknowledge part-time instructors who have completed 60 hours of faculty development has been approved. This will create a new category of “Associate Faculty,” and will be rewarded with a step increase in pay.
- The Destinations summer program offers faculty development aligned with the college assessment plan designed by the Learning Evidence Team.
- College Learning Days give all faculty valuable common learning experiences.
- Staff and Program Development funds are available to all faculty and staff to support individual professional development, including conference attendance and advanced study.

- Connections (East Campus Title III Grant) is a project engaging teaching faculty and student services staff in design and implementation work to improve all available student services.

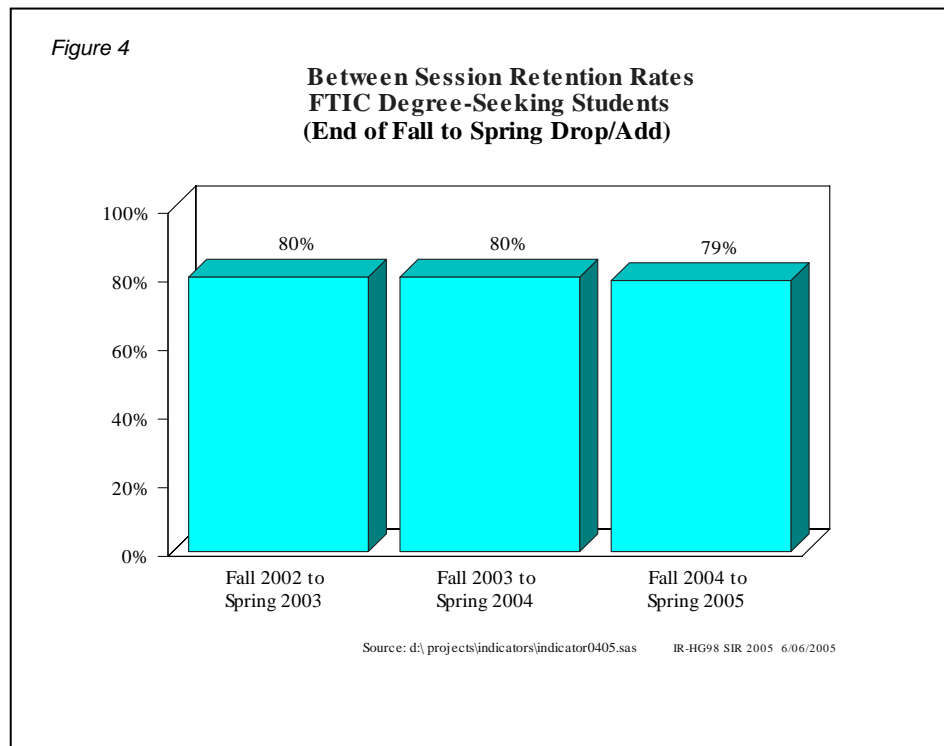
In addition to the specific programs listed above, the Instructional Affairs Committee (comprising all deans) has held strategic planning sessions to identify programs of study to improve the design, delivery, and assessment of student learning.

Goal 4: Learning by Design

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

Indicator 4.1 Retention: Fall to Spring and Fall to Fall

The core competencies and discipline competencies that are the foundation for learning by design are developed slowly and accumulate and reinforce each other as the student progresses through her chosen curriculum. The College’s nationally-recognized LifeMap program provides one way to validate the student’s progress in mastering these competencies. Other means of validation are currently under development by the Learning Evidence Team.

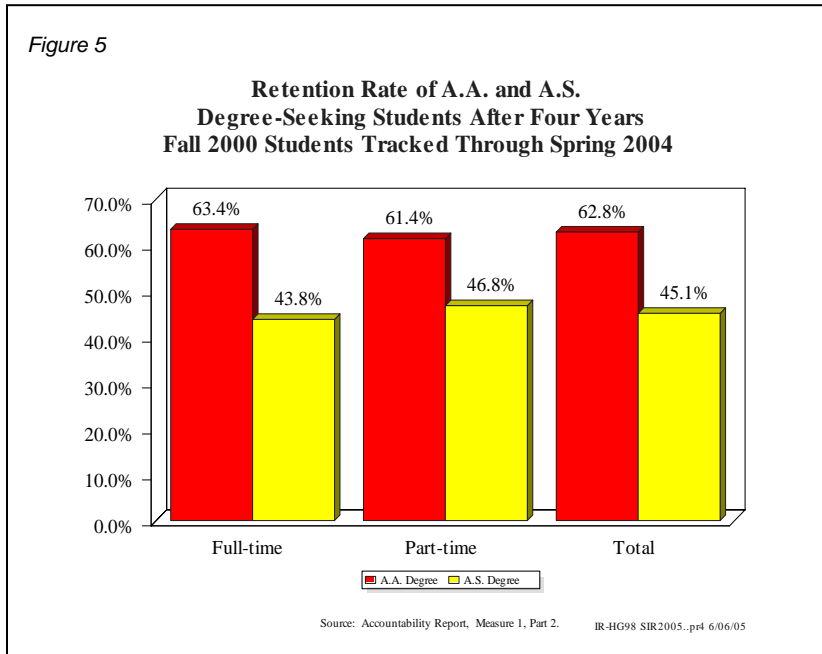


Another indicator of student success is retention of students from fall term to spring term, as well as from fall term to fall term. The College has succeeded in increasing students' fall-to-spring retention rate from 60 percent in the 1980's to a consistent average of 79-80 percent (see Figure 4).

An additional indicator of student progress is fall-to-fall retention rate, which also improved over the past three years. Return rates appear below.

Fall 2001 to Fall 2002	Fall 2002 to Fall 2003	Fall 2003 to Fall 2004
56.8%	58.4%	59.6%

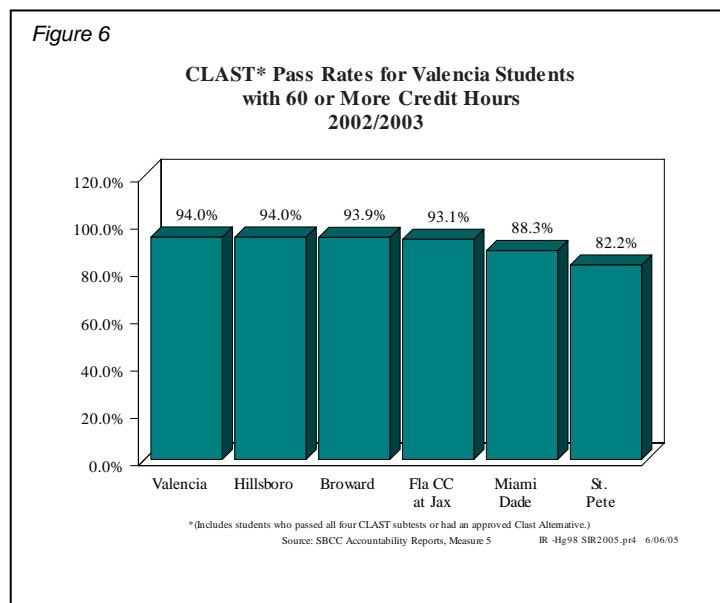
Indicator 4.2 Retention after Four Years



While the fall-to-spring retention rate is a valuable indicator for a student's early commitment to his or her program of study, a longer-term measure indicates the level of commitment to completion. In this state-defined measure, "retention" means that the student who began an A.A. or A.S. degree program in Fall 2000 has either completed the program or is still enrolled and actively working on his or her degree (see Figure 5).

Indicator 4.3 CLASP Requirements

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

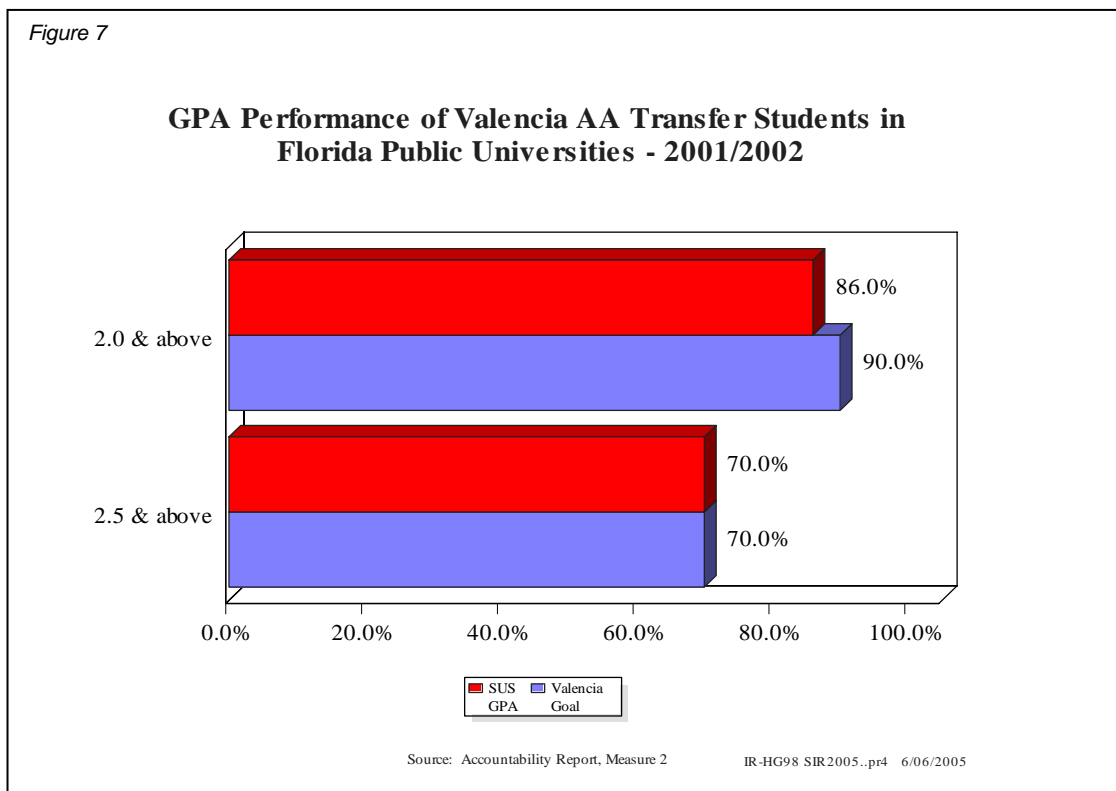


mathematics and/or English courses. This performance indicator calculates the percent of those students who have accumulated 60 or more credit hours, and who have either passed the four subtests of CLAST or met the academic requirements. Of the six urban community colleges, Valencia, Hillsborough, and Broward Community Colleges have the second highest percent passing CLAST or its alternatives with **94 percent** (see Figure 6). The current pass rate is a slight improvement over 2001/2002, which was 93.6 percent.

Because meeting the CLASP requirement either through testing or earning the required grades is a significant milestone for each student, Valencia has become more proactive in encouraging students to meet this requirement. The College rescinded the fee formerly charged to assess CLAST alternatives and now recognizes completion through an automated process. In addition, the College began providing CAT-CLAST, a computer-directed version of CLAST.

Indicator 4.4 Performance in State University System (SUS)

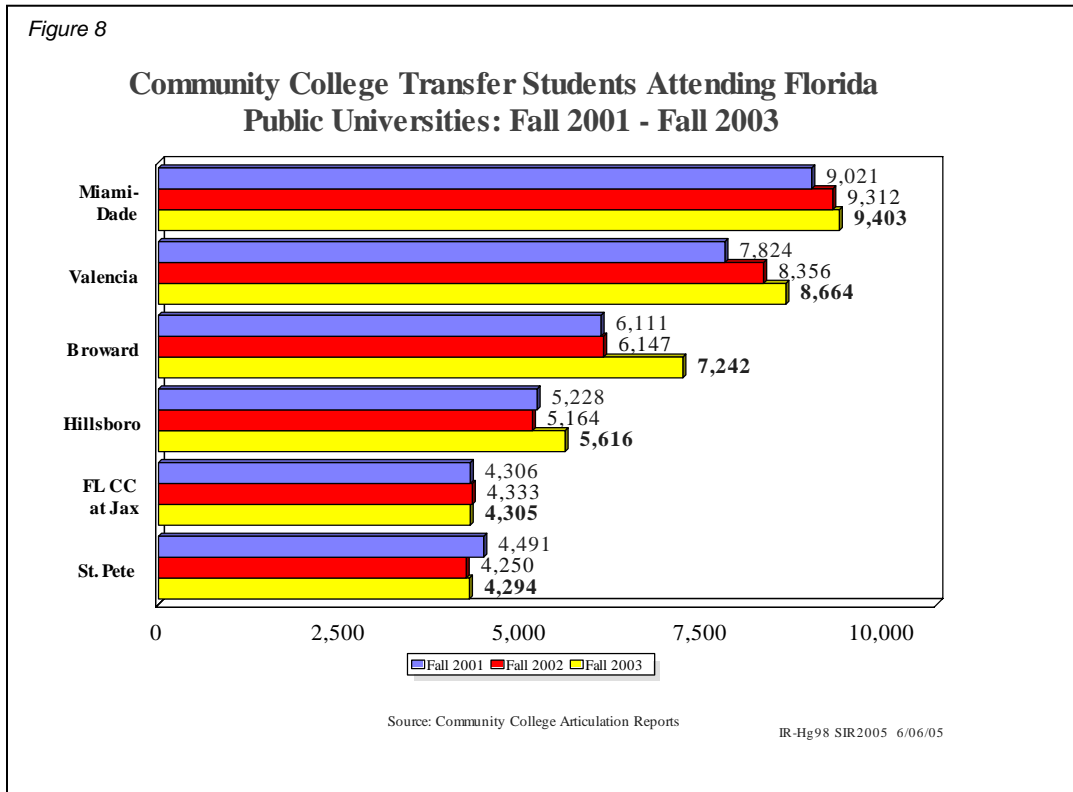
The majority of degree-seeking students at Valencia Community College has declared the intent to earn the Associate in Arts degree, which prepares them to transfer to one of the public universities in Florida (SUS). One measure of the effectiveness of the College’s instructional program is the performance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



Indicator 4.5 Enrollment in State University System (SUS)

In addition to academic performance in the SUS, another indicator of students' meeting their goals of transferring to the SUS is the actual number of former Valencia students attending one of Florida's ten public universities (see Figure 8).

The number of Valencia transfer students enrolled in Florida public universities is steadily increasing. The rate of enrollment grew by four percent between Fall 2002 and Fall 2003 when 8,664 former Valencia students progressed to a Florida public university.



Indicator 4.6 Core Competencies

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

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

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

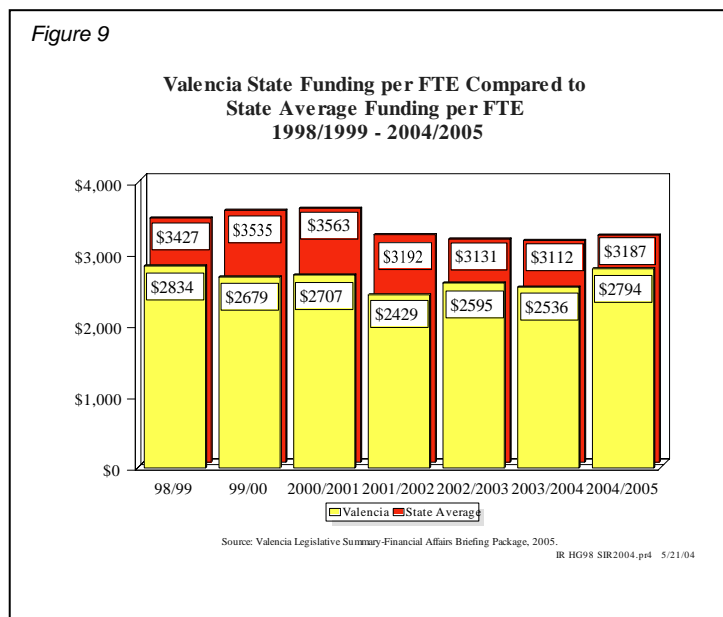
Accomplishments during the past year include the following:

- Multiple, ongoing opportunities for faculty and staff to research, develop, and experiment with learning activities for and assessment of core competencies.
- Documented results of pilot projects in integration and assessment of core competencies.
- Community College Survey of Student Engagement (CCSSE) evidence that core competencies are being addressed within the curriculum.
- A developed, fully operational e-portfolio, currently in pilot-testing (an eventual repository for rich evidence of student growth in core competencies that can inform our analysis of degree program effectiveness in the future).
- The establishment of a Learning Evidence Team (LET) to design a vision and a plan for assessment of student learning, especially with regard to the core competencies, is a positive step forward.
- A new Course Outline database and online Course Outline Builder are in the first round of beta testing. These tools will help faculty to update course outcome statements and align them the core competencies.
- The Learning Evidence Team (LET) has developed an assessment plan for the 2005-2006 academic year, that has been approved by the College Learning Council. A significant step forward in the assessment of core competencies is being undertaken with the THINK project, to be followed in turn by assessment of the remaining competencies each year thereafter.
- The online Course Outline Builder and database are fully functioning and in use. The College Curriculum Committee has determined that all course outlines from this point forward are to be designed using the Outline Builder. These tools will help faculty to update course outcome statements and align them the core competencies and assessment methods.

Goal 5: Learning Support Systems

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

Indicator 5.1 Legislative Funding



Historically, the College has not fared well in comparison to the other 27 Florida community colleges for funding. In 1996/1997, Valencia's appropriation per FTE was 85 percent of the system average; however, within five years (2001/2002) the funding level had dropped to 76.1 percent (see Figure 9 and table below) in spite of an increase in enrollment growth of 10 percent that year. In 2004/2005, Valencia's funding finally exceeded the level achieved in 1996/1997 through the collaborative efforts of community college presidents during the 2004 legislative session. As the table

below indicates, Valencia's percent of the system average was 87.7% in 2004/2005.

Years	Average System Dollars	Valencia Dollars	Percent of System Average
1998/1999	\$3,427	\$2,834	82.7%
1999/2000	\$3,535	\$2,679	75.8%
2000/2001	\$3,563	\$2,707	76.0%
2001/2002	\$3,192	\$2,429	76.1%
2002/2003	\$3,131	\$2,595	82.9%
2003/2004	\$3,112	\$2,536	81.5%
2004/2005	\$3,187	\$2,794	87.7%

Indicator 5.2 Grant Funding

The vast majority of the College's budget is already committed to fixed costs: personnel, facilities, and supplies. Funds to pay for developing new capabilities for faculty and staff, as well as for developing many new technologies, must come from grant sources. In 2003/2004, the College submitted a total of 35 grant applications of which 28 were approved (80%) for a total of \$5,873,239. To date in 2004/2005, the College has submitted 28 grants; 17 have been

approved, and 8 are still pending. The total dollar amount funded to date in 2004/2005 is \$1,775,652. Many grants have not yet been acted upon; therefore, the total for 2004/2005 will be available after October 1, 2005.

Indicator 5.3 Learning Support System

The Learning Support System (now named Atlas) began implementation in January 2001, after a two-year collaborative review process that focused on the support of learning. To date, over fourteen separate systems have been implemented and integrated into the Atlas portal, which is based on web portal software from SCT named Luminis. The core systems in support of student services are based on the SCT Banner administrative system and the Valencia-developed LifeMap advising support tools. Enhancements and new functionality are added to the Atlas portal on a continuing basis.

In June of 2005, the College will complete the phase I implementation of an Oracle self-service human resource application to support Valencia employees through a web interface. Phase I of this project will allow the pilot group of all full-time employees to access employee information, including paystubs and W-2 documents through the Atlas portal. In addition, development of Valencia's LifeMap web applications continues. The "My Financial Plan" application was added to the existing LifeMap portal tools during 2004/2005. This tool is in pilot testing with students and provides students with online tools to assist with the financial planning for their education at Valencia and beyond. Other updates and enhancements were provided to the existing "My Education Plan", "My Career Plan", and "My Portfolio" online applications. A major rewrite of the "My Job Prospects" application has also been completed. The LifeMap portal applications are built to support Valencia's developmental advising model.

The Learning Support System portal also provides single sign-on access for students and faculty to the Valencia's online course management system – WebCT. Faculty and students utilize the WebCT system for delivery of online courses, hybrid courses, and web-enabled traditional courses through the Internet. There has been explosive growth in the use of WebCT in the past few years. From the Fall 2002 session until the Spring 2005 session, Valencia has experienced over 300% growth in the number of courses utilizing WebCT (756 v. 189). This has resulted in 253% growth in the number of students enrolled in a course using WebCT during the same time period (12,426 v. 3,525). In January 2005, the Valencia made the decision to bring the Instructional Technology support department back into the College during the Collegis contract renewal process. This department will be enhanced during the 2005/2006 year to better coordinate technology support for faculty and students.

Indicator 5.4 Florida FACTS System

The Florida legislature authorized and funded a statewide advising system (FACTS) for students in the community college and state university systems. In the initial Years/Phases 1, 2, 3,4 and 5 (1998-2005) Valencia completed the following deliverables: PIN verification, student transcripts, on-line degree audit, remote shop, on-line admission application, degree search and 2+2 articulation.

In 2004/2005, all existing deliverables as well as new deliverables for Phase 5 were updated and implemented as needed under the SCT Banner (Atlas) system. Valencia is

positioned to comply with all FACTS standards and timetables throughout the duration of the funded project and will provide those services through a combination of SCT supplied programming and internally developed applications. During 2004/2005, Valencia completed the internal programming to support Phase 4/5 FACTS 2+2 Articulation functionality. The testing of this functionality is still in progress as Valencia awaits the final testing from the Florida SUS universities. In 2004/2005, Valencia also completed implementation of the FACTS Transient Student functionality.

Indicator 5.5 Technology Initiatives

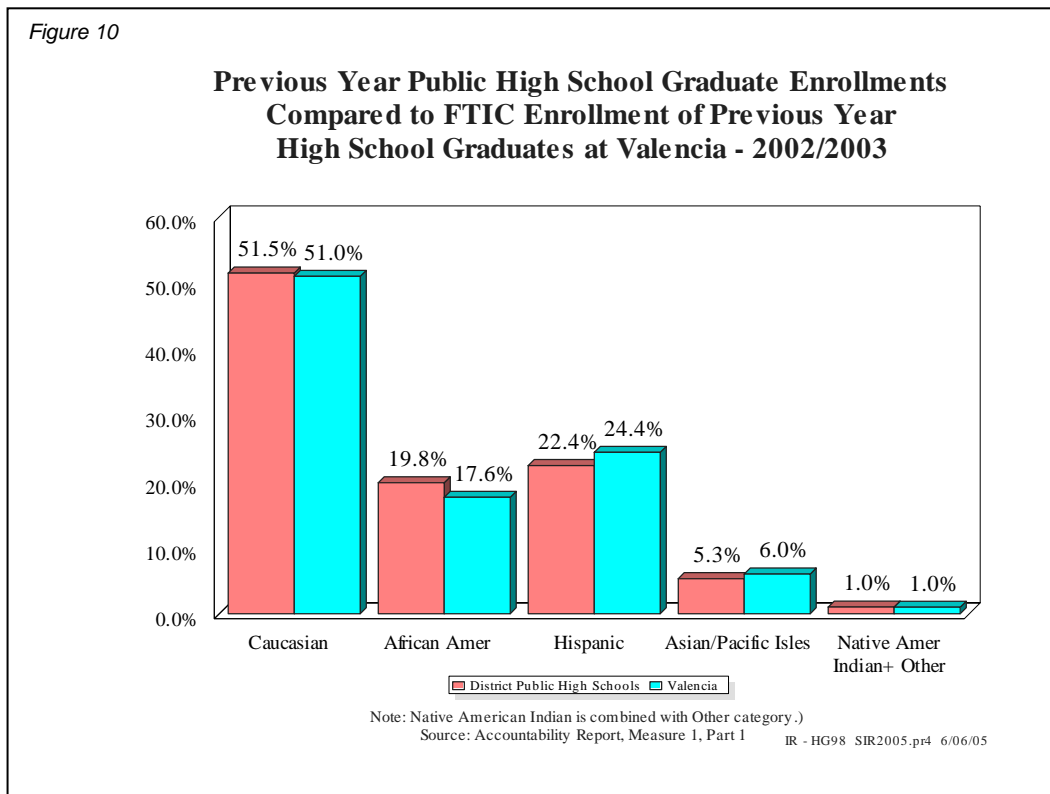
Valencia began a major project in Summer 2003 to design and implement technology-enhanced classrooms collegewide. The project has been characterized by a collaborative process amongst faculty, deans, and administrative support areas to design and deploy learning-centered technology-enhanced classrooms at the college. In the first year of the project, over twenty-four rooms have been completed at the four main campuses. In addition, video conferencing-enabled rooms have been deployed at all campuses and the Downtown Center to support internal and external video-conferencing initiatives. Another important characteristic of this project is for ongoing assessment and improvement to these rooms. Faculty and students are asked to provide feedback on their experiences in these rooms and that information is used to help guide the development of future technology-enhanced rooms and to adjust existing rooms when possible. As of Spring 2005, over 110 new technology-enhanced classrooms have been implemented across the various college locations.

Goal 6: Diversity Works

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

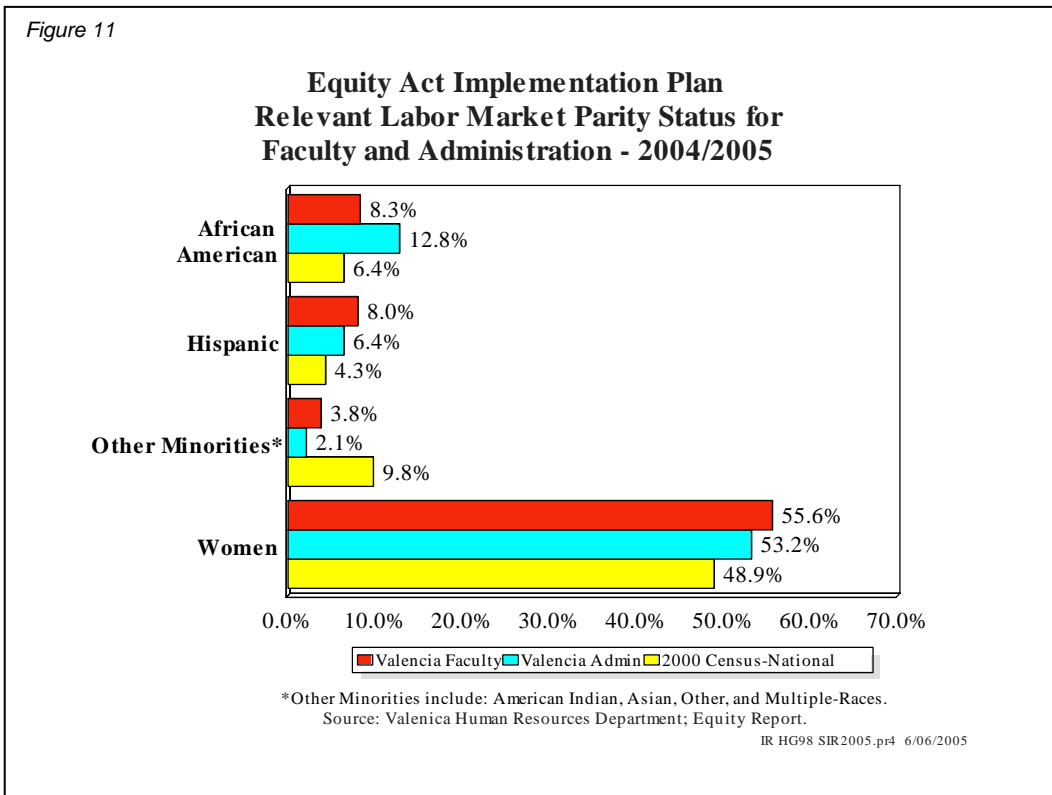
Indicator 6.1 Diversity of Previous-Year-High-School Graduates

One way to ensure that the College is serving its community is to determine that first-time-in-college students reflect the demographic diversity of their graduating high school class. According to the most recent data (SBCC Accountability Report for 2002/2003), both Hispanic and Asian students are well represented in that a higher percent of both groups make up the entering college class than did the graduating high school class. The percent of African Americans entering college is two percentage points less than graduating high school students, which represents an improvement over last year's data that showed a gap of four percentage points. Caucasian students in the FTIC group are represented equally in both systems. **These figures indicate that the College is successful in enrolling representative numbers of students who had previously been underserved** (see Figure 10).



Indicator 6.2 Faculty and Staff Diversity

The College, for many years, has pursued a goal of staffing administrative and tenure-track faculty positions so that the representation of non-Caucasians and women meets or exceeds the relevant pool of individuals with graduate and professional degrees. The College subscribes to the principle that a diverse faculty and staff enhance student learning. In the two largest non-Caucasian groups, African Americans and Hispanics, the percent of both faculty and administrators exceed the segment of the U.S. population credentialed for employment in the 2000 census. The percent of women faculty (55.6%) exceeds the credentialed segment of the population (48.9%) as does the percent of women administrators (53.2%). The comprehensive view of the College's progress in this indicator is seen in Figure 11.



Goal 7: Learning Works

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

Indicator 7.1 Licensure

The College has long maintained a target measure of 95 percent passing rate on licensure examinations for those degree programs that require licensure. In 2003/2004 (the last full year for which figures are available), licensure pass rates ranged from 84 percent to 100 percent (see Figure 12).

Figure 12

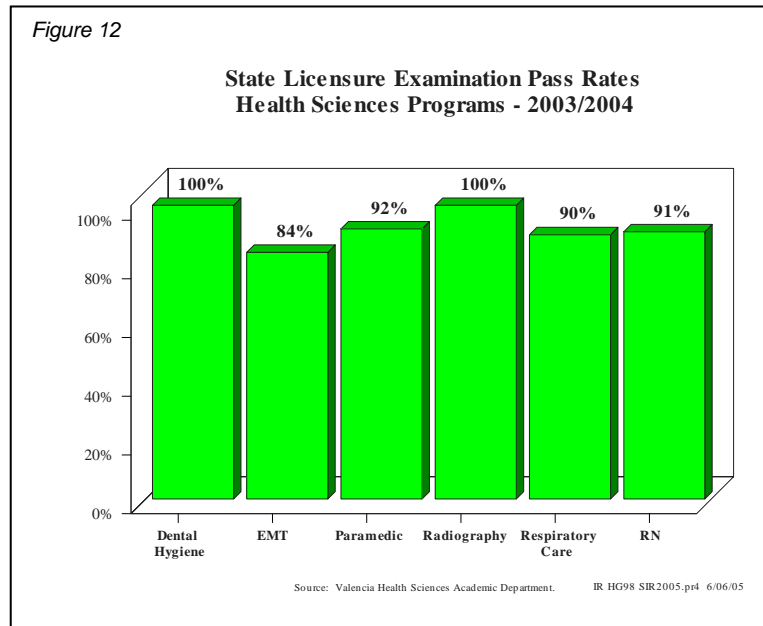
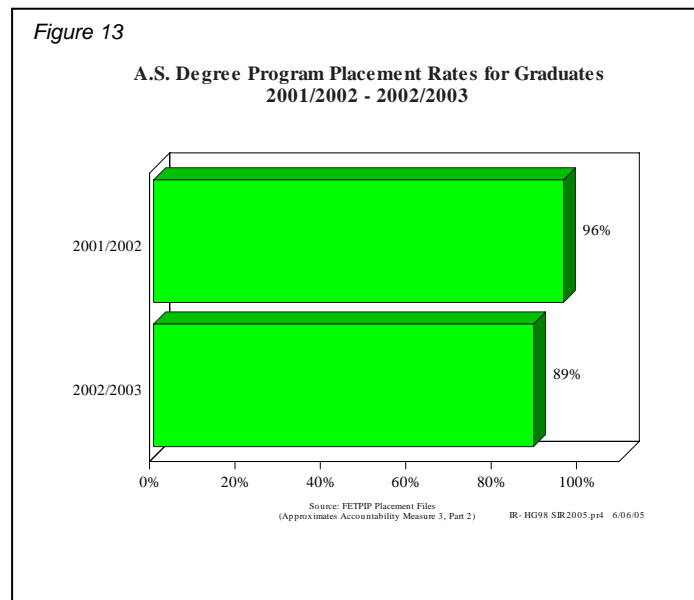


Figure 13



Indicator 7.2 Placement

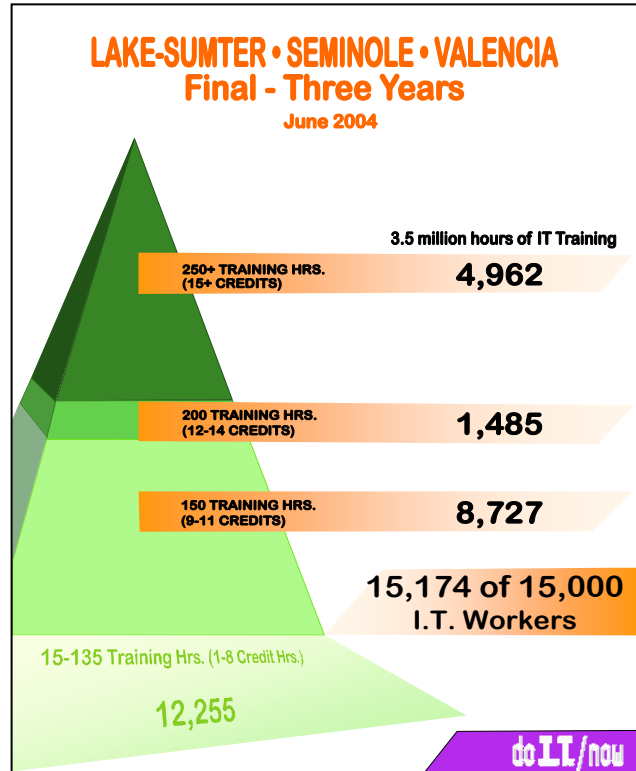
Another Indicator for Goal 7: Learning Works is the percent of A.S. degree graduates who are employed in the field for which they prepared at Valencia. In 2002/2003 (the last complete year for which data are available), the placement rate was 89 percent (see Figure 13).

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

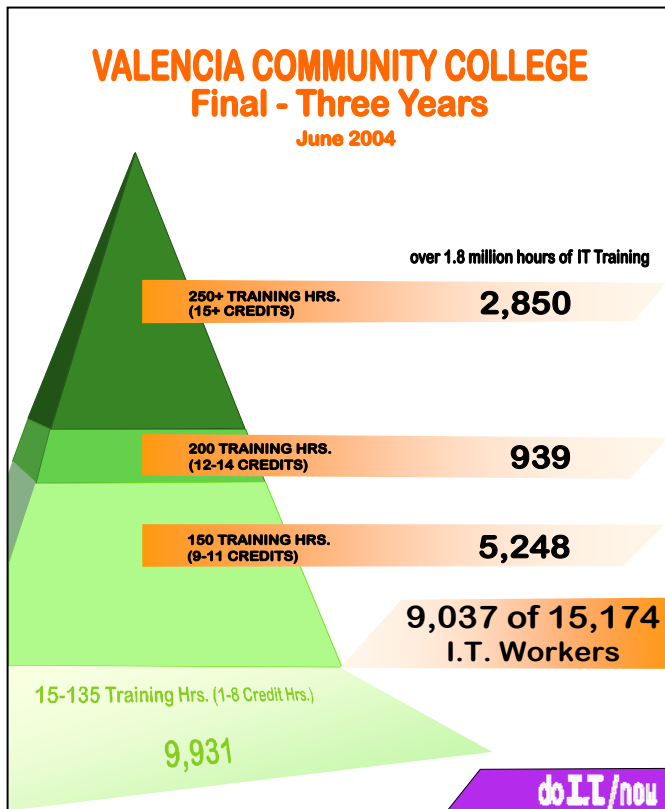
Indicator 7.3 Information Technology (IT) Initiative

In the final year of the three-year IT Initiative Partnership with Lake-Sumter Community College and Seminole Community College, Valencia reports the following achievements:

- The Partnership furnished training for **15,174** (Valencia 9,037) IT workers to enter the workforce or advance their careers.
- 12,255 students in the partnership (9,931 at Valencia) enrolled in 2003/2004 completed 1 to 8 college credits in IT course work are “in the pipeline,” poised to complete their IT training.
- From 2000/20201 base year to 2003/2004, Valencia increased 2,065 IT enrollments, (14,108 to 16,173 enrollments) representing a 14.6% increase.



Figures 14a and 14b



- 30 IT Programs are available at Valencia; an increase of 28 programs in three years.
- Training is available at Valencia to prepare students for 28 IT Industry Certifications.
- Valencia provided IT work experience for 419 interns in the past three years.
- Valencia had 577 IT A.S. Degree/Certificate Completers in 2003/2004.
- Valencia increased its IT faculty, resulting in 34 full-time and 127 part-time professors.

Indicator 7.4 Valencia Enterprises

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

Valencia Enterprises consists of four business units: The Center for Global Languages, Inside Learning, ScenariosOnline, and Valencia Institute. To help establish an entrepreneurial, business environment, Valencia Enterprises acquired its own facility in August 2004.

Significant Events:

Enrollment & Students Served: Over 22,000 students enrolled in courses and served through testing services.

Corporate Students	8,500+
Consumer Students	4,500+
Served with Test Services	9,280

Client Companies Served: Over 80 Central Florida businesses, governmental agencies, and organizations served with training and performance improvement services delivered on site, online, and on campus.

Representation of New Accounts Added during 2004/2005:

ACS One Stop Career Center	City of Winter Garden	PEO STRI (formerly STRICOM)
Agere systems	College of Southern Maryland	Schenck Company
Avatar	Daimler Chrysler	St. Andrew Catholic School
Brighthouse Networks	Gate House Management	Suntrust
Ameo Professionals	GOAA	Tri-City Electrical
Cendant Timeshare	Harcourt, Inc.	Westgate Resorts
Centex Homes	Modern Welding	WMFE
Character Counts	Orange County Comptroller	

Programs Delivered during 2004/2005:

50-hr Pharmacy Technician Certification Course	40-hr Accredited Claims Adjuster
EKG	40-hr Animal Control Officer Certificate Training
Phlebotomy Technician Certification	40-hr Registered Customer Service Representative
28-hr Six Sigma Preparation Workshop	Creating an Individual Learning Plan (TLA)
36-hr SHRM Certification (delivered on client site)	Creating and Outcomes-Based Portfolio (TLA)
Construction Supervisor Certificate Program	Succeeding with Online Group Projects
Human Resources Certificate Program	Teaching at an Art Institute
Office Manager Certificate Program	Teaching at Argosy University
Supervisor Certificate Program	Teaching in the Learning College (Adjunct Edition)
Team Leader Certificate Program	Teaching in the Learning College (New Faculty Edition)
16-hr "Boss Behaviors" Conference	14-hr Comprehensive QuickBooks Course (bookkeeping for small business)
16-hr Lessons from Columbine School Safety Conference	14-hr Crystal Reports Comprehensive Course (database reporting tool)
32-hr Basic customer Service Telecommunicator Program (311)	21-hr Comprehensive MS Project Course (combining Project Management concepts with software skills for MS Project)
8-hr "Leadership and Commitment" Conference	21-hr Visual Basic for Applications Course

Learning Product Highlights:

- Established new program component for Public Safety to address the growing demand in this market segment.
- **Boss Behaviors & It's Not OK to Die in a Structure Fire!:** Both delivered by Chief Alan Brunacini of the Phoenix, Arizona, Fire Department. Conferences focused on the firefighter community. Total attendees for both conferences – 92.
- **Lessons from Columbine:** District Chief, Jay Ruoff, Littleton Fire Department, and Bill Black, Littleton Police Department S.W.A.T. team, delivered a conference on school violence using first-hand experience from the Columbine High School shootings and bombing - 20 attendees.
- **911 Telecommunicators Training:** Served all 911 agencies in Orange County (10). Courses were also attended by students from surrounding counties' and municipalities' 911 agencies including: Osceola and Seminole County Sheriff's Offices, and Melbourne, Palm Bay, Kennedy Space Center, St. Cloud, Kissimmee, and Cocoa Beach Police Departments. Served 900 students in 150 courses and 3 conferences.
- **Orange County Government Service Center (311):** Delivered customized basic training course to 17 new employees. These and other 311 employees attended many of the classes offered to our 911 customers.
- **Development Dimensions International courses for Leadership in Health Care were introduced this year.**
- **Curriculum partnership established for Health Care Technical Certifications:** Pharmacy Tech launched late in spring term with 8 enrolled.
- **Lockheed Martin STS:** Delivered four executive classes on Conducting Merit Reviews, Diversity, Performance Feedback, and Retention to Orlando and Ft. Worth, Texas, Lockheed Martin STS locations.
- **EA Sports:** Developed, managed, and delivered results of world-wide assessment on company's internal management training program via use of internet survey tool.
- **ScenariosOnline:** Valencia Community College and 14 other colleges across the country provided professional development courses to more than 600 faculty in 2004-2005. More than 1,200 faculty nationwide have utilized ScenariosOnline courses since 2002.
- **IT Certifications:** In partnership with Deltak Education, Valencia Enterprises offers all IT industry-recognized certification programs in a blended-learning mobility. Total Students – 83; New Student Starts – 75; Program Completions – 23; Vendor Exam Passed – 27; Vendor Exam Passed Rate – 100 percent.

- **Intensive English Program:** 39 courses delivered; 222-registrations; average enrollment – 6.
- **New Courses Added:** Conversational Spanish in the Real World Series (1A, 1B, 1C, 1D-coming in August); Spanish for Real Estate Sales; Introduction to Cultural Diversity.

Testing and Test Services:

- ACT/TSA Testing – 928 tested
- Florida Department of Insurance licensing exam – 4,188 tested
- Individual Testing for Other Colleges – 240 tested
- Mortgage Broker Licensing Exam – 3,768 tested
- Prometric (IT certification) exams – 156 tested

Training/Testing:

- Animal Control Officer Certification class and exam - 56
- Insurance continuing ed and prelicensing course and exam - 396
- Real Estate continuing ed course and license renewal exam - 96

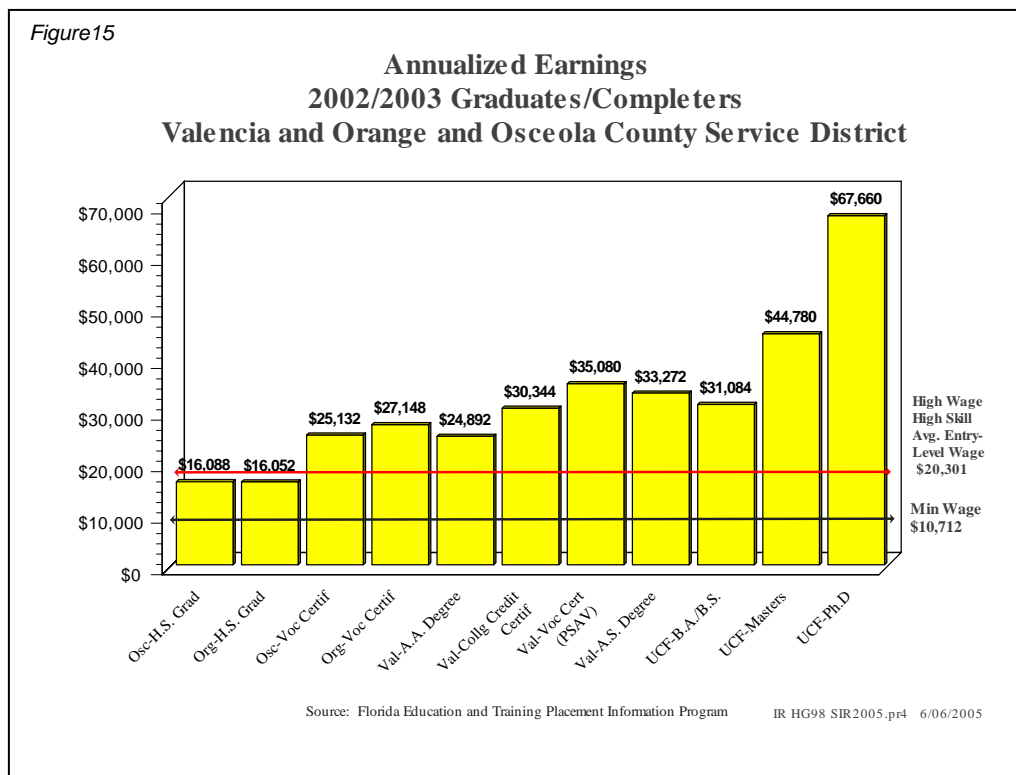
Quick Response Training Grants Managed:

- Adelpia Communications
- CuraScript
- Dynetech
- Electronic Arts (EA)
- Hughes Supply

Indicator 7.5 Earnings of Graduates

Earnings for Valencia’s 2002/2003 graduates in A.S. degree programs averaged \$33,272 compared to the statewide community college average of \$40,216; graduates of Valencia’s technical certificate programs averaged \$30,344 compared to \$37,488 statewide; and Valencia’s A.A. graduates averaged \$24,892 compared to \$26,508 statewide.

Both Orange and Osceola county high school graduates earned slightly more than \$16,000 annually. Thus, an A.S. degree graduate whose education has prepared her to go directly into the workforce earns more than double that of a high school graduate in our district. A further comparison can be seen with respect to those students earning bachelor’s degrees. UCF graduates with a bachelor’s degree earn an average of \$31,084. All the earnings are representative of the wages of graduates one year after their graduation in 2002/2003.



CONCLUSION

Results in this report show the progress made thus far in meeting the outcome targets designed to assess and improve learning. A secondary, but equally important, accomplishment recognized in this document is the College's effort to create a culture of evidence that supports its decision-making process.

While many of the measures show positive results, others indicate that changes related to learning often take years to measure and realize. A number of new initiatives to improve student learning and retention are just beginning and results will be tracked over the next decade.

Findings in this report also indicate that broad participation, strong support from the shared governance structure, and highly-focused strategies are central to achieving positive outcomes. Over the next few years as the institution expands and deepens both its strategies and analysis tools for learning and student success, the content of this report is expected to grow in its depth and breadth as well.