

VALENCIA
Community College

Institutional Report

IR2006-18

Strategic Indicators Report

2005-2006

July 2006

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INTRODUCTION

The Strategic Indicators Report (SIR) presents an annual overview of Valencia's progress toward achieving extraordinary learning results as identified in the Strategic Learning Plan (SLP). Adopting the structural architecture of the College's seven goals, the SIR chronicles the outcomes of strategies specifically designed to enhance learning. The goals are offered in summary format on page 2 of this report, while the strategies and action items are delineated fully in the College's primary planning document, the Strategic Learning Plan.

This SIR integrates State of Florida Accountability results and college-generated data and information to present a succinct overview of learning-centered achievements at Valencia each year. In addition to narrative, the report includes tabular and graphical displays for many of the indicators and, where possible, presents comparison data.

After five years of active collaboration and dedicated effort, the 2005/2006 year brought completion to the developmental phase of all but four of the fifty plus action items described in the SLP. The remaining four action items are poised to realize their developmental phase during Fall 2006. The College Planning Council has already begun the groundwork to design a new Strategic Learning Plan to guide the College through the next several years.

The progress and outcomes highlighted in this report rely on the foundational support of a collegewide shared governance structure and broad participation of faculty and staff from many areas 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 with the assistance of Glatting Jackson completed a district facilities master plan that was adopted by the District Board of Trustees in 2003. The plan included proposals for new Southeast and Southwest campuses. Subsequently, the Florida Board of Education approved both proposals authorizing the College to seek appropriate land and funding for the new facilities.

In April 2005, the District Board of Trustees approved the new campus plans and the 2006 Legislative session authorized the funds to acquire land for both. Overall, Valencia's capital projects fared well with the 2006 Legislature, which authorized \$25 million dollars in PECO ((Postsecondary Education Capital Outlay) funds. These financial resources not only support plans for the new campus locations, but will also assist with the continuation of needed remodeling projects, the development of a Culinary Arts Lab on West Campus, and the construction of Building 10 on West Campus.

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 for faculty and staff. This focus is shown in the institution's continuing financial support of employees in the area of professional development. Community colleges are no longer required by the State of Florida to allocate a specific portion of their budgets for staff and professional development. Valencia, however, has continued to not only fund professional development but in 2005/2006 increased the available funds by 18% to support rising training and conference costs as shown in the table below:

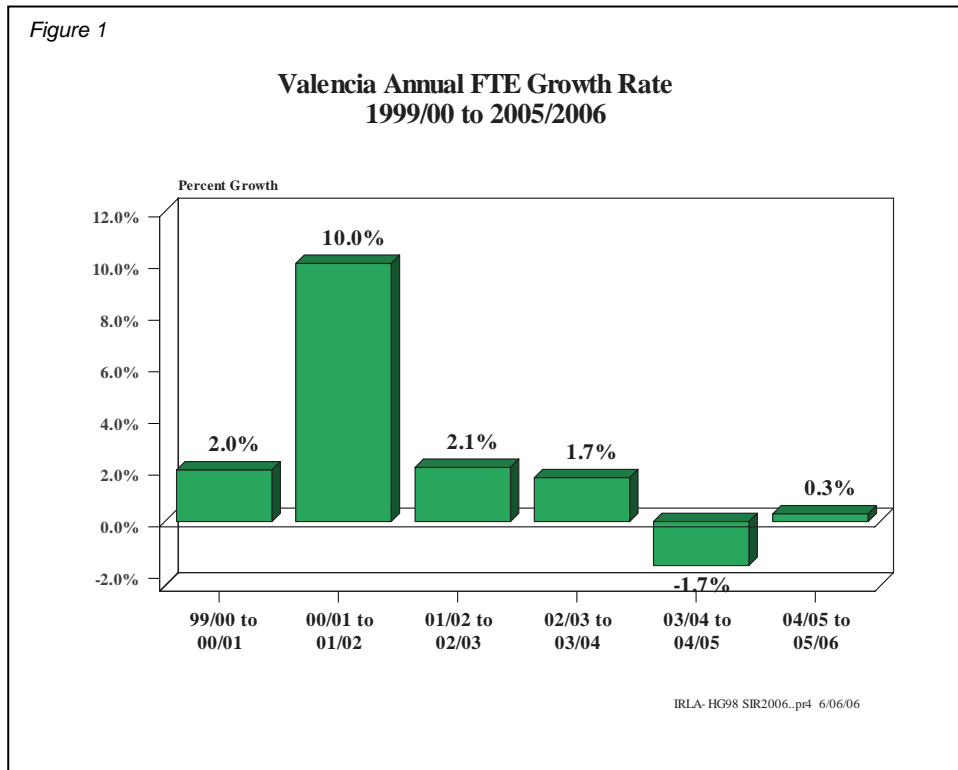
Staff & Program Development Funds Available				
Category	2003/2004	2004/2005	2005/2006	Percent Increase 2004/2005 to 2005/2006
Tuition Reimbursement	\$237,625	\$250,000	\$295,000	18.0%
Department Travel	\$150,000	\$150,000	\$150,000	0.0%

In addition to funding faculty and staff development off-campus, Leadership Valencia (the College's in-house faculty and staff development program) offered 267 workshops to 2,892 participants during Summer 2005, Fall 2005, and Spring 2006 terms. Additional information regarding the types of staff and program development programs at Valencia is included under Indicator 3.2.

Indicator 1.4 Planned Growth

An important strategy under Goal 1 commits the College to seek planned enrollment growth as a means to support student learning. This measure helps with gauging the College's effectiveness in helping students meet their learning goals and assists the institution in its management of fiscal and financial resources.

Student enrollment at Valencia for 2005/2006 improved during a time when most Florida community colleges are continuing to experience declines. The state's low unemployment rate coupled with the lingering effects of the 2004 hurricanes has brought instability to the typical enrollment patterns of community college students. The collaborative efforts of the college faculty, staff, and administration proved successful in stabilizing the FTE between 2004/05 and 2005/06. Also, a cyclical Enrollment Plan, currently nearing completion by the Enrollment Management Task Force, will formalize the college's efforts for managed enrollment growth.

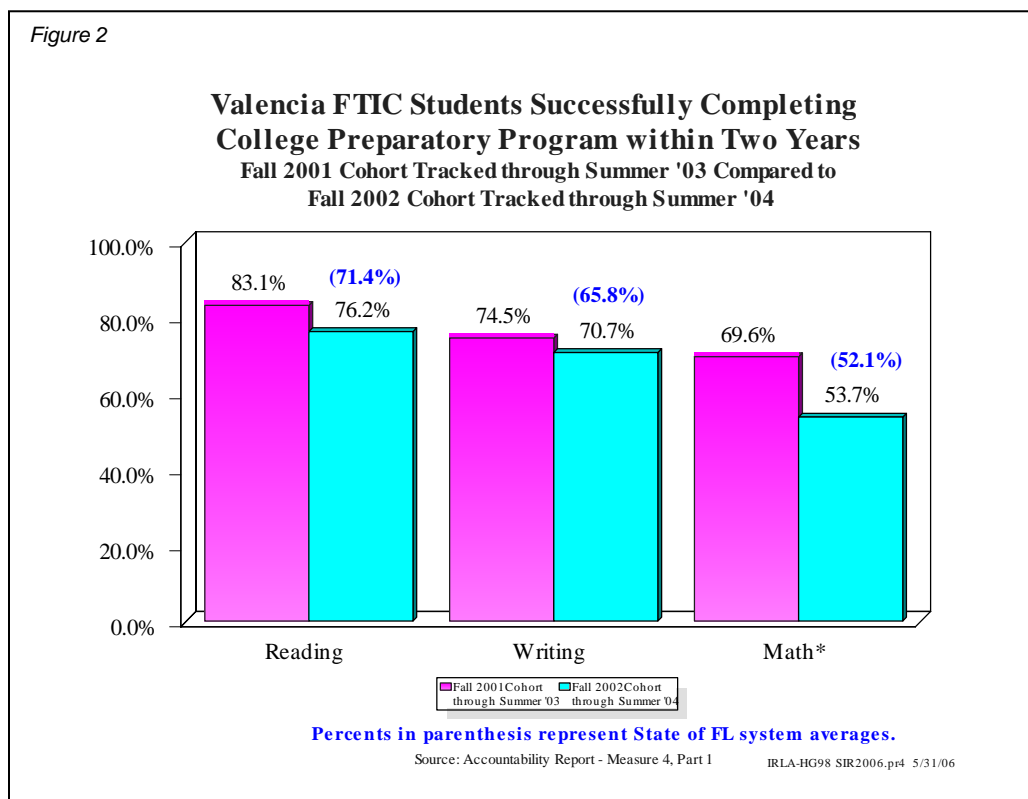


Goal 2: Start Right

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

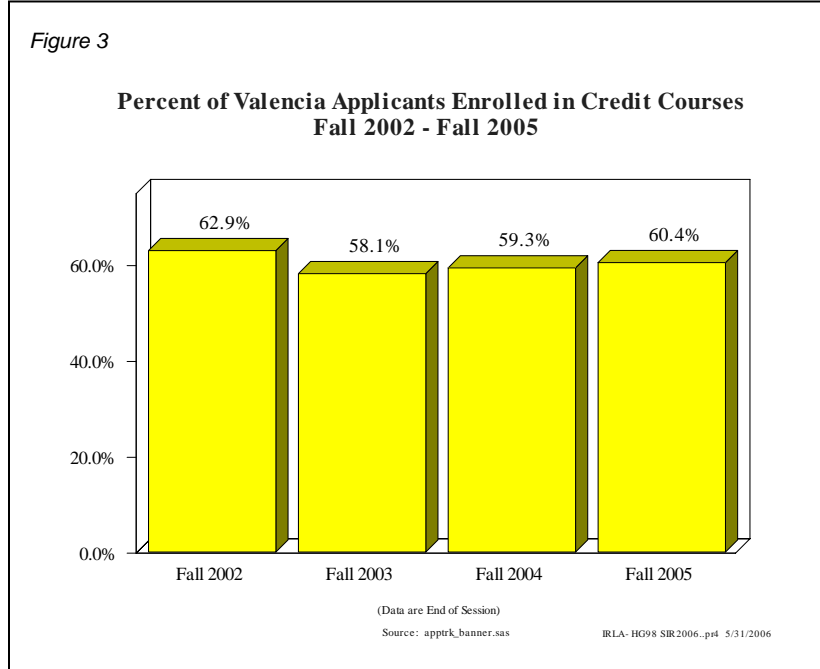
Completing the college-preparatory program within two years is a measure posed by the State Board of Community Colleges (SBCC Accountability Measure 4, Part 1). Community college system averages for the 2002 to 2004 period are 71.4 percent for reading, 66.8 percent for writing, and 52.1 percent for mathematics. As presented in the graph below, Valencia outperformed the state averages on all three measures (see Figure 2). (Note: Although Valencia data appears to have dropped from the previous year, there were several anomalies in the prior year data that resulted in erroneous inflation of the percentages.)



When first-time-in-college, previous-year-high-school graduates of Valencia's service district are selected, two out of three (66.8%) of those who enrolled in Fall 2005 were required to take one or more college-preparatory courses. For out-of-district, first-time-in-college students, 69.5 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 help in measuring the effectiveness of the College's efforts to maintain healthy enrollment growth and serve the citizens within the service district. The applicant-to-enroller conversion rate of 60.4 percent seen in Fall 2005 (see Figure 3) surpasses that of many public universities and showed an increase over the prior year. In Fall 2005, Valencia enrolled



27.5 percent of the service district's previous-year-high-school graduates. **In addition, longitudinal studies have revealed that the College actually enrolls about half of the service district's high school graduates within three years of graduation.**

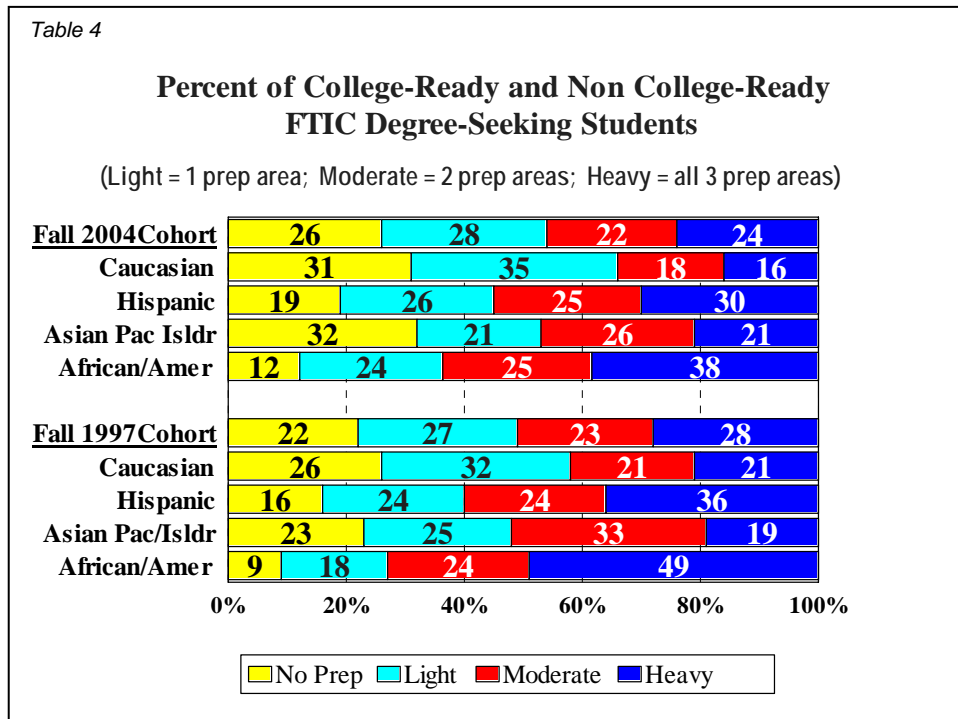
Indicator 2.3 Enrollment in College-Preparatory Courses

Before students can complete the required college-preparatory courses and enter college-level courses, they must be assessed and registered in the proper course sequence. Two indicators describe the College's efforts toward guiding students to start right. First, students must be assessed; in Fall 2005, 99.3 percent of degree-seeking students took an entry-level assessment test. The second measure requires that students correctly enroll in the proper level of coursework. Continuing the above example for Fall 2005, **97 percent were correctly enrolled in college-preparatory reading.** These high percentages reflect the College's commitment to assessment, advising, and placement.

Indicator 2.4 College Ready and Non College-Ready Mandate Levels

One of the expected outcomes for Goal 2 is that “all cohorts of students achieve comparably high success rates throughout the College.” The opportunity to become part of a national initiative known as *Achieving the Dream (AtD)*, sponsored by the Lumina Foundation, aligned perfectly with the College’s goals and targeted learning outcomes. In 2005/2006, the Lumina Foundation approved Valencia’s grant proposal and commitment to provide matching financial resources for the implementation of learning strategies that are specifically designed to close performance gaps among various groups of students; e.g., college-ready vs. non college-ready, Caucasian vs. non-Caucasian, etc. Figure 4 shows the baseline remediation data for two cohorts used for the developmental phase of the *AtD* grant, which reflects the college-readiness levels of new students. The data clearly shows the varying readiness levels among students as they begin their educational pursuits. Simply put, those needing remediation in three academic areas face far greater challenges and longer paths to completion than the other groups.

Although the College has implemented one of three learning strategies for the AtD Initiative this year, results will be measured and compared over time to provide a better indication of whether or not students show improved success and progression rates. As the two additional learning strategies are added in 2005/2006, and are repeated over time, results will be tracked and shared in future reports.



Indicator 2.5 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 further development and integration of the My LifeMap tools, the evolution of Atlas as our online portal, educational and 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 2.6 Dual Enrollment

Originally conceived as an acceleration mechanism by the state legislature, dual enrollment comprises a large part of Valencia's postsecondary transition program. A total of 1,280 students were classified as dual enrolled students in Fall 2005. In terms of enrollment, in Fall 2005, the College had 494 dual-enrolled students in Osceola County public high schools, 496 dual-enrolled students in Orange County public high schools, and 290 students classified as "Other" dual enrolled (home school, charter school, or out of district). While these figures reflect a decline in dual enrollment from the previous year, the decline appears to be correlated to the students' option to select Advanced Placement (AP) courses. Efforts are currently underway at the College to explore new paradigms for thinking about dual enrollment and to then plan appropriate strategies for meeting both College and student needs through the dual enrollment option.

Since dual enrollment courses earn both high school and college credit, dual enrollment serves two purposes: (1) to meet high school curricular requirements and (2) to begin work towards meeting requirements for a college degree. During Fall 2005, 28.6 percent of dual-enrollment students attended at least one course at Valencia after high school graduation.

Indicator 2.7 Tech Prep

Valencia has demonstrated its commitment to help students make the connection between what they learn in the classroom and its value in the Work Force. One college program that helps students understand this connection is Tech Prep. In Fall 2005, 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	1,366	5,225
Osceola County HS Graduates	260	1,223
All Service District HS Graduates	1,626	6,448

These students are a welcome asset to the College since they arrive well prepared to learn and are clearly focused on the benefits of their education toward 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

The College also supports student learning through hiring and retaining stable, high-quality faculty. Following an extensive analysis of staffing needs in 2000/2001, the College developed a three-year hiring plan, which included expanded and improved recruitment strategies. The goals of the plan were successfully met in 2004/2005 and had no changes in 2005/2006. Faculty openings for 2005/2006 consisted of replacements for vacant positions only. For 2006/2007, ten new positions are projected to support growth expansion areas such as Nursing.

New Tenure-Track Faculty					
2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007
50	47	44	17	None Planned	10

Indicator 3.2 Faculty and Staff Development

The College views all faculty members, administrators, professional staff, and career staff as learning leaders. Over the last several years, the available resources to support employee development have increased and improved. As mentioned in Indicator 1.3, the College's commitment to professional development is recognized in the annual budget allocations for Staff and Program Development (SPD) funds as well as for several other programs. Among the primary development resources for employees are:

- Leadership Valencia, Valencia's in-house program, 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 OnLine and Faculty-to-Faculty programs provide professional development specialized for part-time instructors. A program to acknowledge part-time instructors who have completed 60 hours of faculty development has been implemented. This creates a new category of "Associate Faculty" and is rewarded with a step increase in pay.
- Destinations, a summer-operated program offers faculty development that aligns with the college assessment plan designed by the Learning Evidence Team and supports the goals of the Achieving the Dream (AtD) plan to close the gaps in student performance.
- 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. (see Indicator 1.3)

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 for faculty and staff to improve the design, delivery, and assessment of student learning.

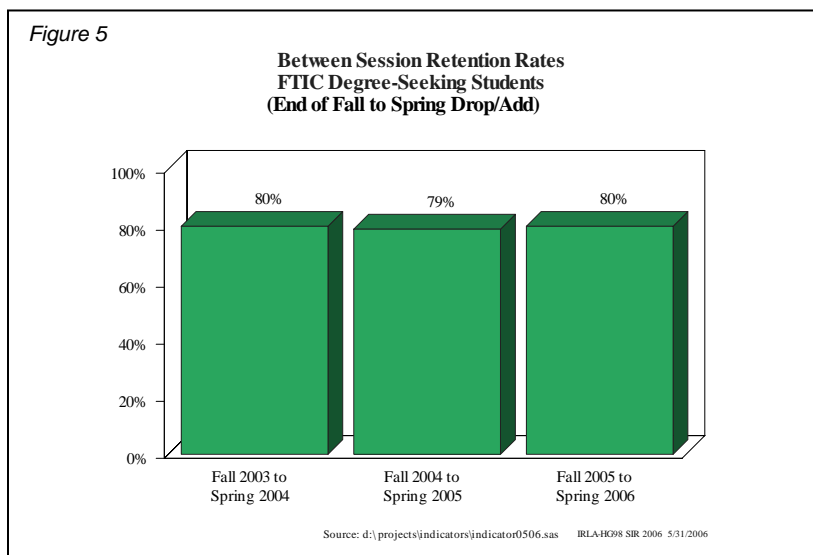
Goal 4: Learning by Design

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 shape the foundation for learning by design are developed slowly and accumulate and reinforce each other as the student progresses. 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 being developed by the Learning Evidence Team, which completed the "THINK" rubric in this past year. (See Indicator 4.6 for additional information regarding the competencies and the work of the Learning Evidence Team.)

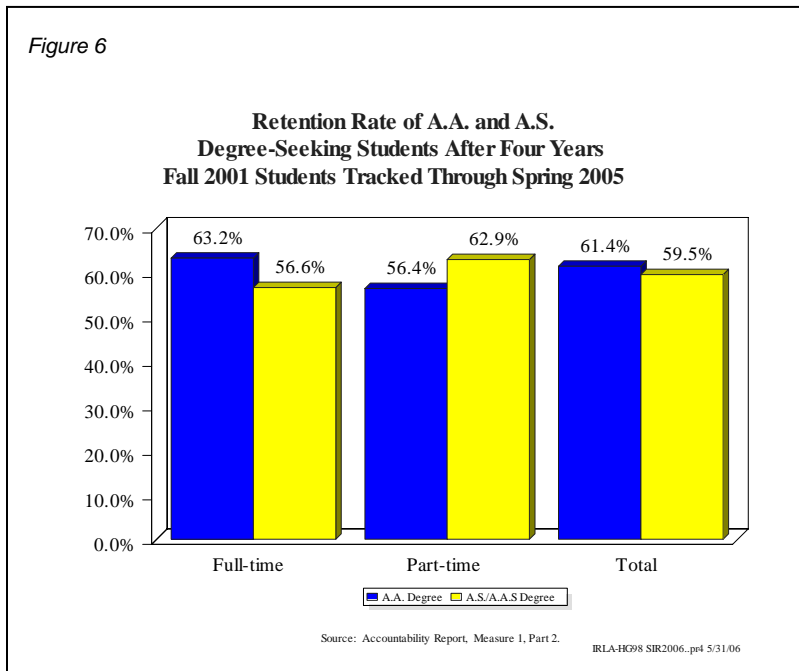
Another indicator of student success is retention of students from fall term to spring term, as well as from fall term to fall term. The College has succeeded in increasing students' fall-to-spring retention rate from 60 percent in the 1980's to a consistent average of 79-80 percent (see Figure 5).



In addition, fall-to-fall retention rates have steadily improved over the past three years.

Fall 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
58.4%	59.6%	60.8%

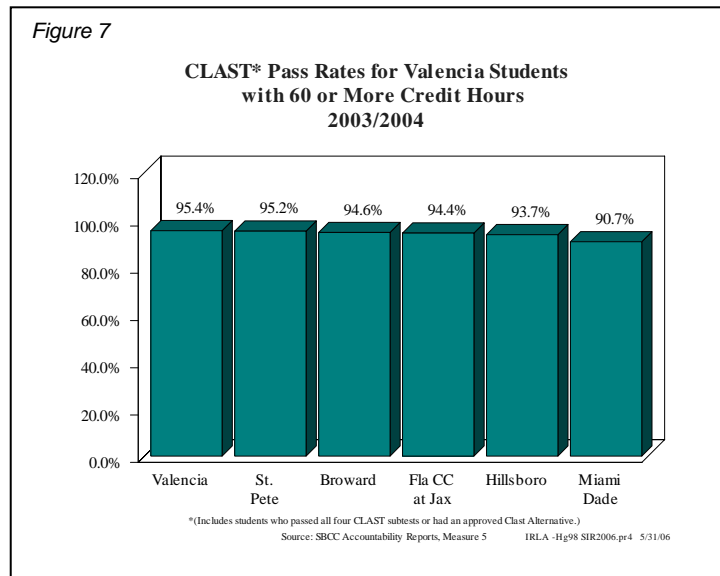
Indicator 4.2 Retention after Four Years



While the fall-to-spring retention rates help to assess students' early commitment to their program of study, a longer-term measure indicates their level of commitment to completion. In this state-defined Accountability measure, "retention" means that students who began an A.A. or A.S. degree program in Fall 2001 have either completed the program or are still enrolled and actively working on their degree (see Figure 6).

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 in one of two ways: 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

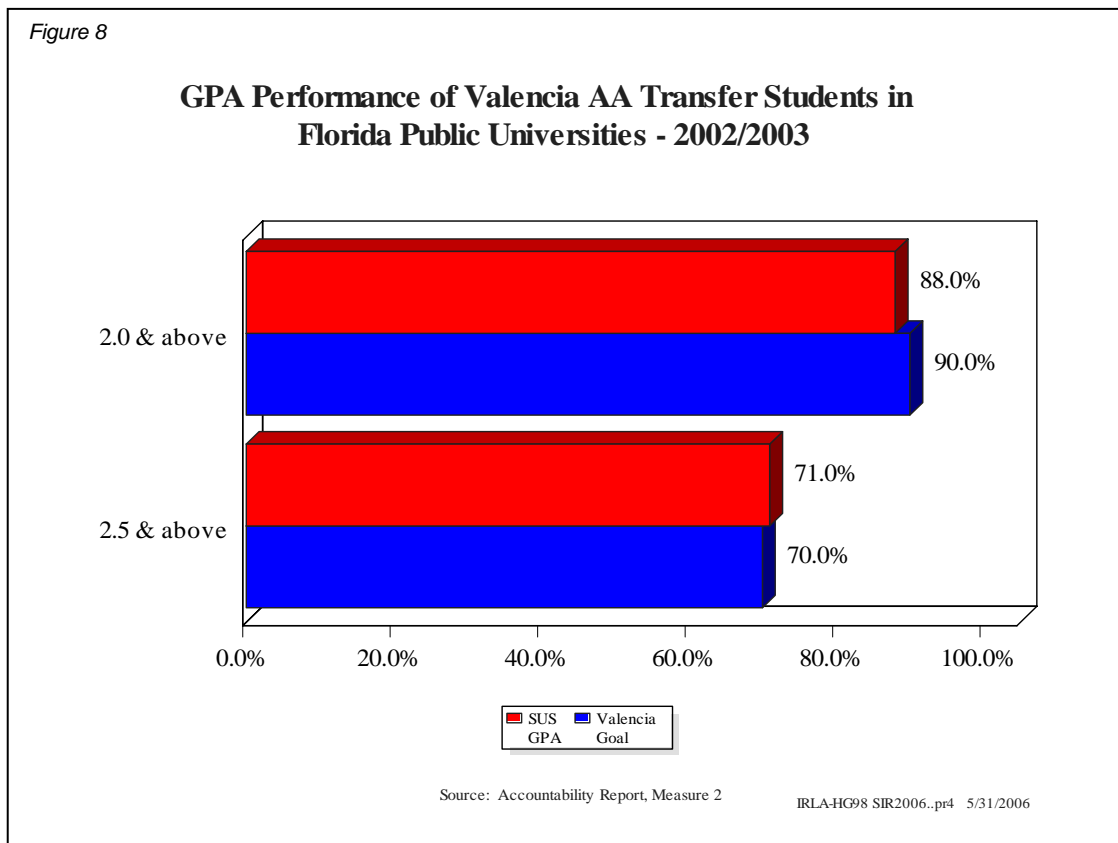


college-level mathematics and/or English courses. This performance indicator calculates the percent of those students who have accumulated 60 or more credit hours, and who have either passed the four subtests of CLAST or met the academic requirements. Of the six urban

community colleges in the graph above, Valencia's pass rate is higher than most and shows an increase over the 94 percent rate recorded in the prior year. (See Figure 7).

Indicator 4.4 Performance in State University System (SUS)

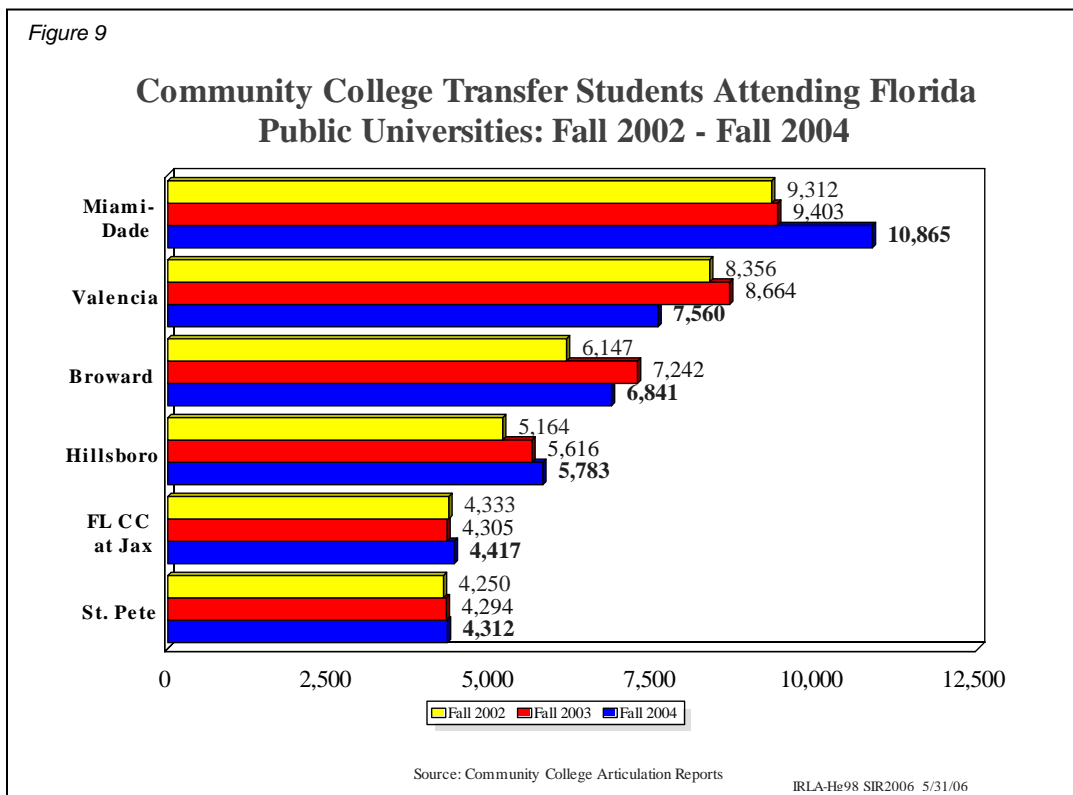
The majority of degree-seeking students at Valencia has declared an intent to earn the Associate in Arts degree, which prepares them for transfer to public universities in Florida. One measure of the effectiveness of the College's instructional programs is the performance of Valencia students in the State University System (SUS). The College examines two benchmarks: The percent of students achieving a grade point average above 2.0 and above 2.5 (SBCC Accountability Measure 2). The latest available data from the SUS appears below (see Figure 8).



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 universities is the actual number of former Valencia students attending one of Florida's ten public universities (see Figure 9).

Figure 9 shows a decline in Fall 2004 for the number of Valencia transfer students enrolled in Florida public universities. The decrease, however, is related to a data adjustment, rather than an actual decline. With the recent installation of more refined data management systems, the University of Central Florida discovered that they were inaccurately reporting transfer institution data. Since the majority of Valencia transfer students attending upper division education within the SUS choose UCF, this data irregularity had the greatest impact on Valencia SUS transfer data. As the graph shows, Valencia remains the second highest feeder of community college students to the university system. Once data for Fall 2005 are available, the comparisons will more accurately reflect year-to-year changes.



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, 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?

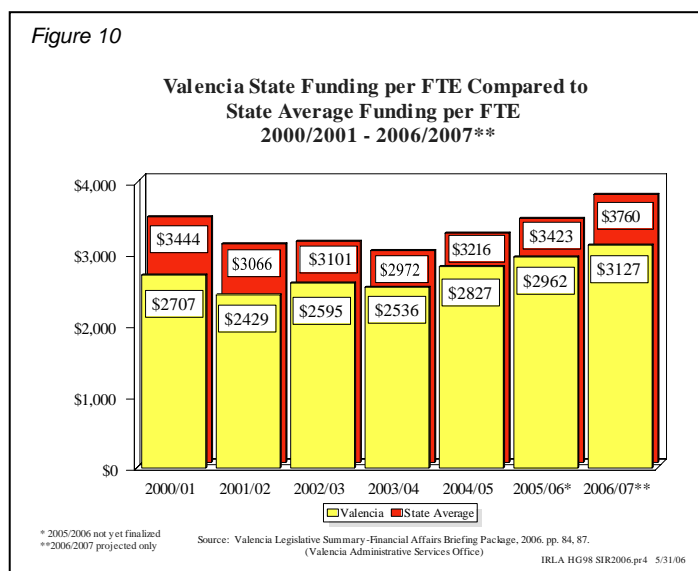
Accomplishments during the past year include the following:

- Multiple, ongoing opportunities for faculty and staff to research, develop, and experiment with learning activities for and assessment of core competencies, including the Year of THINK coordinated by the Learning Evidence Team which documented results of faculty projects in the integration and assessment of the critical thinking core competency.
- 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 reorganization of the Learning Evidence Team (LET) into smaller subteams to facilitate the assessment of TVCA by faculty teams and to coordinate the assessment work of the LET with assessment plans developed by the Instructional Affairs Council (IAC).
- The design and pilot-testing of a methodology to gather evidence of student learning related to TVCA.
- Resources developed by the Learning Evidence Team: newsletter, "Assessment Update" distributed collegewide; assessment webography, "Valencia Thinks"; and an electronic student self-survey of critical thinking skills, "Measuring My Critical Thinking."
- A Course Outline Database and online Course Outline Builder are currently used collegewide as faculty update course outcome statements and align them with the core competencies. Sixty one course outlines have been authored in the Builder and approved by the Curriculum Committee.
- The Learning Evidence Team (LET) has developed an assessment plan for 2006-2011 that outlines a cyclical process of planning, implementation, evidence collection, evaluation, and reporting that will provide evidence for each core competency developmentally over time. A significant step forward in the assessment of core competencies was undertaken with the THINK project, to be followed by assessment of the remaining competencies each year thereafter.

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 struggled to equal the funding level of most of the other Florida community colleges. For example, in 1996/1997 Valencia's appropriation per FTE was 85 percent of the system average; yet within five years (2001/2002) funding had dropped to 76 percent (see Figure 10 and table below) in spite of significant enrollment growth. In 2004/2005, Valencia's funding (87.7%) finally exceeded the 85% achieved in 1996/1997 through the collaborative efforts of community college presidents during the Legislative session. The allocation for 2005/06 remained higher

as well (86.5%). Although preliminary in nature, Valencia's portion of the system average for 2006/07 is projected to be about 83 percent.

Years	Average System Dollars	Valencia Dollars	Percent of System Average
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%
2005/2006	\$3,423	\$2,962	86.5%
2006/2007	\$3,760	\$3,127	83.2%

Indicator 5.2 Grant Funding

The vast majority of the College's budget is already committed to fixed costs: personnel, facilities, and supplies. Funds to pay for developing new capabilities for faculty and staff, as well as for developing many new technologies, must come from grant sources. In 2003/2004, the College submitted a total of 35 grant applications of which 28 were approved (80%) for a total of \$5,873,239. In 2004/2005, the College submitted a total of 36 grant applications of which 29 were approved (81%) for a total of \$4,866,532.67. The total dollar amount funded to date in

2005/2006 is \$1,531,777.44. Many grants have not yet been acted upon; therefore, the total for 2005/2006 will be available after October 1, 2006.

Indicator 5.3 Learning Support System

Atlas was implemented as the Valencia portal in 2002 following an eighteen month implementation from a mainframe computer system to a relational database supported by Banner. Atlas is the integration of over a dozen separate applications into a single user sign on. It provided for the first time in Valencia's history such functionality as email for students and all faculty, student online registration and fee payment, faculty on-line grade submission and class rosters, and many other features. The design principles for Atlas were "connection" and "direction". We were intentional in the development of its functions and its content that it support Valencia's learning-centered initiatives and rolled out its adoption in terms of a "cultural transformation" for Valencia community members.

The LifeMap tools are an important and unique feature of Atlas. My Career Plan, My Education Plan, My Portfolio, My Job Prospects, and My Financial Planner provide students with guided planning experiences to support the development of their career and educational goals. Most of them also allow students to save their plans in order to use them for action decisions (for example, selecting courses for the next term) and to modify their plans as they grow in their educational experience so that the plans are living and useful to students throughout their Valencia experience.

In 2005/2006, several work teams provided the continuous development of Atlas and the My LifeMap tools. Content development, channel and tab development, updating of career database, adding an advisor e-mail feature to My Education Plan, student usage reports by term, and a study of how students use their My Education Plan are examples of this work.

The Atlas system is the college's web portal that links together a number of separate systems and functionalities through a single web entity that faculty, staff, and students log into. In 2005/2006, development and enhancements continued for a number of these systems. For example, the WebCT system provides web-enabled tools for online, hybrid, and traditional college courses. This system is undergoing a major revision upgrade from version 4 to version 6. Currently, over 97 faculty have transitioned their courses to the new version of WebCT and the project is scheduled for completion by January 2007.

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. The FACTS system implementation has been divided into seven distinct phases of implementation. Valencia has completed requirements for all phases through the most current phase – Phase VII. The following deliverables have been completed as part of our ongoing FACTS implementation through the requirements for all seven phases (covering 1998-2006): PIN verification, student transcripts, on-line degree audit, remote shop, on-line admission application, degree search, and 2+2 articulation.

In 2005/2006, all existing deliverables were updated and implemented as needed with Valencia's Atlas and Banner systems. 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 Banner programming and internally developed applications.

Indicator 5.5 Technology Initiatives

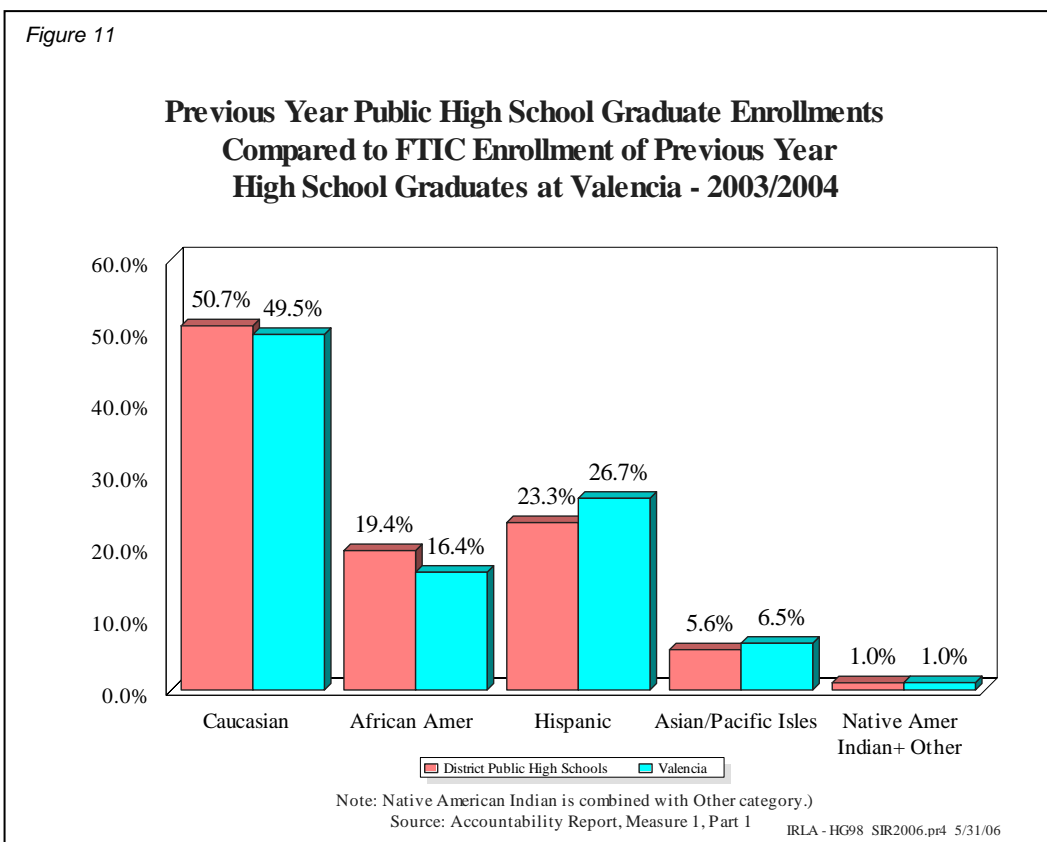
Valencia addressed a number of important technology initiatives in 2005/2006. Data security and the security of Valencia's network systems continue to be a top priority and enhancements were made to anti-virus, anti-spam, firewall, and network intrusion detection and prevention systems. Disaster Recovery processes were tested with a full off-site mock training and recovery exercise for the Atlas/Banner systems in Georgia. The Learning Technology unit of Valencia's Office of Information Technology was reorganized in 2005/2006 and the campus-based teaching and learning centers were coordinated under this office. The collegewide wireless network was expanded to provide additional coverage at all campus locations. In the web services area, work focused on a redesign of the overall website architecture and home page, resulting in the roll-out of a new home page design in May 2006. In the Administrative Systems area, a major project to upgrade the college's Banner systems from version 6.x to 7.x was started. This project is scheduled for completion in October 2006. The college's Oracle finance and human resource systems were enhanced to support payroll regulatory changes and to develop a new internal Budget Development System. Deployment of Smart Classrooms continued throughout 2005/2006 with the addition of 59 new and renovated rooms across the college's campuses.

Goal 6: Diversity Works

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

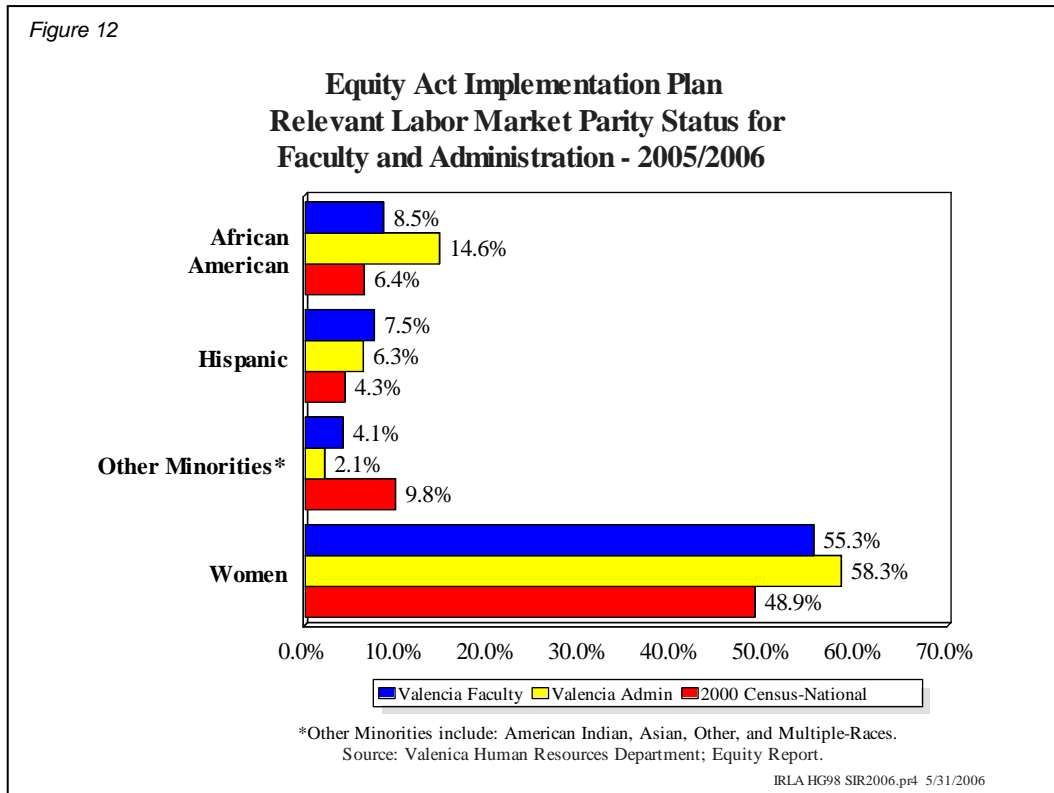
Indicator 6.1 Diversity of Previous-Year-High-School Graduates

Another state Accountability measure helps colleges analyze the demographic diversity of their first-time-in-college students in comparison to that of their service district's graduating high school students. The most recent data (Accountability Report for 2003/2004), indicates that both Hispanic and Asian students are well represented at Valencia. The percent of African Americans entering college is three percentage points less than graduating high school students, while Caucasian students show about a one percentage point decline. (See Figure 11).



Indicator 6.2 Faculty and Staff Diversity

The College, for many years, has pursued a goal of diversity in staffing all positions, particularly administrative and tenure-track faculty positions. 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 (55.3%) exceeds the credentialed segment of the population (48.9%) as does the percent of women administrators (58.3%). The comprehensive view of the College's progress in this indicator is seen in Figure 12.



Goal 7: Learning Works

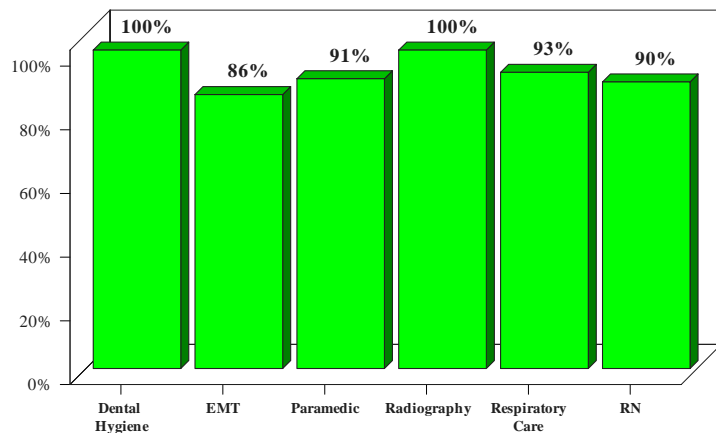
Position Valencia as a powerful and effective community partner for creating a learning workforce in a knowledge economy.

Indicator 7.1 Licensure

The College has long maintained highly positive pass rates for those degree programs that require licensure. In 2004/2005 (the last full year for which figures are available), licensure pass rates ranged from 86 percent to 100 percent (see Figure 13). This measure continues to reflect the high quality of instruction received by Valencia's Health Sciences graduates.

Figure 13

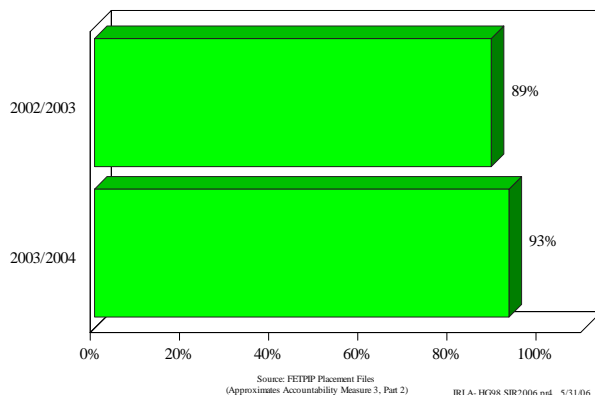
State Licensure Examination Pass Rates
Health Sciences Programs - 2004/2005



Source: Valencia Health Sciences Academic Department. IRLA HG98 SIR2006.pr4 6/06/05

Figure 14

A.S. Degree Program Placement Rates for Graduates
2002/03 - 2003/04



Source: FEETIP Placement Files (Approximates Accountability Measure 3, Part 2) IRLA-HG98 SIR2006.pr4 5/31/06

Indicator 7.2 Placement

Another Indicator for Goal 7: Learning Works is the percent of Associate in Science degree graduates who are employed in the field for which they prepared at Valencia. In 2003/2004, the placement rate for all programs combined was 93 percent (see Figure 14).

This placement rate does not take into account the large number of students who direct their own career paths by enrolling in a few courses to develop specified skill sets not defined by a degree.

Indicator 7.3 Valencia Enterprises

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

Valencia Enterprises is comprised of: Sales and Marketing, Business Solutions Group, Center for Global Languages, Inside Learning, Scenarios Online, Continuing Education and Certification Group, and Operations. Valencia Enterprises maintains a corporate learning center that supports the entrepreneurial focus upon which the division was founded.

Significant Metrics:

Over 373 businesses, companies, organizations, and agencies engaged in 386 corporate and continuing education classes, courses and programs during 2005/2006.

Corporate Students	3,321
Consumer Students	3,706
Served with Test Services	6,419
Students Enrolled in Multiple Courses	1,051

Service to the Business Community: Valencia Enterprises continues to aggressively pursue consultative selling relationships with businesses, governmental agencies, and organizations to identify specific training and performance challenges and recommend solutions.

Representative Sample of Corporate Accounts during 2005/2006:

ABC Construction	Darden Restaurants	Oracle
Adacel Systems, Inc.	De Beaubien, et al	Orange County Government
Attorney's Title	Florida Association of Realtors	Orlando Real Estate Association
Avatar Properties	GOAA	Seaworld
Bellsouth	Hilton Grand Vacations	Smokey Bones
Brevard County Government	Liberty Middle	Starwood Resorts
Bright House Networks	Michener Institute	Swan & Dolphin Hotels
Campus Crusade for Christ	Mitsubishi	TOHO Water Authority
Cities of Kissimmee, Casselberry, & Sanford	Northlake Park	Welbro Construction
CVS Pharmacies	NuVox Communications	YMCA After School Program

Learning Initiatives and Partnerships:

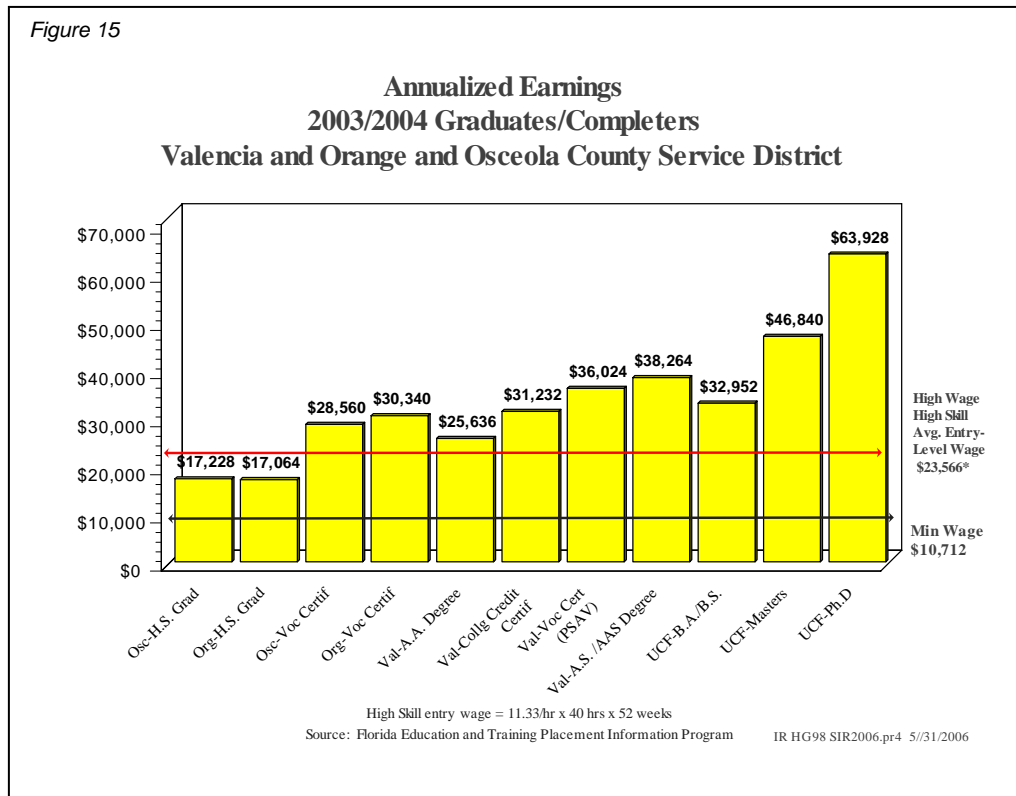
- Reorganized resources to focus on performance consulting, corporate training, and managed learning services. The Business Solutions Group works in concert with the sales and marketing team to address clients' issues head-on, assess needs and challenges, analyze performance gaps and recommend high quality solutions that enable organizations to achieve their business results.

- Corporate Room Services: Established a partnership with KDC to leverage their experience and expertise in the room services market with the location, classroom, and hospitality resource of Valencia Enterprises.
- Partnered with SAS to deliver Business Intelligence courses at the Sand Lake Center.
- Established partnership with Condensed Curriculum International to deliver Pharmacy Technician, Phlebotomy Technician, Medical Coding and Billing courses.
- Partnered with Rollins College in the delivery of the Society for Human Resources Management (SHRM) certification program for their masters level human resources management program.
- Received national recognition for SHRM program delivery.
 - Outstanding Enrollment Performance Award - Valencia Enterprises ranked in the top 20 in the world for this program
 - Certificate of Recognition for achieving 100% pass rate on the Senior Professional in Human Resources test for the exam window of December 2005-January 2006.
- E-learning Programs – Over 1,100 students enrolled in e-learning courses. Valencia Enterprises partners with fifteen online learning vendors in offering the broadest range of business, leadership, information technology, professional skills, and health professions content. During 2005/2006 our workforce market customers had access to over 150 core online courses.
- **Center for Global Languages:**
 - Overall revenue grew 55% from 2004.
 - Enrollment for the Intensive English Program increased from 308 in 2004 (duplicated headcount) to 459 in 2005 (YTD).
 - The number of courses delivered in the Intensive English Program increased from 84 in 2004 to 106 (YTD) in 2005.
 - Average course offerings increased from 16 to 26 classes per start date, five times a year at five campus locations.
 - The following Spanish programs were launched: Getting Started in Spanish 1D, Introduction to Spanish, Spanish for the Workplace Level 1 & 2, Spanish for Kids 1A & 1B, Spanish for Customer Service, and Spanish for Healthcare Professionals.
 - Additional programs launched were: English for Construction, English for the Restaurant Industry, Accent Reduction, Current Events, Train-the-Trainer for Language Instructors, and Language Proficiency Assessment Services.

Indicator 7.4 Earnings of Graduates

Community college graduate earnings are collected through the Florida Education and Training Placement Information Program (FETPIP) under the auspices of the State of Florida. The average income for Valencia’s 2003/2004 A. S. graduates was \$38,264 compared to the statewide community college average of \$41,828. Graduates of Valencia’s technical certificate programs averaged \$31,232 compared to \$36,008 statewide and Valencia’s A.A. graduates averaged \$25,636 compared to \$27,300 statewide.

Both Orange and Osceola county high school graduates earned slightly more than \$17,000 annually. Thus, an A.S. degree graduate whose education prepared her to go directly into the workforce earns more than double (\$38,264) that of a high school graduate in our district. An additional comparison can be seen with respect to those students earning bachelor’s degrees. UCF graduates with a bachelor’s degree earn an average of \$32,952. All the earnings are representative of the wages of graduates about one year after their graduation in 2003/2004.



CONCLUSION

Results in this report show the substantial progress the College has experienced over the last several years in supporting and improving learning for both employees and students. An equally important accomplishment surfacing from the considerable work accomplished over the last five years is the creation of both a Culture of Evidence and a Culture of Inquiry to support planning and decision-making.

While many of the measures shown in this document indicate positive results, other indicators will require continued monitoring to realize outcomes. In particular, the *Achieving the Dream* initiative, which is designed to improve student learning and retention and to close success rates among students, is just beginning. Results for this work will need to be measured over time and compared with baseline and foundational time frames.

As plans for the development of a new Strategic Learning Plan emerge in the coming year, new ways of assessing and understanding the College's focus and support for learning will likely unfold. The College's progress and efforts toward achieving its goals over the last five years are indeed laudable. The Strategic Indicators Report has served as a repository of outcomes and an annual chronicle of progress toward the strategies and action items in the SLP. The development of a new SLP will undoubtedly signal new strategies for progress and new levels of assessment that extend beyond the scope of the current SLP. However, if it is true that past performance is an indicator of future performance, the collaboration and considerable work evident each year in the SIR will continue to reflect the commitment of a dedicated faculty and staff that has become *an extraordinary learning community*.