

DRAFT

**Data and Situational/Needs Analysis Task Force
Minutes
November 30, 2006
2:00 p.m. - East – 5-112**

Susan Kelley facilitated the meeting.

Members present: Jennifer Britton, Christian Campagnuolo, Kurt Ewen, Fitzroy Farquharson, Liz Gombash, Carin Gordon, Thomas Greene, Joe Lynn Look, Susan Kelley, Ruth Prather, Andrew Ray, Cheryl Robinson, David Rogers, Allison Sloan, Valerie Russell

Members absent: Fiona Baxter, Rhonda Glover, Julie Phelps, Pedro Rivera, Joan Tiller, Elizabeth Washington

1. **Introductions** – Susan Kelley asked the members to introduce themselves.
2. **Action on the Task Force Minutes of October 20**
The task force approved the minutes of the October 20, 2006 meeting as circulated.
3. **Review of the Key Data Points**
The Task Force members reviewed the set of key data points developed by the writing team, which they based on the data analyses and organized under the eight questions that formed the taxonomy. The Task Force members suggested additions to the data and edits to the points. It was agreed that the draft narrative situational/needs analysis will draw upon these key points, combined with the results of SWOT analyses.

The members discussed how we can disseminate the information, and suggested that the Communications Task Force consider creative ways this might be done, through vehicles such as “postcards from the future.” Susan will ask the Communications Task Force to assist in sharing the data and the Situational Analysis broadly.
(See Attachment A to these minutes.)
4. **Final Updates to the Data Analyses**

Susan reported that the set of data analyses on the CD-ROM has been updated with information from Joan Tiller on technical programs, replacing the original analysis of that data on the first version of the CD.

Task force members were asked to submit any additional updates or corrections so that a final copy of the CD can be produced for future reference as planning moves forward. Copies of the final version of the CD will be sent to Task Force members via inter-campus mail as the Task Force concludes its work this winter.

Also, it was noted that any additions to the list of data that we wanted to review but that was not obtained are welcome.

5. Plan to Draft the Situational/Needs Analysis

Susan Kelley reported that a writing team will draft the situational/needs analysis for review at the December 14 meeting. (Note: this was later moved to January 16, 2007) While this narrative was originally scheduled to be completed by December 1, the time required to complete the data analysis and develop the key points proved longer than initially projected. The writing team will use the data points and the results of the SWOT analyses to develop the draft.

Volunteers to date for the writing team are Fiona Baxter, Liz Gombash, Thomas Greene, and Susan Kelley. It was noted that anyone else wishing to help draft the narrative would be welcome to join the team.

6. Plans to Evaluate the Task Force's Work

A set of evaluation questions developed by the Evaluation Task Force was shared, and it was agreed that adjustments would be made based on recommendations by a team including Nick Bekas, Fitzroy Farquharson, Susan Kelley, and Jovan Trpovski. It was agreed that a discussion of the questions will be scheduled at the final meeting of the Task Force.

(See Attachment B to these minutes.)

7. Future Meeting dates

It was agreed that the full task force would meet on December 14, at 2:00 p.m., East, 5-112, in order to complete its work. However, one last meeting may need to be called in January, depending on the extent of College's comments on the narrative situational/needs analysis. *(Note: the December meeting was cancelled and rescheduled for January 16, 2007.)*

It was noted that should comments received require substantial edits to the narrative, the Task Force will be called together to ensure that the edits are consistent with its reading of the data. Should the comments indicate minor edits, a revised draft might be shared electronically with the Task Force, if the Task Force is agreeable, avoiding the need for an in-person meeting.

ATTACHMENT A

Data and Situational/Needs Analysis Task Force

November 30, 2006

EDITS/QUESTIONS

to

Summary of Key Points from Data Analyses

Internal Question #1:

How does Valencia currently invite or restrict access to higher education?

A. Enrollment Growth

- The college grew by nearly 10% in 01/02, while funding for the college lagged the State average by 25%. The impact of three hurricanes on the Central Florida economy resulted in a natural slowing of enrollments during 03/04, 04/05 and 05/06. Fall 2006 data show an upward trend with a 4% increase as this overview was compiled.
- In 05/06, about 64% of enrollment was in AA courses, while AS courses represented almost 24%, and College Prep about 9%. The remaining 4% includes enrollment in Criminal Justice Institute (CJI) Vocational credit courses and Continuing Workforce Education noncredit courses (CJI + Valencia Enterprises). Since 01/02 the primary change has been a decrease in Prep enrollments and an increase in AS enrollments.
- Valencia remains 3rd largest in the State in terms of FTE and 5th largest in enrollment headcount. (Note that the average number of credit hours attempted by students in Fall term has moved from 8.4 in 2000 to 9.0 in 2006.)
- In 05/06, East Campus enrolled about 43% of the college's FTE, West 38%, Osceola 14%, and Winter Park 5%, only slightly different from 01/02.
- Restrictive national immigration policies after 9/11 resulted in steep declines in international student enrollment. While other institutions' international student enrollment increased in the subsequent years, Valencia's continued to decline.
- Fall enrollments in English for Academic Purposes courses have continued to rise from 875 in 2002 to 1,216 in 2005. Spring enrollments fluctuated, averaging about 560, and Summer enrollments dropped to just over 200 in 2006.
- Investments in advertising have been made in order to maintain our purchasing power close to 2000 levels, taking into account the rising costs of ads. Advertising has been directed to the age 24 and under market segment.

B. Student Characteristics

- Valencia's Fall 2006 entering population was similar to that in 2000: 17% were First Time in College (FTIC) students, 31% were First Time at Valencia (FTAV), and 16% were previous year high school graduates.
- In Fall 2000, Valencia's student population was 59% Caucasian, 14% African American, 18% Hispanic, and 9% in the Asian, Native American, or Other category. The college is now more diverse with Fall 2006 percentages as follows: Caucasian 46%; African American 15%, Hispanic 24%; and 15% in the Asian, Native American, or Other category.

C. Tech Prep

- Over 30,000 students are currently enrolled in one or more Tech Prep program areas, an increase of 5% over last year. Overall, this enrollment accounts for 50.9% (increase of 2.3%) of the total high school population in Orange and Osceola counties.
- 59% of the students are from ethnic minorities, 16.2% are academically disadvantaged, 27.8% are economically disadvantaged, and 9.1% have limited English proficiency. **(Can we address what this means for our Tech Prep program?)**
- In 2005-06, 5,583 students took 9,648 joint assessments with a pass rate of 90.2% - the current dollar value of the college credits available to all students who passed an assessment in 2005-06 is over \$1.1 million. Since 1995, the total current dollar value of credits awarded is nearly \$2.3 million.
- 2006-2007 Fall Term Valencia Tech Prep enrollment is 6,523 students which includes high school graduates from 1995 through 2006 (78.6% of the students are from Orange County Schools, and 15.5% from Osceola Schools.
- Tech Prep 2006 graduates who took the CPT and required mandated remediation: reading 60%, writing 36%, math 59%.
- Retention rates for Tech Prep students after one year: 67.7% of the 2005 grads were still enrolled one year later, compared to Valencia's average rate of 60.8%.

D. Facilities and Virtual Learning

- Valencia currently has about 1.82 million square feet of facilities on all campuses, on a total of 430 acres of land. Two new campuses are being planned. Construction prices are projected to continue to rise.
- The number of fully online courses has increased from 141 sections in Fall 2005 to 453 sections in Fall 2006; web-enhanced courses are in the thousands.
- **Need to add Distance Learning data here.**

E. Articulation and Degrees

- **All AS degrees at Valencia articulate into the State University System Bachelor of Applied Sciences programs and many also have private articulation agreements with UCF alone.** There are AS degree agreements with 31 OCPS Tech Prep and 16 TECO programs, and two to the Public Administration AA pre-major.
- Valencia offers programs for most of the top 100 occupations gaining the most new jobs in Region 12.
- In 2005-06, Valencia awarded 4,220 AA/AAS/AS degrees, a 5.4% increase from 2004 – 05, and a 16% increase in 4 years.
- From 2001-02 to 2006-06, AAS/AS graduates and completers grew by 71% (to 943), and technical certificates/ATDs/Vocational certificate completers grew by 249% (to 2,741).

- The new UCF partnership extends access to baccalaureate degree studies within the service district to anyone who earns a Valencia AA degree.
- The Educator **Preparation** Institute, the Healthy Communities Initiative, and the IT Initiative contributed to increased opportunities for students in these fields.

F. Start Right and College Prep

- The College's emphasis on learning includes more restrictive policies on add/drop and completion of college prep than is the case at some other colleges
- Mathematics continues to be a substantial barrier for most students, and can be expected to continue to be a barrier as the percentage of students without a standard high school diploma drops and as older workers return to college and require refreshing of math skills.

Internal Question #2:

What are the perceptions of students (current and prospective) about access to the college and their experiences in attending Valencia?

A. Statewide Access

- 1 out of 14 Floridians are/have enrolled in a community college or career/tech center. However, competition can be fierce for selective programs. In 2004, only 4,630 out of the almost 11,000 qualified applicants were admitted to a Florida nursing program.

B. Financial Aid

- In 2000-01, 27,831 students applied for financial aid at Valencia. This had grown to 40,027 in 2004-05, when 23,196 awards were made (to an unduplicated 14,120 students), with 5,276 being in the form of loans and work study.
- The data indicates that, as Federal Pell Grant funding and Federal Student Loan amounts have continued to decline, local and private funding sources (Valencia Foundation, Florida Bright Futures Scholarships, and other) are increasing to meet student demand for need-based financial aid. From 2000-01 to 2003-04, Pell awards fell from \$18,705,859 to \$16,279,033, Federal Student Loans declined from \$15,332,053 to \$11,479,866, Florida Bright Futures Scholarship Award Amounts increased from \$1,771,073 to \$2,628,487, and Valencia Foundation Scholarship Award amounts increased from \$374,612 to \$631,799.

C. Support Services

- **CCSSE data indicate that students are aware of the value and importance of support services and strategies that would help them achieve their learning goals but do not partake of them:**
 - 47% spend less than 6 hours a week preparing for class, only 12% use academic/planning, only 6% use career counseling often.
 - However, 68% identified Valencia's strong emphasis on "support to succeed" as a leading service, and 42% said that the college strongly communicates the various "financial support services" to students.
 - Ultimately, our students believe and tout the education product Valencia produces: 95% of students recommend Valencia to a friend or family member.

D. Community Perceptions

- Pastors **who participated in an African American community focus group** reported a common theme of a negative stigma for Valencia in the community. For college bound students, it was seen as the contingency plan rather than their choice. The income difference and other benefits that a college education brings

are not well known in the community. **(Check to determine if the Catholic diocese also shared this view.)**

- Pastors report that many students do not have the perception that Valencia has a good reputation in the business community.
- Focus groups and community conversations reveal a lack of awareness of financial aid assistance available to those in need. Participants seemed to feel there would always be space for them at Valencia, which may not be realistic if growth patterns in this area continue. Some expressed concern that specialized areas (such as sports medicine) are not available at Valencia.
- Focus group participants perceived Valencia as a place to earn an AA, but were not as aware of the AS programs.
- Participants in community conversations reported student frustration with the number of college prep courses and general education courses that, from their perspective, stand between them and studying the subject of their greatest interest.

E. Placement Rates of AS Degree and Certificate Completers

- The rate of *increase* in AS degree completers placed has gone down in all four years, with the data suggesting a leveling **at a very high rate.**
- The AS completer placement rate data tells us, if they graduate, they will find a job. Looking at the data from 1996/97 thru 2003/04 we have had an average between 89% to 96% each year.
- The number of certificates has decreased from 3284 in 2004/05 to 2741 in 2005/06. This category is cyclic as the enrollees complete the core at certain times within the program. **The backlog of students who were able to earn a certificate received their certificates, which caused an initial jump.**
- The certificate completer placement rate data show that graduates will find jobs. The technical placement rates vary from 87% to 100% from 1996/97 to 2003/04. The vocational certificates have a high placement rate ranging from 90% to 100% from 1996/97 to 2003/04.

F. Personal Economic Gains for Graduates

- Community College degrees give students access to better financial futures, especially when compared with the earnings of those who have only a high school diploma:
 - A. S. degree holders earn \$480,000 more in lifetime personal income than those with only a high school degree
 - A.A. degrees holders earn \$220,000 more in lifetime personal income than those with only a high school degree. **(Check this number for accuracy.)**
 - Students who complete an AS/AAS degree earn more than students who complete only an AA degree – life earnings for community college A.S. degree average \$1.83 million; \$1.57 million for A.A. degree.
 - 60% of fastest growing jobs will be in occupations that require postsecondary education below the baccalaureate.

**Internal Question #3:
How do the experiences and characteristics of successful and unsuccessful students differ, beginning with their initial contact with Valencia? To what extent can we demonstrate “value added,” and what measures of learning are available to us?**

A. Outside Factors Affecting Students

- Community College Survey of Student Engagement (CCSSE) data show that 33% of students have children living with them, 81% are working, and 14% are taking classes at other institutions. The first two are specifically tied to outcomes: the primary non-academic issues leading to withdrawal prior to completion include 45% - lack of finances, 39% - working full-time, 29% - caring for dependents. **(Can these data from CCSSE be updated with the most recent administration of the survey?)**

B. 2000-2006 Student Profile Changes

- Entry Status- Valencia has 6% more students entering Valencia with High School Degrees (we have less transfer and notably **more** GED students)
- Mandates- More students are placing into mandated classes. Reading 1 has an increase of 7%. Writing 1 increased 5%, Writing 2 decreased 4%, Math 1 decreased 8%.
- Credit Hours Attempted- There is a 5% decrease in students attempting 1-3 credit hours and a 5% increase in students attempting 12 or more credit hours. Average credit hours attempted increased from 8.4 to 9 credit hours.
- Age- The 18-24 year old group has increased by 5%. The average age has decreased from 24.3 to 23.6. The median has stayed at 21. The average age at Winter Park has decreased from 27.2 to 23.7 and the median fell from 22 to 20.
- Resident County- There is a collegewide decrease of Orange County students of 10% and a 12% increase in students from locations other than Orange, Osceola, or Seminole counties.

C. English for Academic Purposes (EAP)

- Success rates have remained stable with at least 80% completing with a grade of A, B, C in most terms. Enrollments in Fall term have continued to rise from 875 in 2002 to 1,216 in Fall 2005. Spring enrollments have fluctuated over the same period, but average about 560. Summer enrollment has a downward trend, falling to just over 200 in 2006.

D. Earnings of Graduates

- A student obtaining an associate degree compared to a high school diploma would recover their educational cost for the degree within one year of work after

graduation. The projected economic effects of increased personal income associated with a community college degree will have a dramatic impact on an individual's future earnings.

E. Tech Prep

- These students come to Valencia with comparatively higher GPA's, reading and math skills. Retention rates for Tech Prep graduates are higher than for the general population of Valencia students. A high percentage of minority students are served by this program, and many of these students are enrolling in non-traditional courses of study (such as females in IT, males in health-related).

F. Performance Gaps Persist

- Achievement gaps remain between students from different ethnic groups, although some progress has been made. Supplemental learning opportunities are viewed positively by students and make a difference in student success, helping to close gaps among groups or students targeted for the Achieving the Dream initiative.
- All Supplemental Learning (SL) math course enrollees who attended at least one SL session had higher success rates than the College baseline (64% compared to 48%).
- First-time-in-college (FTIC) math students who attended at least one SL session had higher success rates and GPA's at every remedial level and in every ethnic group.

G. Performance in the Upper Division

- Valencia AA graduates perform well at UCF compared to UCF native students, however the degree of difference is generally declining. **(Is this based on GPA?)**
- In 2000-01, graduation rates for Valencia AA graduates were higher than UCF natives in 61% of 18 discipline groupings; graduation rates were higher in only 17% of the same discipline groupings in 2004-05. In 2000-01, the average graduation rate for Valencia AA grads was 2.4% higher than for UCF natives. The average graduation rate for Valencia AA grads was 1.0% lower, 2.1% lower, and 1.9% lower than UCF natives in 2001-02, 2002-03, and 2004-05, respectively; the rate was 1.1% higher in 2003-04.
- In 2000-01, the highest graduation rates (30%+) of Valencia AA graduates who transferred to UCF were in the areas of communication, criminal justice, education, health, psychology, public affairs, and social science; in 2004-05, the highest areas were health, psychology, and public affairs.
- **In 2000-01 and 2001-02, the average total credits earned to degree was 13.4 higher for Valencia AA graduates than UCF native graduates; 13.7 higher, 12.1 higher, and 10.4 higher in 2002-03, 2003-04, and 2004-05, respectively. (Is this the same as the second bullet that follows?)**

- When compared to SUS native students, Valencia AA graduates do not perform as well in the SUS as they do at UCF. In 2000-01, the average graduation rate for Valencia AA graduates was 2.2% lower than for SUS natives, and dropped to 4.0% lower than SUS natives in 2004-05.
- **(Is this the same as the second bullet above?) In 2000-01, the average total credits earned to degree was 9.4 higher for Valencia AA grads than UCF native grads; 8.1 higher, 8.6 higher, 7.6 higher, and 6.8 higher in 2001-02, 2002-03, 2003-04, 2004-05, respectively. (Why is this the case, and is it a good or bad thing for this to decrease?)**

**Internal Question #4:
How do our fiscal, facility, technological, student affairs, and human resource capabilities, policies, and strategies support and/or hinder students in meeting their learning goals?**

A. Fiscal

- In 2001/02, Valencia received only 76.1% (\$2,429) of the State's average funding per FTE (\$3,192), while enrollment at the college surged by nearly 10%.
- In 2006/07, Valencia's projected allocation is expected to be about 83.2% (\$3,127) of the system average funding per FTE (\$3,760).
- The College has excellent grant funding rates overall, remaining in the 70- 80% range, but fewer grants are being written as the resource development office aligns its efforts with the college planning cycle, and as the College chooses not to continue or not to seek some grants due to regulatory issues and concerns.
- The Valencia Foundation has grown significantly over the past five years, and is in the quiet phase of a \$20 million capital campaign. Annual scholarship support has nearly doubled.
- The business plans for Valencia Enterprises and for the Conferencing Services have been on or exceeding targets for revenue goals.

B. Facilities

- Valencia currently has about 1.82 million square feet of facilities on all campuses, on a total of 430 acres of land. Parking has improved, but students report that it remains a challenge at peak use times on the larger campuses.
- The legislature has funded the Southwest Campus purchase, the Southeast Campus purchase, Module 10 West Campus, Hospitality and Culinary Arts Lab addition West Campus, UCF Joint use module 11 West Campus, Hi-Tech Classroom Building 4 Osceola Campus, and Classroom Building 1 Southeast Campus.

C. Technology

- The budget to refresh or replace technology doubled in 2005-06 and has remained at that level. Computer security is an increasing concern, and the **software (any other expenditure?)** budget has risen to take that into account. **(Can we be more specific about what this means?)**
- The number of fully online courses has increased from 141 sections in Fall 2005 to 453 sections in Fall 2006; web-enhanced courses are in the thousands.
- Valencia has several servers and a telephone system that will need to be replaced in the next three years.

D. Employment

- Between 2000 and 2006, 10-month faculty increased by 23%, while four-month positions declined by an equal percentage. Positions classified as Administrative/Executive Management grew by 54%; Professional positions increased by 28%; and Career Service positions grew by 11%. **(Is it possible to show numbers rather than percentages here? Proportion of each group as a part of the total employee group? Did four-month positions decline, or did they go back up? Can we add the percentage change in adjuncts? Can we add the percentage of faculty who are within 10 years of normal retirement?)**
- The portion of female employees expanded from 58% in 2000 to 61% in 2006.
- Between 2000 and 2006, the percentage of Caucasian employees declined from 67% to 60%, while the Hispanic portion increased from 12% to 18%. African American employees represented 15% of employees in 2000 and 16% in 2006. Asian employees remained steady at 5%. We meet or exceed census data for minority employees.
- We have experienced hiring challenges in institutional research, math faculty, all science faculty areas, and all health related faculty areas.
- As the largest generation in history closes in on retirement, time is running out for American industries as they prepare for crippling worker shortages. By the end of the decade, an estimated 64 million boomers -- more than 40 percent of the U.S. work force -- will be close to retirement. At the same time, the number of 35- to 44-year-olds, those ready for senior-management roles, will decline by 10 percent. Older workers are demanding flexible work schedules that go beyond what employers have traditionally offered.

E. Student Affairs

- Services provided by Career Program Advisors support student achievement of learning goals. Fall 2006 student contacts increased 28% compared to Spring 2005 (email up 17%, mail up 100%, phone up 26%, class/group up 200%, and office visit down .02%). Total student interventions increased 54% from Summer 2006 to Fall 2006.
- Most students who are engaged with a career program advisor consistently utilize the same service. Top services are consistent from Summer 2005 to Fall of 2006: internship advising, career plan advising, change major, unofficial transcript evaluation, and course substitution.

External Question #1:

What are the potential changes to our community and its needs between 2003 and 2013? What are the most significant changes that will impact the programs and services Valencia delivers to the community to meet those needs?

A. Regional Growth

- Central Florida's population has exploded over that last quarter century, and all signs point to continued growth. The region's population is projected to increase by 720,000 by 2015, a 29% increase over the 2.48 million residents in 2004. By 2020, this number will exceed one million, or a 41% increase over 2004. (*Central Florida: Brevard, Lake, Orange, Osceola, Seminole, and Sumter counties.*)
- Between 2004 and 2020, the local population over the age of 44 will increase at a higher rate (52%) than will the younger population (28%) of 18-24 year olds. The over 44 age group will have a strong interest in preparing for increased responsibilities at work and/or for career changes.
- The economic prominence of the Central Florida region will continue to drive population growth disproportionately into this area of Florida. Affordable housing, transportation, and other infrastructure issues will continue to challenge the region.
- Valencia must be aware of its institutional impact on the environment and the community's quality of life. **(Can we add data that demonstrate our impact?)**

B. Population Diversity

- Prospective students will be increasingly diverse in terms of college readiness, age, race/ethnicity, native language, income, goals, and life experiences.
- Central Florida's Hispanic population is projected to increase 68% (284,000 residents) by 2015; this represents nearly 40% of all project regional growth. During this same time period, the majority (51%) of all growth in Central Florida's 18-24 year-old population is projected to be Hispanics.
- The African American population in Central Florida is projected to grow by approximately 40% by 2015, with the highest rate of growth projected to occur in Orange and Osceola counties.
- Whites are projected to represent only 11% of Orange County population growth between 2004 – 2015. As part of this growth, the traditional student-age population (18 to 24 year-olds) is projected to increase by less than 1%.
- Osceola County's population is projected to increase by approximately 49%; roughly 110,000 residents by 2015. Hispanics are projected to comprise nearly 60% of this growth, about 66,000 residents.
- While the population as a whole will continue to grow, the differing rates of growth by age and ethnic segments will have unique implications for Valencia, from marketing to academic programming to service to students.

C. Regional High Schools and Preparation for College

- A digital divide exists based upon demographic lines including parental educational attainment, race, and socio-economic factors. Changing student characteristics and more students graduating without a standard high school diploma suggest that students will require developmental courses and transitional services more often and to a greater degree than in past years. **(Do we have data on the size of the digital divide?)**
- High School four-year graduation rates have increased significantly in Orange (59.8 - 73.8%), Osceola (58.4 - 67.7%) and Seminole (70.9 - 83.3%) counties in the five years since 2000. However, Osceola's graduation rate remains below the average graduation rate for the state (71.9%).
- The Tech Prep high school student average GPA is 2.66, and FCAT performance of Orange/Osceola Tech Prep 10th graders shows higher than state average performance on the reading, math, writing, and science (11th grade) sections.
- From 2005 through 2015, Florida will experience a 23% rate of growth relative to other states in the number of high school graduates. **(Is this trend holding locally? The Sentinel reported that local enrollment was going down.)**
- Osceola District Schools had the second fastest rate of growth in the state between 2001 and 2005. During this same period, Orange, Osceola and Seminole district schools grew at faster rates than the State as a whole.
- On average, over half of all high school graduates from service area high schools enroll at Valencia within three years of their high school graduation.

D. Economic Development

- In 2005, regional employment in Central Florida was 1,089,750, with a projected employment of 1,276,149 by 2013 - a gain of 48,077 annual openings. Employees will be sought who readily learn new technologies, work effectively and serve people from other cultures, and contribute to solving societal/ global problems.
- A majority of the fastest growing occupations in Florida will be in occupations that require postsecondary education below the baccalaureate. Five of Florida's fastest- growing jobs (2003-11) are computer and health related. **(For what percentage of these does Valencia have programs? What percentage requires an AS?)**
- Workforce vacancies created by the retirement of baby boomers will have a smaller generation behind them to fill those vacancies.

E. Demand for Higher Education

- Demand for higher education will continue to increase as a consequence of projected population growth, and the economic and workforce realities associated with the changes projected in our increasingly knowledge-based economy.
- Increased demand will encounter capacity constraints (faculty, facilities, services)

- Affordable housing, the cost of living, and the nature of the region's transportation infrastructure will further influence enrollment demand at Valencia.
- It is increasingly difficult to pinpoint geographically the "community" that our community college serves or could serve, both due to technology opening up distance learning options, and due to growing numbers of people around the nation and around the world looking to Orlando as a place to come for education.

**External Question #2:
How might our relationships with community partners support, enhance, and detract from our ability to meet needs arising from community changes?**

A. Community

- Partnerships require continuous renewal and plans to develop new partners. Valencia is developing its first community relations plan to clearly define and support community partnerships that can help meet strategic goals.
- It is likely that increased programs and services addressing needs beyond the geographic boundaries of Central Florida will be required if we are to meet the most local of expectations.
- Orange and Osceola Community Conversations in 2006 co-sponsored by partner organizations reveal a lack of awareness of the size, scale, types, and number of program offerings and of financial aid available at Valencia.
- Community partners are seeking specific ways to partner with Valencia to help all students succeed, including job shadowing, service learning, mentoring, tutoring, sponsored events on campuses, and internships.
- Pastors **from a focus group from the African American community** report a common theme of a negative stigma for Valencia in the community. For college bound students, Valencia is seen as the contingency plan rather than their first choice. The income difference and other benefits that a college education brings are not well known in the community. **(Check to determine if the Catholic diocese was involved.)**
- There is a lack of awareness among young adult focus group participants regarding Valencia's AS programs and financial aid availability.
- Valencia has more than 5,000 alumni members, and a plan to develop the organization to serve its members and to help meet our strategic goals is being developed.

B. Business/Industry Partners

- Valencia is uniquely poised to meet the challenges of the changing educational landscape by providing and enhancing the learning opportunities that will contribute to the future of Central Florida's economic development. Rapid urbanization drives employment in engineering, construction, teachers, police, essential health services, child development, and retail. This intersects with a heightening labor market, often in moderate to low wage jobs.
- Valencia's **A.S.** programs have been business-driven from the start. Valencia currently has 29 advisory committees with 412 unduplicated industry members involved, from 272 companies.
- Programs continually evolve to ensure that they effectively address the needs of business and industry in response to advisory committee and business/industry partnerships.

- Most occupations reflect high demand and yet their related degree program capacity is not maximized.
- Valencia grants data shows a significant number of grants that involve business and community partnerships, but how the partnerships are designed and maintained, and whether the partnerships are effective is unclear.
- To meet labor market demands, Valencia must be sensitive to labor market trends to include low and moderate salary positions, emphasizing career ladders.

C. K-12 Partnerships

- Valencia can help increase the number of high school graduates continuing to college by providing more awareness of Valencia's career and technical education program opportunities and of the benefits of a college education.
- The College can expect increased community interest in its role as a partner with others to increase high school graduation rates and the college readiness of high school students, building on successful programs such as Tech Prep.
- **In part due to increased emphasis on Advanced Placement and International Baccalaureate programs**, dual enrollment decreased 61 percent between fall 2002 and 2005 in Orange County high schools and 11 percent in Osceola County high schools. Total decline in Valencia's service area during this time period was 46 percent.
- Opportunities exist for online dual enrollment courses.
- Partnerships with the growing number of private high schools offer opportunities to serve the community, as well.

D. Institutions of Higher Education Partnerships

- Valencia's articulation with high schools, tech centers, and public/private four-year institutions indicates strong partnerships with career paths for students.
- Even with Valencia's strong foundation of articulated programs, there continues to be a significant increase in the choice of educational programs at public/private institutions within the service delivery area, which indicates the need for continued and enhanced strong partnerships and articulated programs.
- In 2005-06, Valencia developed articulation agreements with all of the tech center certificate programs to support student academic paths. It is unclear what enrollment levels, completion rates, or transfer rates are for these programs.
- Since Fall 2000, Valencia AA students entering the State University System consistently enroll in the following top six majors: Business Management, Education, Engineering, Health Sciences, Liberal Studies, and Psychology. Business Management enrolls three to four times as many as the other disciplines, with Education holding a distant second place.
- The partnership with UCF launched in 2006 offers guaranteed access to our graduates to the upper division at UCF.
- **Valencia has demonstrated an ability to plan and control its growth. The College controls growth through the scheduling of academic courses and student services, through the use of alternative delivery formats, and through**

extending financial aid. Also, marketing plans are aimed at meeting enrollment goals. All of these combine to both open and restrict access to education in a manner of our choosing, so that the college targets the student needs it is prepared to meet.

External Question #3:

Who are our current competitors and how might they change by 2013? What are our competitors' targeted populations and programs, who are their successful recruits, and what is the volume of the enrollment?

A. The Market Place

- The number of choices of colleges and sources of training available to prospective Central Florida students has increased markedly, and private institutions are expected to continue to increase in number as they seek to tap into the lucrative higher education market in our region.
- Financial aid policies and availability will continue to make it possible for more students to select from among many institutions, including those that may have higher costs than those charged by public colleges and universities.
- Valencia's student fees are higher than the weighted mean of student fees for Florida public Community Colleges for the 2005-2006 Operating Budget and in a five-way tie for the highest tuition fees for the 2005-2006 Florida Public Community Colleges Operating Budget. **(How much higher are our fees? Can we provide the hard numbers here?)**
- Some educational entities have the potential to operate as true partners, while some will function in a more competitive mode. For example, local technical centers continue to offer strong partnership opportunities to Valencia as we combine efforts to meet career ladder needs. With some efforts afoot to evolve these centers into technical colleges, there is also the potential for greater competition with community colleges.

B. Proprietary Institutions

- Undergraduate FTE enrollment in proprietary institutions located in Orange, Osceola and Seminole counties increased from 6,346 to 19,122 between 1999 and 2004—an average annual rate of over 25%. Statewide, proprietary undergraduate enrollment increased at an average annual rate of over 19% — from 35,595 to 84,591 FTE. **(Can we add numbers of institutions and examples?)**
- The number of Title IV-eligible for-profit postsecondary institutions in Orange, Osceola and Seminole counties grew from 14 to 23 (64%) between 1999 and 2004. Statewide, the number of Title IV-eligible for-profit postsecondary institutions increased from 110 to 148 (35%).
- Total revenue generated by for-profit postsecondary providers in Orange, Osceola and Seminole counties increased from approximately \$101.7 to \$294.7 million (189%) between 1999 and 2003. In 2003-04, Federal Pell Grants represented about 9% of this revenue. Statewide, the total revenue generated by for-profit postsecondary providers increased from approximately \$446 million to \$1.05 billion (135%) between 1999 and 2003.

- Federal Pell Grant revenue received by the for-profit institutions in Orange, Osceola and Seminole counties increased from \$6.8 to \$25.4 million (276 percent) over the last five years.
- Statewide, the total number of students at proprietary schools who received Federal Pell Grant aid increased from approximately 39,000 to 67,000 between 1999 and 2003. During the same time period, the average per student award increased from \$1,826 to \$2,367.

C. Florida's Public Universities

- Each year between 1999-2004, Valencia transfer students comprised anywhere from 34 to 39% of all entering UCF undergraduate transfer students. In fall 2004, they comprised 12 % of all UCF students (undergraduate and graduate) and 41% of all UCF students who matriculated from a community college.
- Consistently since Fall 2000, the top six majors that Valencia AA graduates pursued after entering the State University System were Business Management, Education, Engineering, Health Sciences, Liberal Studies, and Psychology. The Business Management major enrolls three to four times as many as the other disciplines, followed at a distance by Education.

Can we add data about our on-line competitors, public and private?

External Question #4:

What is our current and projected public policy environment, our strategy for navigating that environment, and the results we wish to achieve in garnering resources to serve our employees, clients, and students?

A. Federal Focus

- Federal policy makers are addressing:
 - Increased access, focused on improving secondary - postsecondary transitions, closing low-income and minority student participation gaps, and reducing barriers to student mobility,
 - Educational quality, focusing on pedagogical, curriculum, and technological development, lifelong learning, and increased international emphasis.
 - Affordability, focusing on financial aid reform and operational efficiency/cost control,
 - Accountability, focusing on outcomes tied to funding, new data collection systems, and accreditation reform,
- Congress may place heavier emphasis on access and federal aid.

B. State Funding

- Valencia historically has not received equal funding compared to other Florida community colleges. **(Can we define the size of the problem?)** Despite significant enrollment growth, Valencia continues to receive less funding per FTE than the system average (85% in 1996-97, 76% in 2001-02, and 87.7% in 2004-05).
- The 2005 Florida Legislature passed several community college related budget bills that appear to have increased the funding available to community colleges by 4.43%.
- The legislation permits an increase in the community college improvement fee **(how much?)** and a 5% increase for college credit and workforce (A.S.) programs.
- There appears be additional funding available to support enrollment growth, but to what extent remains to be determined. **(Need to be more specific here.)**
- Valencia is planning for the next seven years, but the legislature plans only for the next year.
- Universally, community colleges offer a lower-cost education than do four-year institutions; however Valencia is one of the more expensive. **(Add data – how much more expensive?)** For student fees, Valencia is higher than the weighted mean for Florida public community colleges in 2005-06. For tuition, Valencia is tied with Daytona Beach, Edison, Manatee, St. Petersburg, and Seminole as second highest.
- Areas targeted in state community college system plans **that may have funding implications** include:

- Ensuring open-door access and student success including statewide adoption of Achieving the Dream “best practices,”
- Promoting college readiness including working with the K-12 system to align the FCAT and the CPT,
- Outreach to underrepresented populations through financial aid and scholarships,
- Articulation matters such as 2+2 baccalaureate partnership incentives and A.S. to B.A.S./B.S. articulation agreements,
- Addressing the K-12 teacher shortage,
- Promoting career and technical education,
- Advocating for funding that keeps pace with enrollment growth,
- Maintaining affordability for students, and
- Increasing the number of degrees and certificates in nursing and other high demand healthcare professions.

C. Institution-Driven Resources and Expenses

- Valencia has a strong track record for winning grants with an average of 80% or better success rate since 2003. Changes in grant funding guidelines could impact this success rate and critically impact future college funding.
- The grants data show an overall decrease in the total annual number of grants submitted between 2000 and 2006 and a decrease in the amount of total awards, however the funding approval rate remains consistently high.
- The Valencia Foundation shows an overall increase in net assets between 2000 and 2006; the balance of unrestricted assets appears to be proportionately smaller in growth when compared to the restricted assets.
- There appear to be opportunities to support growth through the Foundation and matching legislative grants.
- Valencia Enterprises and Conferencing **and Meeting** Services represent alternate revenue sources that can bring returns to the College to support College needs.

D. Increased Transparency/Accountability

- Legislative and public scrutiny can be expected to continue, adding to the need to **collect and analyze data and report it** to the public.
- Valencia can expect to see:
 - increased emphasis on accountability,
 - demands for information about student success and other outcomes,
 - increased scrutiny of the cost and quality of higher education,
 - increased linkage of state and federal funding to institutional performance,
 - continued restraints on and competition for limited public funding, and
 - increasingly knowledgeable “consumers.”
- **President Bush’s** administration believes that higher education in America needs to be more flexible and responsive to environmental factors, community needs and changes in the economy in order to contribute to American competitiveness internationally.

- **Changes in the SACS accreditation criteria focus colleges on accountability and improvement measures.**

Attachment B

Evaluation Questions for the Data and Situational/Needs Analysis Task Force

**With edits in red by the work team of
Nick Bekas, Fitzroy Farquharson, Susan Kelley, and Jovan Trpovski**

Process Questions:

1. What was most clear about the purpose and directions given to your task force?
What was most unclear?
2. Which stakeholder groups were included in your task force? Which ones were not included? Please explain.
3. Which stakeholder groups were included in your consultations? Which were not, and why not? Please explain.
4. What methods (**published sources, surveys, observations**) did you use to collect data for your task force?
5. Is there any data you did not collect that might have been useful to your task force?
6. What actions, behaviors and/or strategies did your task force use that helped the accomplishment of your goals? What actions, behaviors, and/or strategies hindered your task force? Please explain.
7. **What assumptions were made during the process of collecting and/or interpreting data that your taskforce requested? Did they make sense? Please comment.**
8. Of the principles created by the Planning Council which did you address? How did they emerge?

Product Questions:

1. What criteria should be used to evaluate the quality of the products of your task force?
2. How do the products reflect one or more of the principles established by the Planning Council?
3. How will one know that the products add to the learning mission of Valencia?

4. How do you think your team's work, including its report and recommendations, will influence the final strategic plan?

Final Question:

Is there something you think should be asked about any aspect of the work of the Task Force that is not listed here? If so, please pose the question and answer it.