

Strategic Discussion: Strategic Plan Update

District Board of Trustees
September 11, 2025

Do our Strategic Impact Plan goals align with our updated mission statement?

Updated Mission Statement:

Valencia College advances regional prosperity through personal and professional growth by providing access to high-quality, affordable learning experiences that foster intellectual curiosity, promote civic literacy and engagement, and support the workforce needs of the community.

Current Strategic Impact Plan Goals

Goal 1 | College Access

Valencia College will work with community partners to ensure that, by 2030, 65% of Orange and Osceola County high school graduates will attend a post-secondary institution in Florida— including vocational or technical school, college or university – in the year following high school graduation.

Goal 2 | Graduation

By 2030, the five-year graduation rates for degree-seeking students will exceed 50%, so that more than half of all degree-seeking students who enroll at Valencia College in the 2025-26 academic year will complete an associate degree from Valencia by summer of 2030.

Goal 3 | Transfer Success

By 2030, 65% of students who earn an A.A. or A.S. degree from Valencia College and enroll in a baccalaureate degree program at the University of Central Florida or Valencia College will earn their bachelor's degree within four years of starting a baccalaureate degree program.

Goal 4 | Career Credentials

By 2030, Valencia College students will earn 12,000 high-quality workforce credentials each year. These credentials will include A.S., B.A.S., and B.S. degree completions, accelerated skills training and postsecondary adult vocational certificate (PSAV) completions, and qualifying technical certificate completions.

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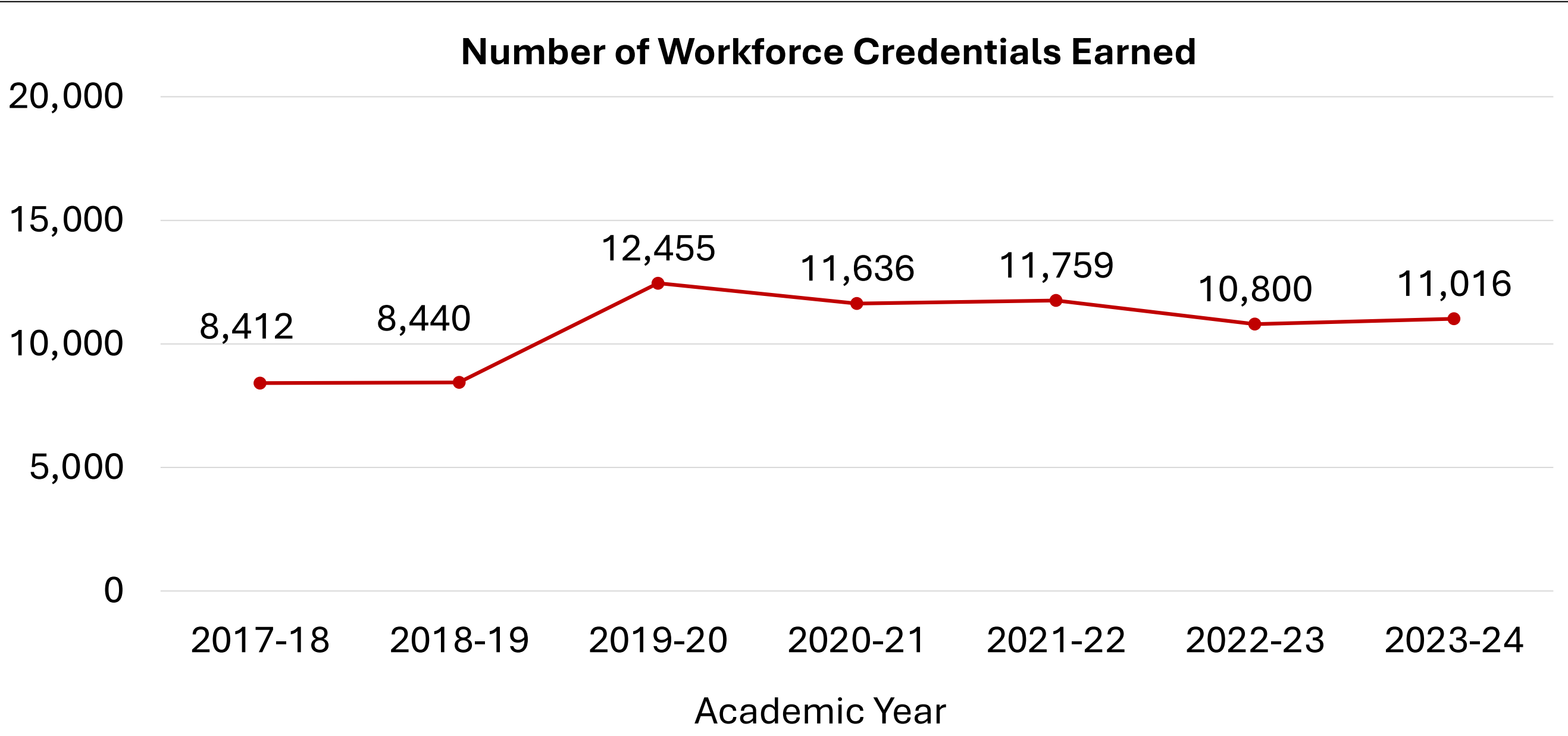
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Revisiting Goal 4: **Career Credentials**

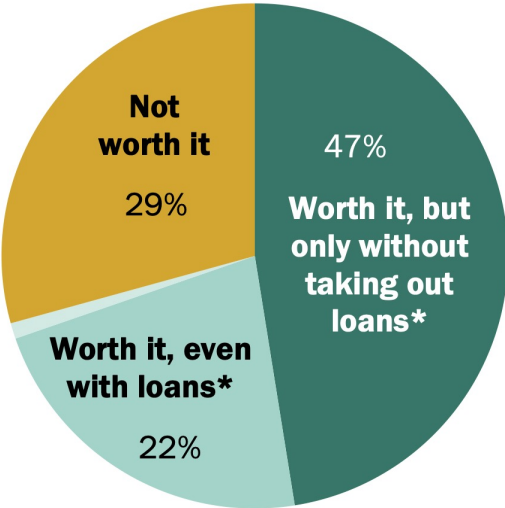
Goal 4 | Career Credentials



Is College Worth It?

**Only 22% of U.S. adults
say the cost of college is
worth it even if someone
has to take out loans**

*% saying the cost of getting a four-
year college degree today is ...*



* Refer to topline for full question wording.
Note: Share of respondents who didn't offer
an answer is shown but not labeled.
Source: Survey of U.S. adults conducted
Nov. 27-Dec. 3, 2023
“Is College Worth It?”

Federal Policy Context

- H.R.1 - One Big Beautiful Bill Act
 - SEC. 84001. Ineligibility Based on Low Earning Outcomes
 - SEC. 83002. Workforce Pell Grants

Federal Policy Context

H.R.1 - One Big Beautiful Bill Act

On July 4, 2025, President Donald Trump signed “The Act,” commonly referred to as the “One Big Beautiful Bill,” as part of the budget reconciliation process and, among other changes, amended the Higher Education Act of 1965. While the law includes a number of elements impacting higher education (such as endowment taxes and loan limits), one key change was the creation of the “earnings premium” (EP) metric to assess the effectiveness of degree programs at **all** colleges and universities receiving Title IV funds.

SEC. 84001. Ineligibility Based on Low Earning Outcomes

- Dubbed “gainful employment for all,” the metric will create a new program eligibility assessment beginning July 1, 2026. For undergraduate programs, the median earnings of those who completed the program and received Title IV funds generally must exceed the median earnings of those who have a high school diploma, or its recognized equivalent, and did not attend college in the state where the institution is located for undergraduate programs.
- Failure to meet the minimum earnings standards for two out of three years within the assessment period will result in loss of program eligibility for students to receive federal loan funds. Failure of the metric in any single year will require notice to currently enrolled students that continued eligibility is in jeopardy.

SEC. 83002. Workforce Pell Grants

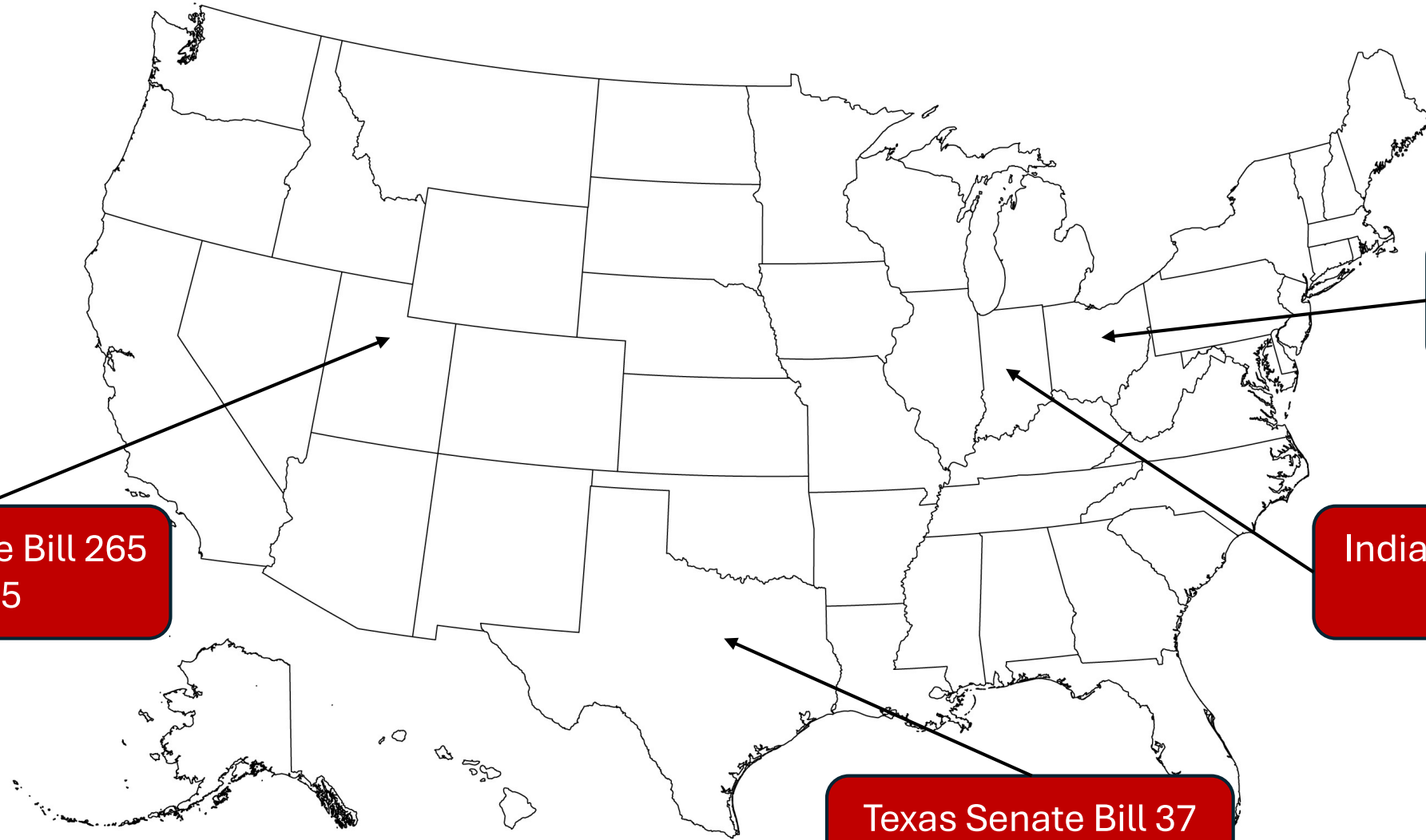
- A federal grant program was established under the *One Big Beautiful Bill Act* expanding Pell Grant eligibility to short-term, job-focused training programs. Effective in award year starting July 1, 2025, with implementation set for July 1, 2026, the legislation is designed to support for rigorous, high-opportunity, short-duration training programs, ensuring students receive financial aid aligned with workforce needs and measurable outcomes. This inclusion aims to help adult learners and working students access federal aid for fast-track credentials in fields like healthcare, IT, and skilled trades—without pursuing full-degree programs.
- An eligible workforce program is a program between 150 and 600 clock hours of instruction, or the equivalent number of credit hours, for eight to 15 weeks. The governor of the state where the program is offered must determine if the program meets specified criteria related to alignment to workforce needs and program quality.

SEC. 83002. Workforce Pell Grants

To qualify:

- Must meet quality metrics: $\geq 70\%$ completion and job-placement rates
- For each award year, the total amount of the published tuition and fees of the program for such year is an amount that does not exceed the value added earnings of students who received Federal financial aid under this title and who completed the program 3 years prior to the award year, as such earnings are determined by calculating the difference between the median earnings of such students, as adjusted by the State and metropolitan area regional price parities of the Bureau of Economic Analysis based on the location of such program; and 150 percent of the poverty line applicable to a single individual as determined under section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) for such year.
- Funding is prorated to the program's length—grants are less than the maximum standard Pell, which is \$7,395 for 2025-26.

State Policy Context: Academic Program Review



Utah House Bill 265
2025

Ohio Revised Code
2025

Indiana House Bill 1001
2025

Texas Senate Bill 37
2025

Ohio Revised Code – 2025

Section 3345.454 | Policies on tenure and retrenchment and elimination of undergraduate degree programs.

(C) A state institution of higher education shall eliminate any undergraduate degree program it offers if the institution **confers an average of fewer than five degrees** in that program annually over any three-year period. A state institution shall not consider any academic year prior to the first academic year in which an undergraduate degree is conferred in determining whether this division applies to the program offering that degree.

The chancellor may grant a waiver to a state institution for a program to which this division applies. State institutions shall appeal for a waiver in a form and manner determined by the chancellor. If the chancellor grants a waiver to a state institution, the chancellor shall establish terms under which the state institution may conditionally continue the program, including whether the program is eligible to be supported by state share of instruction funds.

Texas Senate Bill 37 – 2025

Sec. 51.989. Review of Minor Degree and Certificate Programs

(b) The president or chief executive officer of an institution of higher education shall adopt and implement a process for reviewing minor degree and certificate programs offered by the institution to identify programs with low enrollment that may require consolidation or elimination.

(c) The criteria for review under Subsection (b) must require that minor degree and certificate programs have specific industry data to substantiate workforce demand to avoid consideration for consolidation or elimination.

(d) A minor degree or certificate program that has operated less than five years at the time the president or chief executive officer of an institution of higher education conducts the review under this section is exempt from that review.

(e) The governing board of an institution of higher education shall approve or deny any decision made by the president or chief executive officer of the institution to consolidate or eliminate a minor degree or certificate program as a result of the review conducted under this section.

(f) The president or chief executive officer of an institution of higher education shall conduct a review under this section once every five years.

Indiana House Bill 1001 – 2025

Sec. 10.7. (a) For each state educational institution degree program, if the:

(1) **average number of students who graduate** over the immediately preceding three (3) years is fewer than:

- (A) ten (10) students for a particular associate degree program;
- (B) fifteen (15) students for a particular bachelor's degree program;
- (C) seven (7) students for a particular master's degree program;
- (D) three (3) students for a particular education specialist program; or
- (E) three (3) students for a particular doctorate degree program; and

(2) state educational institution would like to continue a degree program described in subdivision (1); the state educational institution must request approval from the commission to continue the degree program.

(b) If the commission does not grant approval under subsection (a), the state educational institution must eliminate:

- (1) the degree program; and
- (2) any costs associated with the degree program.

Indiana House Bill 1001 – 2025

COMMISSION FOR HIGHER EDUCATION

AA&Q Meeting, June 30, 2025

INFORMATION ITEM: Voluntary Early Actions Before HEA1001--2025 Implementation

Total Reductions (Programs Effected)		408
Eliminating		75 (68 with Zero Enrollments)
Suspending/Commitment to Suspend (with Teach-Out)		101
Merge/Consolidate & Commitment to Merge/Consolidate		232
Ball State		51
	Eliminating	8
	Suspending (with Teach-Out toward Elimination)	1
	Commitment to Suspend (with Teach-Out toward Elimination)	4
	Merge/Consolidate	2
	Commitment to Merge/Consolidate	36
Indiana State		11
	Eliminating	9
	Suspending (with Teach-Out toward Elimination)	2
Indiana University System		249
IU Bloomington	Eliminating	22
	Suspending (with Teach-Out toward Elimination)	31
	Suspending (with Commitment to Merge/Consolidate)*	63
IU East	Eliminating	0
	Suspending (with Teach-Out toward Elimination)	4
	Suspending (with Commitment to Merge/Consolidate)*	2
IU Kokomo	Eliminating	1
	Suspending (with Teach-Out toward Elimination)	2
	Suspending (with Commitment to Merge/Consolidate)*	6

Utah House Bill 265 – 2025

Higher Education Strategic Reinvestment

(3) Each degree-granting institution shall:

(a) prepare and submit the institution's strategic reinvestment plan in accordance with Subsections (3)(b) and (c) based on:

(i) demonstrated enrollment data; (ii) completion rate and timely completion; (iii) discipline-related professional outcomes, including placement, employment, licensure, and wage outcomes; (iv) current and future localized and statewide workforce demands; (v) program-level cost; and (vi) the institution's mission and role within the statewide system;

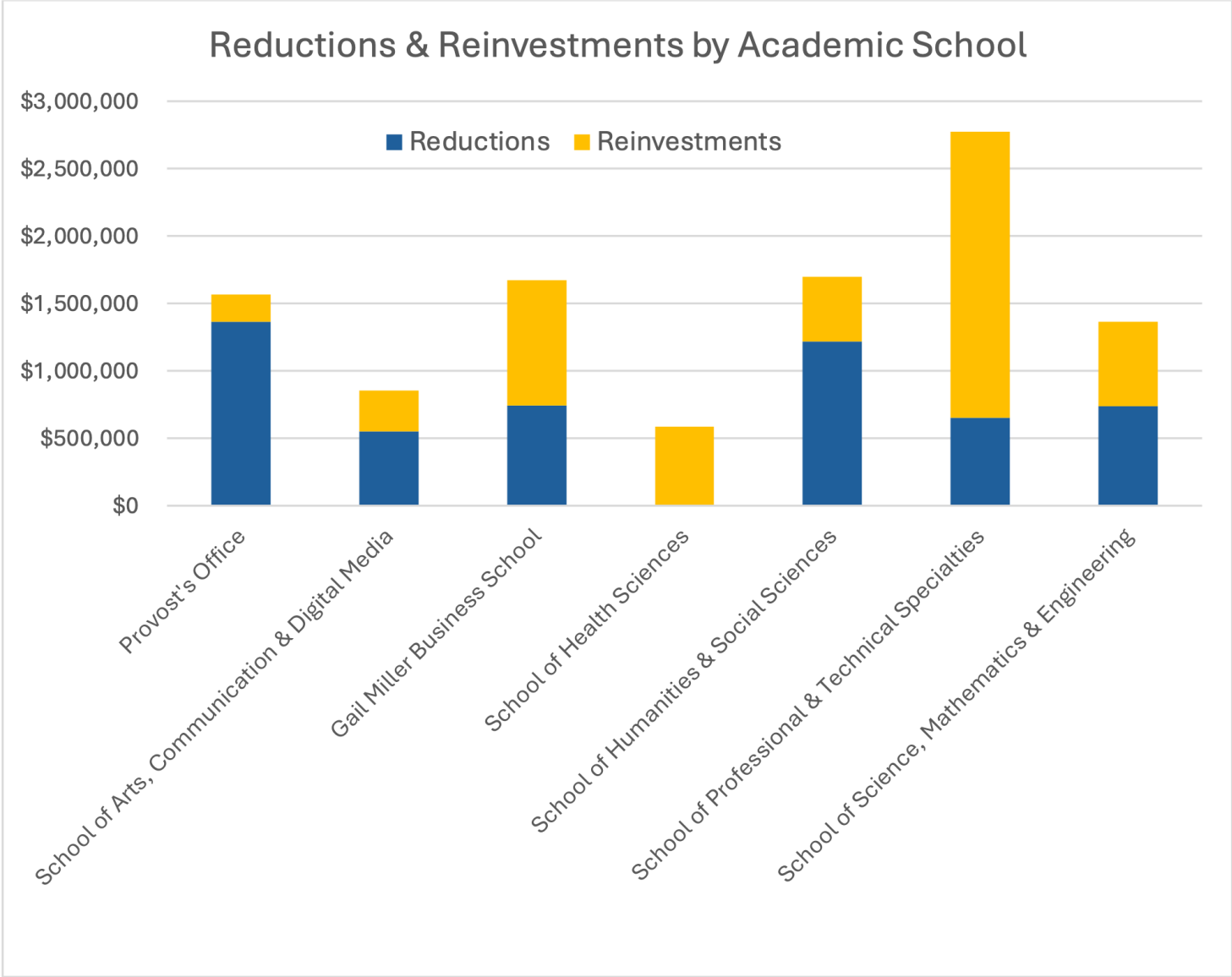
(b) in consultation with the board, develop a strategic reinvestment plan that:

(i) identifies programs, courses, degrees, departments, colleges, or other divisions of the institution, operational efficiencies, and other components of the institution's instruction and administrative functions, including dean positions and other administration positions, that merit further investment;

(ii) identifies programs, courses, degrees, departments, colleges or other divisions of the institution, operational inefficiencies, and other components of the institution's instruction and administrative functions, including dean positions and other administration positions, that the institution will reduce or eliminate to shift resources, in an amount at least equal to the amount of reinvestment funds dedicated to the institution, to the strategic investments described in Subsection (3)(b)(i);

Utah House Bill 265 – 2025

Salt Lake City Community College



Gail Miller Business School

Eighteen academic programs under the Gail Miller Business School will be eliminated due to low enrollment and completion rates, and some programs will be shifted to Salt Lake Technical College. These changes are part of a longer-term strategy of “shrinking to grow” more high-demand business pathways in the future. Three eliminated programs are being consolidated as emphases into other degree programs, and one administrator, one staff position, and five faculty positions will be phased out.

Eliminated Academic Programs

- Accounting Associate of Applied Science
- Computer Science & Information Systems Associate of Science
- Computer Science & Information Systems Associate of Applied Science
- Finance Associate of Applied Science
- Marketing Associate of Applied Science
- Small Business Management Associate of Applied Science

School of Arts, Communication & Digital Media

Nine academic programs under the School of Arts, Communication & Media will be eliminated due to low enrollment and low completion rates, but five of the eliminated programs will be consolidated as emphases into other degree programs. One administrator, three staff positions, and two faculty positions will be eliminated, and annual non-instructional operational expenses will be reduced. As our smallest academic school, the programs in the School of Arts, Communication & Media will be consolidated into other academic areas.

Eliminated Academic Programs

- Visual Art & Design, Graphic Design Associate of Applied Science
- Visual Art & Design, Animation Associate of Applied Science
- Visual Art & Design, Illustration Associate of Applied Science
- Visual Art & Design, Multimedia Associate of Applied Science
- Visual Art & Design, Web Design Associate of Applied Science
- Fashion Merchandising Associate of Applied Science
- Technical Apparel Associate of Applied Science
- Theater Performance Certificate
- Interior Design Certificate

New Academic Programs/Emphases

- Visual Art & Design AAS, Emphases in Animation, Graphic Design, & Web Design
- Fashion AAS, Emphases in Fashion Merchandising & Technical Apparel

Mission Statement:

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Current Goal #4:

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Proposed Update:

Valencia College will drive regional economic development by ensuring that, by 2030, 100% of Valencia College A.S., B.S., B.A.S., and Accelerated Skills Training programs lead to starting wages that exceed the starting wage of high school graduates in Orange and Osceola counties.

Proposed Update to Strategic Impact Plan Goals

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