

Valencia College

College Annual Equity Update

2018-2019

Template for Submission 1 of 2

Deadline: April 30, 2019

Submission Information

Equity Officer: Ryan Kane

Email: rkane8@valenciacollege.edu

Phone: 407-582-3421

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Division of Florida Colleges
325 W. Gaines Street, Suite 1244
Tallahassee, Florida 32399-0400

ChancellorFCS@fldoe.org

850-245-0407

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 1 of 2 of the annual update.

- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

Florida Statutes require FCS institutions to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The college equity plan submitted in April 2017 for 2016-2017 is considered as the college's most recent baseline report that is updated each year.

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvements identified in analyses.

Submission 1 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

Note: The signature page of this report will be required in the template for submission 2 of 2. Therefore, a signature page is not required for submission 1 of 2.

Submission 2 of 2, due June 28, 2019, will have specific requirements related to:

- Section 1000.05, F.S., the "Florida Educational Equity Act;"
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity; and
- Section 1006.71, F.S., Gender equity in intercollegiate athletics.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting and new hire tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.

- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-19 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

***Review of Part I: Course Substitutions
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

**Part I. Substitution Waivers for Admissions and
 Course Substitutions for Eligible Students with Disabilities**

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	0			
Specific Learning Disability	22	MGF 1106, College Mathematics; MAT 0018C, Developmental Mathematics 1; MAT0022C, Developmental Mathematics Combined; MAT0028C, Developmental Mathematics II	ECO2023Principles of Economics-Micro; EVR1001,Introduction to Environmental Science; OCE1001,Introduction to Oceanography; PHI 2600,Ethics and Critical Thinking; SBM1000, Small Business Management; EME2040, Introductions to Technology for Educators; BSC1026C, Biology of Human Sexuality; CGS 2100C, Computer Fundamentals and	Math

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			Applications; GEB1011, Introduction to Business	
Orthopedic Impairment	1	MAT0012; Pre-Algebra	PHI 2600, Ethics and Critical Thinking; GEB1011, Introduction to Business	Math
Speech/Language Impairment	0			
Emotional or Behavioral Disability	5	MAT0018C, Developmental Mathematics I; MAT 0022C, Developmental Mathematics Combined	BSC1026C, Biology of Human Sexuality; EME2040, Introductions to Technology for Educators; OCE1001, Introduction to Oceanography; PHI 2600, Ethics and Critical Thinking; GEB1011, Introduction to Business; CGS 2100C, Computer Fundamentals and Applications;	Math
		SPN1121	GEB1350	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Autism Spectrum Disorder	1	MAT0022C, Developmental Mathematics Combined.	EVR1001, Introduction to Environmental Science; PHI2600, Ethics and Critical Thinking	Math
Traumatic Brain Injury	0			
Other Health Impairment	0			

How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	12	11
Spring	10	9
Summer	11	8
Total	32	28

*A full list of the available course substitution options can be found in Appendix I.

**Review of Part I: Course Substitutions
 (Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part II. College Employment Equity Accountability Plan

Section 1012.86, F.S., Florida College System institution employment equity accountability program, requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions and full-time faculty positions who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Florida Department of Education.

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Black Female	11.45%	2.9%	4.3%	2.75%	Yes	5%
Black Male	8.21 %	2.9%	4.3.%	2%	Yes	5%
Hispanic Female	23.93%	5.7%	7.1%	5%	Yes	8%
Hispanic Male	18.05%	1.4%	1.4%	5%	No	3%
Other Minorities Female	4.43%	0%	0%	2%	No	2%
Other Minorities Male	3.81%	2.9%	1.4%	4%	No	2%
White Female	15.99%	52.9%	51.4%	n/a	n/a	n/a
White Male	14.13%	31.4%	30.0%	n/a	n/a	n/a
Total Female	55.81%	61.4%	62.9%	55%	Yes	55%

	College Student Population (%)	EAM Actuals (%) Fall 2017	EAM Actuals (%) Fall 2018	EAM Stated Goals (%) Fall 2018	EAM Goal Met (Yes/No)	EAM Goals for 2019
Total Male	44.19%	38.6%	37.1%	44%	No	44%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: All members of search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online. We are continuing to improve and monitor recruitment branding, focusing on diversity, ensuring that our message, tone and images are aligned with the strategic plan of equity and belonging. A major step we've taken to help in overall recruitment is the hiring of an additional recruiter for more support of recruitment efforts to increase the diversity of faculty, staff, and administration. We will continue to review and implement new sources to build a robust and comprehensive sourcing and advertising plan across multiple website channels and platforms which will aid in recruiting a large, diverse applicant pool. For a full source list please see Appendix II. In addition to our recruitment, we will continue to review employee engagement and evaluate exit questionnaire data to assist in employee retention. Focus groups will be held in summer, 2019, to gather information from employees regarding their experiences at Valencia College related to the topic of equity and belonging.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	College Student Population (%)	INST Actuals (%) Fall 2017	INST Actuals (%) Fall 2018	INST Stated Goals (%) Fall 2018	INST Goal Met (Yes/No)	INST Goals for 2019
Black Female	11.45%	6.5%	6.7%	4%	Yes	8%
Black Male	8.21%	4.4%	5.1%	4%	Yes	6%
Hispanic Female	23.93%	5.3%	5.6%	5%	Yes	7%
Hispanic Male	18.05%	4.4%	4.7%	5%	No	6%
Other Minorities Female	4.43%	3.9%	4.4%	4%	Yes	5%
Other Minorities Male	3.81%	2.5%	2.5%	4%	No	4%
White Female	15%	42.5%	40.6%	n/a	n/a	n/a
White Male	14.13%	30.6%	30.5%	n/a	n/a	n/a
Total Female	55.81%	58.2%	57.2%	55%	Yes	55%
Total Male	44.19%	41.8%	42.8%	44%	No	44%

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response: All members of search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online. We are continuing to improve and monitor recruitment branding, focusing on diversity, ensuring that our message, tone and images are aligned with the strategic plan of equity and belonging. A major step we’ve taken to help in overall recruitment is the hiring of an additional recruiter for more support of recruitment efforts to increase the diversity of faculty, staff, and administration. We will continue to review and implement new sources to build a robust and comprehensive sourcing and advertising plan across multiple website channels and platforms which will aid in recruiting a large, diverse applicant pool. For a full source list please see Appendix II. In addition to our recruitment, we will continue to review employee engagement and evaluate exit questionnaire data to assist in employee retention.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	College Student Population (%)	INST-CONT Actuals (%) Fall 2017	INST-CONT Actuals (%) Fall 2018	INST-CONT Stated Goals (%) Fall 2018	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for 2019
Black Female	11.45%	3.5%	4.7%	4%	Yes	6%
Black Male	8.21%	4.6%	4.3%	5%	No	5%
Hispanic Female	23.93%	6.4%	6.0%	6%	Yes	7%
Hispanic Male	18.05%	3.5%	3.0%	4%	No	4%
Other Minorities Female	4.43%	3.9%	4.0%	4%	Yes	5%
Other Minorities Male	3.81%	2.5%	2.3%	4%	No	4%
White Female	15%	42.6%	42.0%	n/a	n/a	n/a
White Male	14.13%	33.0%	33.7%	n/a	n/a	n/a
Total Female	55.81%	56.4%	56.7%	55%	Yes	55%
Total Male	44.19%	43.6%	43.3%	44%	No	44%

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response: All members of search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online. We are continuing to improve and monitor recruitment branding, focusing on diversity, ensuring that our message, tone and images are aligned with the strategic plan of equity and belonging. A major step we’ve taken to help in overall recruitment is the hiring of an additional recruiter for more support of recruitment efforts to increase the diversity of faculty, staff, and administration. We will continue to review and implement new sources to build a robust and comprehensive sourcing and advertising plan across multiple website channels and platforms which will aid in recruiting a large, diverse applicant pool. For a full source list

please see Appendix II. In addition to our recruitment, we will continue to review employee engagement and evaluate exit questionnaire data to assist in employee retention.

New Barriers (Optional)

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: [Click here to enter text.](#)

**Review of Part II: Attainment of Annual Goals
 (Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting recruitment and retention of females and/or minorities?	Select one.		

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: Diversity is one of Valencia’s core values. All employees go through an annual review process that links back to the College’s overall mission, vision, and values. Employment accountability goals are not necessarily a part of this evaluation. Instead, Valencia focuses on employment accountability goals throughout the recruitment and hiring process. Some processes and guidelines implemented have been: Diversity goal for applicant pools, Annual mandatory inclusion and bias training for all search committee members, Diverse marketing strategies for job openings to reach different racial, ethnic, cultural and/or social groups, Veteran’s preference at every step in the hiring process.

2) Provide a summary of the college’s board of trustees’ annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: Each Valencia District Board of Trustee member received a form to be completed for the evaluation of the President. This evaluation solicits input on the President’s leadership toward the achievement of the goals of the College including plans for diversity, equity, inclusion and accountability. All trustees express confidence that Dr. Shugart displays and exemplifies excellent leadership characteristics. No performance factor received an indication of unsatisfactory performance from a Board member. Overall, the evaluation results indicated the Board is unanimously pleased with Dr. Shugart’s performance as President of Valencia College.

3) What is the date of the president’s most recent evaluation?

Response: The president’s evaluation was submitted and approved by the District Board of Trustees on June 27, 2018.

***Review of Part II: Evaluations of Employment Practices
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S. The signature page of this report that will be required in submission 2 of 2 will suffice as certification of each.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**

Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Response: Search committee representation may include: a) faculty members representing department disciplines, b) other academic deans including representatives from other campuses, c) a representative from the student services area, d) a representative with knowledge of technology as it applies to the department, and e) in addition, the committee should be appropriately representative of the college. In most cases, all members of the search committee will screen applications and participate in all interviews. Prior to serving on a search committee, each representative is required to participate in and successfully pass an online inclusion and bias training. The purpose of this training is to assist each person in approaching recruitment and hiring through a lens of equity, diversity, and inclusion. There is also a focus on minimizing and eliminating unconscious bias in the hiring process. This training must be repeated on an annual basis to continue serving on various search committees.

2) Briefly describe the process used to grant continuing contracts.

Response: It is the policy of the District Board of Trustees to award continuing contracts to full-time faculty in accordance with the law and procedures to be developed and approved by the President or designee, in consultation with the Faculty Council. In order to become eligible to be considered for the award of a continuing contract, a full-time faculty member must: (1) prepare and submit a Portfolio determined to be acceptable by the College in accordance with standards, requirements, and procedures established for the College's Teaching and Learning Academy, (2) complete at least five years of satisfactory service at Valencia College, based on criteria established by the College, during a period not in excess of seven years, and (3) receive the recommendation of the President and approval by the District Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant Valencia policies and procedures, and the needs of the College. [College Policy 6Hx28:3E-02]

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Response: Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. An ILP/Portfolio Review Panel is appointed by the dean and provides, at least annually, formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. In addition, feedback and guidance are provided to the candidate through classroom observations conducted by the dean or tenured designee during each term of tenure track employment or more frequent as deemed appropriate by the dean, student assessment forms for each class section taught at the college, dean evaluations annually or more often as deemed appropriate, and written feedback from the campus community in the second and fifth year of a candidate's pre-tenured period. In the event of a determination of below-acceptable performance on the part of the candidate, the dean will make specific recommendations for improvement and may include recommendations that the candidate work with Teaching and Learning Academy (TLA) facilitators to improve performance and/or quality of the ILP/Portfolio. Evaluations and/or observations will continue each term until an acceptable level is achieved or until it is determined that reappointment will not be recommended.

4) Briefly describe the college’s budgetary incentive plan to support and ensure attainment of the employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: In November 2018 Valencia College hired an additional recruiter for support in recruiting efforts to increase overall diversity of faculty, staff, and college leadership.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Management Occupations	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	0	\$30K - \$35K
	0	\$35K - \$40K	0	\$35K - \$40K
	0	\$40K - \$45K	0	\$40K - \$45K
	0	\$45K - \$55K	0	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	7	Above \$75K	72	Above \$75K
Business and Financial Operations	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	4	\$30K - \$35K	19	\$30K - \$35K
	18	\$35K - \$40K	63	\$35K - \$40K
	6	\$40K - \$45K	78	\$40K - \$45K
	12	\$45K - \$55K	133	\$45K - \$55K
	6	\$55K - \$65K	63	\$55K - \$65K
	2	\$65K - \$75K	36	\$65K - \$75K
	5	Above \$75K	61	Above \$75K
Computer Engineering and Science	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	6	\$30K - \$35K
	0	\$35K - \$40K	1	\$35K - \$40K
	1	\$40K - \$45K	15	\$40K - \$45K
	0	\$45K - \$55K	21	\$45K - \$55K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	1	\$55K - \$65K	18	\$55K - \$65K
	2	\$65K - \$75K	10	\$65K - \$75K
	1	Above \$75K	22	Above \$75K
Community Service, Legal, Arts & Media	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	6	\$25K - \$30K
	2	\$30K - \$35K	21	\$30K - \$35K
	3	\$35K - \$40K	31	\$35K - \$40K
	1	\$40K - \$45K	15	\$40K - \$45K
	1	\$45K - \$55K	8	\$45K - \$55K
	1	\$55K - \$65K	2	\$55K - \$65K
	0	\$65K - \$75K	3	\$65K - \$75K
	0	Above \$75K	9	Above \$75K
Instruction	0	Below \$25K	15	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	0	\$30K - \$35K
	0	\$35K - \$40K	3	\$35K - \$40K
	2	\$40K - \$45K	15	\$40K - \$45K
	2	\$45K - \$55K	122	\$45K - \$55K
	6	\$55K - \$65K	181	\$55K - \$65K
	5	\$65K - \$75K	181	\$65K - \$75K
	0	Above \$75K	96	Above \$75K
Librarians	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	0	\$30K - \$35K
	0	\$35K - \$40K	0	\$35K - \$40K
	0	\$40K - \$45K	0	\$40K - \$45K
	0	\$45K - \$55K	0	\$45K - \$55K
	0	\$55K - \$65K	4	\$55K - \$65K
	0	\$65K - \$75K	5	\$65K - \$75K
	0	Above \$75K	5	Above \$75K
Non-Postsecondary Teaching	0	Below \$25K	0	Below \$25K
	1	\$25K - \$30K	2	\$25K - \$30K
	1	\$30K - \$35K	17	\$30K - \$35K
	1	\$35K - \$40K	27	\$35K - \$40K
	0	\$40K - \$45K	28	\$40K - \$45K
	0	\$45K - \$55K	21	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Service Occupations	0	Below \$25K	0	Below \$25K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	13	\$25K - \$30K	143	\$25K - \$30K
	2	\$30K - \$35K	17	\$30K - \$35K
	0	\$35K - \$40K	7	\$35K - \$40K
	0	\$40K - \$45K	4	\$40K - \$45K
	0	\$45K - \$55K	0	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Sales and Related Occupations	0	Below \$25K	0	Below \$25K
	1	\$25K - \$30K	15	\$25K - \$30K
	2	\$30K - \$35K	5	\$30K - \$35K
	0	\$35K - \$40K	5	\$35K - \$40K
	0	\$40K - \$45K	1	\$40K - \$45K
	1	\$45K - \$55K	1	\$45K - \$55K
	1	\$55K - \$65K	1	\$55K - \$65K
	0	\$65K - \$75K	1	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Office and Admin Support Occupations	0	Below \$25K	0	Below \$25K
	18	\$25K - \$30K	80	\$25K - \$30K
	7	\$30K - \$35K	95	\$30K - \$35K
	1	\$35K - \$40K	66	\$35K - \$40K
	0	\$40K - \$45K	12	\$40K - \$45K
	0	\$45K - \$55K	13	\$45K - \$55K
	0	\$55K - \$65K	2	\$55K - \$65K
	0	\$65K - \$75K	1	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Natural Resources, Construction & Maintenance Occupations	0	Below \$25K	0	Below \$25K
	1	\$25K - \$30K	7	\$25K - \$30K
	0	\$30K - \$35K	13	\$30K - \$35K
	0	\$35K - \$40K	10	\$35K - \$40K
	0	\$40K - \$45K	3	\$40K - \$45K
	0	\$45K - \$55K	1	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	0	Above \$75K	0	Above \$75K

* IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2017 and October 31, 2018, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2017.

***Review of Part II: Additional Requirements
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

This concludes submission 1 of 2 of the 2018-19 Annual Equity Update Report, which must be submitted, as a Word document, to ChancellorFCS@fldoe.org by April 30, 2019. Colleges may attach additional files (PDF or Word) as appendices. Submission 2 of 2 – which includes the signature page – must be submitted by June 28, 2019.

Valencia College

College Annual Equity Update

2018-2019

Template for Submission 2 of 2

Deadline: June 28, 2019

Submission Information

Equity Officer: Ryan Kane

Email: rkane8@valenciacollege.edu

Phone: 407-582-3421

Date: April 24, 2019



Division of Florida Colleges
325 W. Gaines Street, Suite 1244
Tallahassee, Florida 32399-0400

ChancellorFCS@fldoe.org

850-245-0407

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for submission 2 of 2 of the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act;”
- Section 1006.71, F.S., Gender equity in intercollegiate athletics; and
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvements identified in analyses.

Submission 2 of 2 of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by June 28, 2019. The update should be submitted by email to ChancellorFCS@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

In addition to dividing the content into two submissions, DFC made other changes to the template to streamline processes and reduce redundancy. Specifically:

- Equity report templates must be submitted in Word format. This will facilitate a more timely review process and eliminate duplication of information. Colleges may attach additional documents in PDF or Word format as appendices.
- The goal setting tables are now embedded in the template instead of being included as a tab in the Excel file. This will eliminate colleges needing to input data in two places.
- DFC embedded components of the review form into the submission template. In prior years, DFC used a separate form to complete reviews. For the 2018-2019 report, the factors DFC will identify as part of its review will be embedded after sections of the report, and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Were there any changes to the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates; monitor efforts by the college to increase diversity in student participation and employment; and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college's methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs and activities. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in certain areas where the college has achieved or exceeded its goals or where there is incomplete or missing information.

Part I. Description of Plan Development

Did the college change the development of the college equity plan? **Make a selection: No** If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

Response: [Click here to enter text.](#)

A description of the participation of any advisory groups or persons.

Response: [Click here to enter text.](#)

***Review of Part I: Description of Plan Development
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college change the development of the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college’s approved and adopted policy of nondiscrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision: [Click here to enter text.](#)

Description of the revision: [Click here to enter text.](#)

Web link(s) to document the revision: [Click here to enter text.](#)

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

Response: [Click here to enter text.](#)

C) Has the college changed the person(s) designated to coordinate the college’s compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

Name/title: Click here to enter text.

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

Is this contact's information available in the regular notice of nondiscrimination? **Make a selection:** Select one.

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: Yes** If yes, provide the following applicable updates.

Date of revision: 7/1/18

Description of the revision: Removed appeal process for reporting parties when responding parties are found not responsible.

Web link(s) to document the revision: <https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-01-discrimination-harassment-and-related-conduct.pdf>

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

- 1) Notifications of these procedures are placed in prominent and common information sources.
Make a selection: Yes
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college's plan for compliance.

Response: Click here to enter text.

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	Yes
Title II?	No
Section 504?	Yes
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C. that addresses course substitution requirements?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Other policies or procedures related to civil rights or nondiscrimination?	Yes

If yes, address the following for any identified policies or procedures.

Name of the policy and/or procedure(s): Discrimination, Harassment and Related Misconduct
Date of revision: 7/1/18
Description of the revision: (same as II. D. above)
Web link(s) to document the revision: <https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-01-discrimination-harassment-and-related-conduct.pdf>

***Review of Part II: Policies and Procedures that Prohibit Discrimination
 (Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from	Select one.		

Requirement	Response	Comments	Action
seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, a plan for compliance provided?	Select one.		

Part III. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and for overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved, and set goals for 2018-2019.

Enrollments	FTIC			Overall Enrollments		
	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	1%	No	1%	.50%	No	.50%
Hispanic	1%	Yes	1%	.50%	Yes	.50%
Other Minorities	1%	No	1%	.50%	No	.50%
White	x	X	X	x	X	X
Female	.75%	No	.75%	.50%	Yes	.50%
Male	x	X	X	x	X	X
LEP	.25%	No	.25%	.25%	No	.25%
DIS	.25%	No	.25%	.25%	Yes	.25%

Colleges should continue to assess, modify, and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

Response:

Partnership with Public School System Valencia College enjoys a close and effective partnership with each school district we serve—Orange County Public Schools and the School District of Osceola County. Our working relationships to increase student high school completion and college attendance is supported by a College Readiness and Transition Advisory group for each county that meets monthly to collaborate on specific implementation plans for dual enrollment, FAFSA completion, career and college readiness, college application, and special scholarship programs and activities. We partner to deploy Transition Coaches/Counselors to support all high school students in learning about college and believing that college is possible. These are positions, paid for by the public school system via a grant from Valencia, with the sole purpose of working from within the local high school to assist students with their transition to the community college system. With this added support, the intent is not just higher enrollment, but also earlier and increased career planning and connection/community building.

Transitions Planning Team Targeted Outreach

During the Fall 2018 term, the Transitions Planning Team served over 14,290 prospective students in Orange and Osceola Counties through targeted outreach and recruitment efforts. The team is also responsible for the following on-campus experiences: Campus Intro Tours, Information Sessions and Immersive Academic Program Experiences. All outreach programming is targeting students in the highest areas of need in partnership with local schools and college and career specialists. Our goal is to reach students with the message that they are college material, and that we can help them through the process by connecting them to the resources to make the college dream a reality. Between September and December of 2018, the team hosted 153 Immersive Experience groups with 1,543 attendees, conducted Campus intro tours for 281 guests, and presented information sessions to 288 attendees. High School specific outreach included 34 college fairs and recruitment tabling events with over 4,848 student contacts, 69 Valencia Presentations attended by 3,526 students, and 31 college application labs with 913 attendees.

Signature Events

The college hosted major events during the Fall and Spring terms aimed at acquainting the community with college options in Central Florida and beyond. **College Nights** occurred on two Valencia campuses in October 2018 and featured over 100 colleges in a college fair style as well as informational workshops.

The college also hosted multiple **Scholarship Workshops** at different campuses and at local area schools promoting college readiness, financial aid assistance and awareness of scholarship options. Valencia application assistance was also a part of these events. Campus Open Houses are held in Spring. This year, the East and Osceola campuses will host events that will feature Valencia programs, FAFSA assistance, academic programs, student services and scholarship information. All signature events are intended to inform students and families who have not traditionally attended college about their college choices and how to navigate through the enrollment process. As of the Fall term, 2,891 signature event attendees were reached through these events. The projections for Spring are promising and the team will reach over 20,000 prospect contacts by May. With planned outreach activities and events targeting the students and families with the most need in college transition, the team is also proactively committed to work with College Transition Coaches and College and Career Specialists at the schools to implement strategies

targeting the reduction of Summer Melt and successful transition to college in the fall term of 2019 high school graduates.

Poinciana Campus

For a detailed update regarding this campus, please see Appendix III. The campus has provided access to higher education to the Poinciana area that previously did not exist. The campus is a majority hispanic student population. The goal has been set for the average college going rate of the high schools serving the poinciana community to exceed 53% by 2021.

New methods and strategies, if applicable.

Response:

Minority Male Symposium

In our commitment to ensuring student success, engagement and retention, Valencia Counselors College-wide sponsored our first annual **Minority Male Symposium on Feb. 25-28, 2019**. Although the symposium focused on minority males, this was an all-inclusive event open to all students. Refreshments were provided and 3 students were awarded a \$500.00 scholarship on West Campus. The Male Symposium is designed to address the ever-increasing problem of declining college enrollment of minority males. The symposium will allow our men to build strong connections, provide a safe learning environment, collaborate with college and community partners, and foster a safe space for learning while academic and student affairs support efforts in building and developing our students as a whole. More specifically, this initiative seeks to address the college's strategic pillars.

Bridges to Success

Bridges to Success developed and hosted Pre-Orientation fairs for students who applied to the program. This initiative was designed to assist students with steps to enrollment, and alleviate the stress that often arises with the transition from high school. Pre-Orientation allows students and parents to come to campus to meet with Financial Aid, Admissions/Answer Center/Assessment, Atlas Labs, and Office of Students with Disabilities, and allows them get real time updates on information submitted to the college, and the steps they need to take to satisfy the admission file. This initiative has been well received by the high school counselors, Valencia College coaches, and community partners, as an additional support services for students who will be the first in their family to attend college.

Support for Students with Disabilities

Flash Forward: The annual transition fair at Valencia College specifically inviting Orange and Osceola high school students with disabilities to a night of information and resources. The event featured a tabling event by college resources such as the Learning Support and Honors College. The Valencia Foundation donated two \$500 scholarships to incoming students.

Osceola County Public Schools Transition Fair: The Office for Students with Disabilities team partnered with Recruitment Specialist out of Transitions to Orange and Osceola County Public School high school students.

Transition collaboration with the Center for Autism Related Disorders (CARD) at UCF: Partnering with CARD we assisted with their summer transition program, co-taught an ADULTING class for students with disabilities, and hosted Faculty Development Training regarding students on the Autism Spectrum in College Classes.

Valencia Weeks

Working with our Transitions department we have designed 4 days of student experiences at each of the following high schools: Jones, Edgewater and Boone. Each day a different experience is offered including table hosted by Hospitality and Culinary, faculty teach in on various subjects, Applying to Valencia, and the benefits of attending the downtown campus. We conducted this last fall and this spring.

Tutoring at Jones High School

We have a faculty member assigned to the downtown campus who is already conducting tutoring in Biology on the Jones High School campus and developing student relationships that will encourage attendance at the Downtown Campus.

Information Session with the African American Alliance of Christian Clergy

We conducted information sessions to inform the group of the programs and offerings at the Downtown Campus and I requested to be able to give presentations at individual churches about the downtown campus.

Targeted High School Administration Outreach

Conducted to ensure administration is aware of the campus developments and that high school counselors are aware of program offerings. These high schools are very close to the Downtown campus. We have regular articles about the downtown campus in the high school newsletters of Jones and Edgewater that reach not only current students but alumni and community.

Student Completions

This year’s report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved, and set goals for 2018-2019.

AA Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	1%	No	1%
Hispanic	1.5%	No	1.5%
Other Minorities	1%	No	1%
White	x	x	x
Female	1%	Yes	1%
Male	x	x	x
LEP	.25%	Yes	.25%
DIS	.5%	Yes	.5%
AS/AAS Degrees	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	1%	No	1%
Hispanic	1.5%	No	1.5%
Other Minorities	1%	No	1%

White	x	X	x
Female	.75%	Yes	.75%
Male	x	X	x
LEP	.75%	No	.75%
DIS	.5%	Yes	.5%
Certificates	2017-2018 Goals	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	1%	No	1%
Hispanic	1.5%	Yes	1.5%
Other Minorities	1%	Yes	1%
White	x	X	x
Female	.75%	No	.75%
Male	x	X	x
LEP	.75%	Yes	.75%
DIS	.5%	Yes	.5%
Baccalaureate Degrees	2017-2018 Goals *	2017-2018 Goals Achieved (Yes/No)	2018-2019 Goals
Black	10%	Yes	2%
Hispanic	20%	Yes	3%
Other Minorities	10%	No	1%
White	x	X	x
Female	45%	Yes	1%
Male	x	X	x
LEP	4%	yes	4%
DIS	4%	No	4%

*Baccalaureate 2017- 2018 equity goals were listed as total % goals. 2018- 2019 Baccalaureate and all other goals are listed as % increase from prior year.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

Response:

Camino a UCF

Please see the appendix for an indepth article on the update of this program (Appendix IV).

Dual Enrollment

Dual enrollment is an accelerated mechanism through which eligible middle and high school and home school students can enroll in college courses while in middle or high school in order to earn academic credit that counts towards an associate degree and their high school diploma. It is also a way in which underserved students can experience college success while in middle or

high school and gain the confidence and initiative to continue college enrollment. To this end, Valencia has partnered with Orange County Public Schools (OCPS) and School District of Osceola County (SDOC) and private and home schools to expand access to dual enrollment to students from diverse backgrounds. In 2018-19, dual enrollment increased 36% in Fall term and 30% in Spring term.

REACH Program

A greater review of this program can be found in Appendix V, however the program is going to end in Summer 2019 due to low enrollment as a result of Senate Bill 1720. The program helped create other programs to aid in student enrollments and completions. The numbers of students enrolled in the program is at the minimum for this year as fewer students meet the criteria.

Title V Grant Update

Please see Appendix VI for an in depth update about the work with the Title V grant we have reported on in prior equity reports. The data collected has shown an increased graduation rate and indicates this program is achieving goals.

New methods and strategies, if applicable.

Response:

The West Campus Dean of Students Office implemented a pilot referral process when faculty, staff, or students report potential concerning behaviors or extenuating life circumstances. This early alert system includes intervention strategies by Counselors. During the pilot the number of referrals to counselors has substantially increased compared to historic referrals.

Supporting students with disabilities

Skillshops - OSD coordinators partner with colleagues and community partners to present Skillshops for students. These include workshops on Service Dogs, Destigmatizing Mental Illness, Self-Care: a Guide to Meditation, and an Understanding of Learning Disabilities.

Knowledge is Power: A series designed to give students the opportunity to learn more about the courses they were currently registered or courses they will need to take in the future. There were four sessions, each one related to a different class featuring a professor who taught the course. Each session discussed specific information about course content, grading, available resources to aid in academic success, and the online environment. The goal was to influence students to be more proactive in their learning as well as incite excitement about their upcoming semester.

Well-o-Ween Partnership: The OSD collaborated with the Valencia counselors to host a health fair with special focus on mental health. OSD was responsible for the creation of a student testimonial video featuring students with various mental health and developmental disorders as well a panel discussion on reducing stigma related to mental illness.

Student Outcomes

As part of a larger college-wide plan, Dr. Kathleen Plinske, Executive Vice President and Provost has set direct focus on student completions and has provided documents that further detail the focus and initiatives to support this focus. This information can be found in Appendix VII.

Faculty & Staff Reading Circles

In Fall, 2018, all faculty and staff were invited to participate in a reading circle to help inform our working theories, hypotheses, and leading towards a possible new big idea relating to closing the gaps in student performance. During the fall, members of the college read “Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do”, “Deep Diversity: Overcoming Us vs. Them” and “Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism and Social Marginalization.” The College scheduled 41 reading circles and 156 employees engaged in this initiative.

A Conversation on Equity and Belonging with Dr. Tia McNair

On October 3, 2018, Dr. Tia McNair, Vice President, Office of Diversity, Equity, and Student Success at the Association of American Colleges and Universities (AAC&U) engaged with the College community as part of our journey to build an inclusive community and explore the meaning of equity and belonging at the College.

Learning Day 2019

The College’s annual Learning Day for employees featured a keynote speaker, Dr. Claude Steele, best known for his work on stereotype threat and its application to minority student academic performance. His presentation “Stereotypes and their Impact on Student Opportunity and Achievement” was presented in person and live streamed to other campus locations. Dr. Steele was also featured at the College’s Learning Assessment Conference, hosted in Orlando, from February 17 – 19, 2019.

College Wide outcomes and objectives

Following the development of an impact paper on student outcomes, the college moved forward in gathering data to best identify strategies to positively impact the success of students with respect to race and ethnicity. 650 employees completed a college survey on conditions that impacted student learning. Responses were coded, and the college developed 15 major hypotheses about the conditions that affect student learning and student outcomes. The Learning Council ranked these and six hypotheses were selected as the first to be further explored.

CONDITIONS THAT AFFECT STUDENT LEARNING

- Course attendance and withdrawal policies may have unintended consequences; some students who are withdrawn may not experience a sense of belonging and may withdraw from courses on their own when it may not be advisable to do so.
- Requirements for financial aid verification are cumbersome and lead some students to withdraw, disproportionately affecting low-income students.
- Many students would benefit from an opportunity to develop the non-cognitive skills and abilities necessary for success in college.
- Some students may benefit from more diverse pedagogical approaches to create a more inclusive learning environment that fosters a sense of belonging.
- Some new students who attend New Student Orientation near the start of a term (or after a term starts) enroll in part-of-term courses or in course modalities that do not have a high likelihood of success.
- Some students are unable to obtain instructional materials prior to the start of the term due to either a lack of financial resources or a lack of physical access.

Big Meeting 2019

College wide faculty and staff participated the College's annual Big Meeting on February 8, 2019. During this meeting, employees discussed student performance outcomes, disaggregated by race and ethnicity, and heard updates from, and provided feedback to, insight teams as part of a college effort to create positive conditions that affect student learning and how best we can work to improve student outcomes (Appendix VIII).

Student Success in Targeted Programs

The college's plan for 2017-2018 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

Response: LSAMP Valencia College is a proud member and lead institution of the Central Florida STEM Alliance (CFSA). In partnership with Seminole State College and Lake-Sumter State College, CFSA received from the National Science Foundation an initial grant award of \$1.5 million over three years through the Louis Stokes Alliance for Minority Participation (LSAMP) Program. The work of the first grant concluded after a fourth-year, no-cost extension. By the end of that first grant, Valencia College and its alliance partners realized a 20% increase in the number of underrepresented minority (URM) students who completed an associate degree and transferred into a baccalaureate degree program at the University of Central Florida to pursue majors in Computer and Information Sciences, Engineering, Life Sciences, Mathematics, Architecture, and Physical Sciences.

The College applied for and received a new, three-year LSAMP grant, in partnership with Lake-Sumter State College and Polk State College. The goal of the new LSAMP grant is to increase by 25% over three years the number of URM students who complete an A.A. at Valencia, Polk State, or Lake-Sumter State Colleges and transfer to a four-year university in a science, technology, engineering, or mathematics (STEM) field. For this particular grant, the targeted underrepresented minorities are African-American and Hispanic students. Students from other National Science Foundation-defined URM groups also are included in the program. CFSA colleges are now in the second year of its latest LSAMP grant.

Under the two LSAMP grants, Valencia has hired a full-time Project Director and Implementation Coordinator for the initiative, as well as three STEM Transfer Program Advisors. This team has organized the following activities: Dedicated STEM Academic Advising Summer Bridge Program STEM Student Internships and Research STEM Co-curricular Experiences (e.g., college and facility tours, STEM speakers, conferences, STEM-related clubs, workshops) The project team has developed and refined a two-semester cohort engagement model, LSAMP Scholars. This model affords participating students opportunities to gain field experience in STEM through mentored research, supervised laboratory work, or supervised program development in STEM outreach and to provide learning support to other students through structured peer learning opportunities. Concurrent with their workplace duties, students participate in various professional development workshops to enhance their STEM career skills and to broad their networks of support.

Students participating as Scholars and in other sustained programming report to project staff their increased confidence, competence, and capacity to succeed in STEM, including seeking and securing positions in nationally competitive programs for research experiences for undergraduates (REU). During the summer of 2018, eleven Valencia students engaged in research through national REU programs. Additionally, a number of the research participants submit abstracts to present their work during national STEM conferences. During this grant year, six Valencia LSAMP students made eight presentations about their work while attending three national STEM conferences.

New methods and strategies, if applicable.

Response: [Click here to enter text.](#)

**Review of Part III: Strategies to Overcome Underrepresentation of Students
 (Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Is the college achieving its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

Part IV. Gender Equity in Athletics

The college offers athletic programs: **No** If no, move to next section. If yes, complete this section.

Part V. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2018-2019 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

Valencia College

The college ensures that section 1000.05, F.S., and section 1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in submission 1 of 2 and submission 2 of 2 of this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs)

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.

EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

Appendix I: Course Substitution List

2018-2019 Foreign Lanugage Course Substitutions

COURSE TITLE	CULTURAL COMPONENT	CIM STATUS
ANT 2000 Introductory Anthropology	YES	COMPLETED
ARH 2050 Introduction to Art History I	YES	COMPLETED
ARH 2051 Introduction to Art History II	YES	COMPLETED
ASL 2510 Deaf Culture	YES	COMPLETED
EDF 2085 Intro to Diversity for Educators	YES	COMPLETED
EUH 2000 Western Civilization I	YES	COMPLETED
GEB 1350 Intro to International Business	YES	COMPLETED
HUM 2220 Greek and Roman Humanities	YES	COMPLETED
HUM 2223 Late Roman and Medieval Humanities	YES	COMPLETED
HUM 2232 Renaissance and Baroque	YES	COMPLETED
HUM 2234 Enlightenment and Romanticism	YES	COMPLETED
HUM 2250 Humanities 20th Century	YES	COMPLETED
HUM 2310 Mythology in Art and Literature	YES	COMPLETED
HUM 2403 Middle Eastern Humanities	YES	COMPLETED
HUM 2410 Asian Humanities	YES	COMPLETED
HUM 2454 African American Humanities	YES	COMPLETED
HUM 2461 Latin American Humanities	YES	COMPLETED
LIT 1000 Introduction to Literature	YES	COMPLETED
INR 2002 International Politics	YES	COMPLETED
REL 2300 Understanding Religious Traditions	YES	COMPLETED
THE 1100 Introduction to Theater History	YES	COMPLETED

Mathematics Course Substitution List Proposal

2013-2014

2018-2019 Math Course Substitutions

COURSE TITLE	MATH or QUANTITATIVE COMPONENT	COB STATUS
ACG 2021C Principles of Financial Accounting	YES	COMPLETED
ACG 2071C Principles of Managerial Accounting	YES	COMPLETED
APA 1111 Basic Accounting	YES	COMPLETED
BSC 1005 Biological Science	YES	COMPLETED
BSC 1010C Fundamentals of Biology I	YES	COMPLETED
BSC 1011C Fundamentals of Biology II	YES	COMPLETED
BSC 1026 Biology of Human Sexuality	YES	COMPLETED
EVR 1001 Introduction to Environmental Science	YES	COMPLETED
CGS 2100C Computer Fundamentals and Applications	YES	COMPLETED
CGS 2510C Spreadsheet Applications	YES	COMPLETED
ECO 2013 Principles of Economics-Macro	YES	COMPLETED
ECO 2023 Principles of Economics-Micro	YES	COMPLETED
EME 2040 Technology for Educators	YES	COMPLETED
GEB 1011 Introduction to Business	YES	COMPLETED
MCB 2010C Microbiology	YES	COMPLETED
MGF 1106 College Mathematics	YES	COMPLETED
MGF 1107 Mathematics for the Liberal Arts	YES	COMPLETED
OCE 1001 Introduction to Oceanography	YES	COMPLETED
PHI 2600 Ethics and Critical Thinking	YES	COMPLETED
SBM 1000 Small Business Management	YES	COMPLETED
STA 1001C Introduction to Statistical Reasoning	YES	COMPLETED

Appendix II: Valencia College Job Boards

Valencia College Sponsored Job Boards

Higher education large job boards/ specific job posting resources with high diversity:

- HigherEdjobs
- The Chronicle of higher Education
- LatinosinHigherEd - Latino Higher education
- HBCUConnect – Historically Black Colleges and Universities

Diversity higher education

- JBHE – The Journal of Blacks in Higher Education
- WIHE – Women in Higher Education
- WIA – Women in Academia
- SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science-

Veterans/ Diversity focused general job boards:

- Hire a Hero - <http://www.hireahero.org/>
- Military1 - <https://www.military1.com>
- JOFDAV - <https://www.jofdav.com/>
- RecruitABILITY - <http://www.recruit-ability.com/index2.html>
- Kimble Group - <https://kimblegroup.com>
- David Careers - <https://davidcareers.com/>
- US Diversity <https://www.usdiversity.com>
- African American Careers <https://www.africanamericancareers.org>
- African American Jobs <https://www.africanamericanjobs.org>
- Asian Careers <https://www.asiancareers.org>
- Asian Workforce <https://www.usd-asianworkforce.com>
- Asian Jobs <https://www.asianjobs.org>
- Disability Jobs <https://www.disabilityjobs.org>
- Disability Careers <https://www.disabilitycareers.org>
- USD Veterans <https://www.usd-veterans.com>
- Veteran Careers <https://www.veterancareers.org>
- Veteran Jobs <https://www.veteranjobs.org/> Feed
- USD Disabled Vets <https://www.usd-disabledvets.com>
- Gay Careers <https://www.gaycareers.org>
- Gay Jobs <https://www.gayjobs.org>
- Hispanic Careers <https://www.hispaniccareers.org>
- USD Hispanic Workforce <https://www.usd-hispanicworkforce.com>
- Hispanic Jobs <https://www.hispanicjobs.org>
- Native American Careers <https://www.nativeamericancareers.org>
- American Indian Jobs <https://www.americanindianjobs.org>
- Senior Careers <https://www.seniorscareers.org>
- Senior Jobs <https://www.seniorsjobs.org>
- USD Working Women <https://www.usd-workingwomen.com>

- Woman's Careers <https://www.womenscareers.org>
- Women's Jobs <https://www.womensjobs.org>
- US Diversity <https://www.usdiversity.net>
- US Diversity <https://www.usdiversity.org>

Local Outreach

- Careersources (Central Florida, Brevard, Polk, Flager Volusia, Pasco Hernando counties, multiple locations)
- Job link (orange, Brevard counties)
- Workforce Central Florida
- Goodwill industries
- Catholic Charities
- Goodwill Self Sufficiency Job Centers
- Center for independent living
- Central Florida Urban League
- Metropolitan Urban League
- Division of Vocational Rehabilitation (locations within 50 miles radius)
- Division of Vocational Rehabilitation Florida Department of Education
- Chamber of commences (various)
- Orlando VA Medical Center
- Veterans Center
- Veterans Memorial Center
- Women's Resource Center

Association/ Group specialized job boards

We presently work with 250+ groups and professional associations on a regular basis for faculty recruitment or hard to fill positions, to mention a few sites:

- AIR – Association for Institutional Research Association
- AIGA – the professional association for design
- Audio Engineer Society
- FNA- Florida Nurses Association
- ASEE – American Society of engineering education
- ALA – American Library Association
- FRID -Florida Registry of Interpreters of Deaf
- CLAM - Clinical Laboratory Management Association
- ANA- American Nurses Association
- AMS – American Mathematical Society
- MAA - Mathematical Association of America
- NSTA – National Science Teacher Association
- Health Careers – Allied health and Nursing
- SLA – Special Libraries Association
- AAPT - American Association of Physics Teachers

- The chronicle of Philanthropy
- ITC - Instructional Technology Council
- UFVA – University and Film & Video Association
- TESOL – English of speakers of other languages
- HERC- Higher Education Recruitment Consortium

Diversity higher education groups/ association targeted to reach URMs:

- HACU – Hispanic Association of Colleges and Universities
- SACNAS.org – Advancing Chicanos/Hispanics & Native American in Science
- AABHE - American Association of Blacks in Higher Education
- AAHHE - American Association of Hispanic in Higher Education –
- Central Florida Black Nurses Associate of Orlando
- JBHE- the journal of blacks in higher Education
- WIA – Women in Academia
- NSBE – National society of black engineers
- AWM – Association for women in Mathematics
- SWE – Society of Women Engineers

Colleges/ Universities Career sites

Handshake – School Network totaling **582** Colleges and Universities and growing.

Handshake is the fast and powerful recruiting platform for sourcing students and alumni. It uses cutting edge technology to better connect employers with qualified candidates.

We use Handshake to post job and register for career fairs, advertise our events, and message students and alumni who meet your qualifications. This is a great way to promote Valencia College.

Appendix III: Poinciana Campus



VALENCIA COLLEGE



Poinciana Campus

Valencia Trustees to Ask State to Approve Campus in Poinciana

Tuesday, July 16, 2013

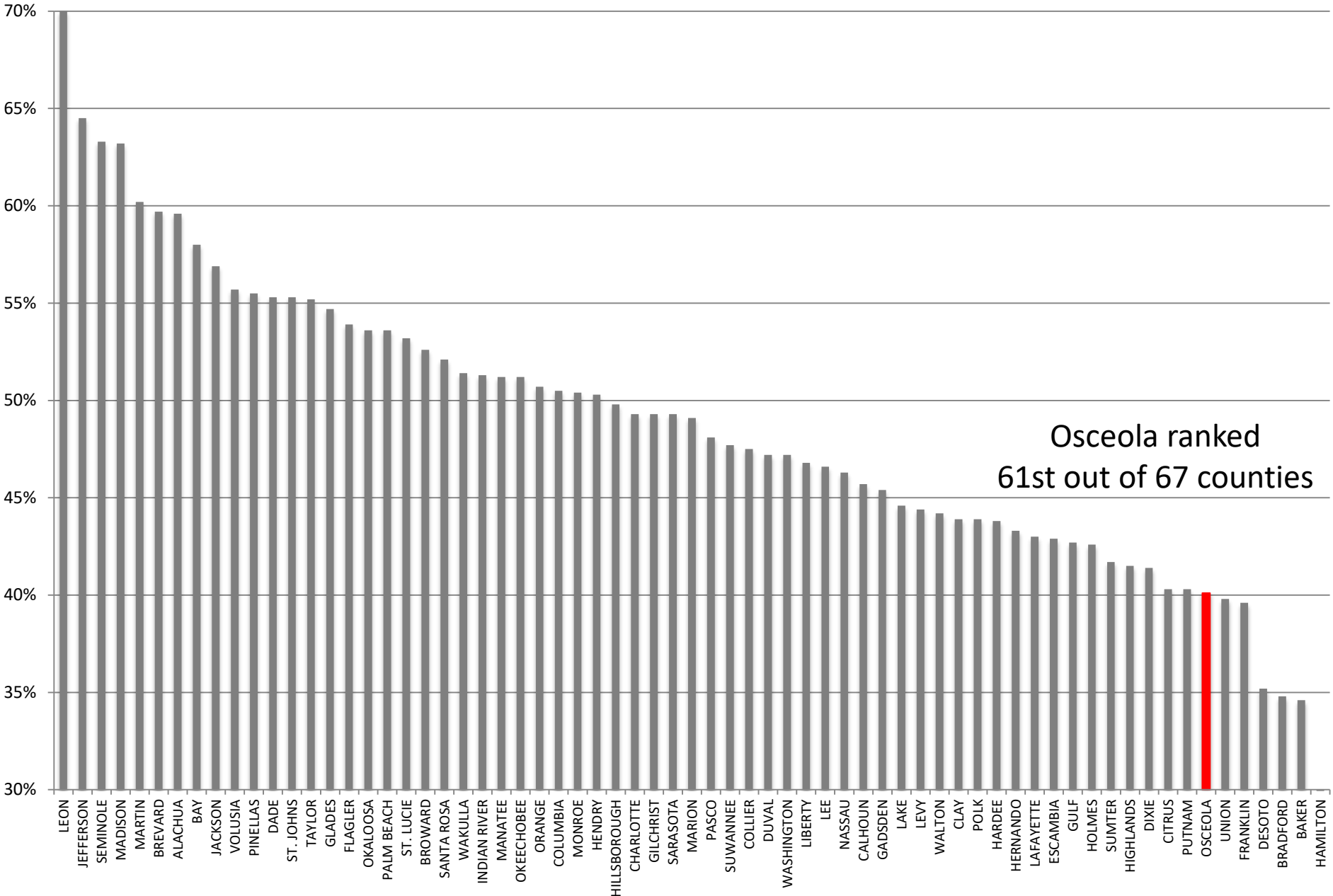
By Linda Shrieves Beaty

Orlando, FL – Valencia College's board of trustees on Tuesday took the first step toward creating a campus in Poinciana by voting to ask the State Board of Education to approve a new campus in the fast-growing Osceola County development.

Although Valencia College officials have been eyeing a possible Poinciana campus since 2003, getting state approval would "open the doors for real planning," said Dr. Sandy Shugart, Valencia College president.

"We have been looking forward to bringing our presence to Poinciana for many years and I think this is the best opportunity we've had in a long time," Shugart said.

Percentage of High School Graduates Enrolled in Public, Post-Secondary Institution in Florida in Fall After High School Graduation (Class of 2010)



Osceola County

2010 College-Going Rates

Celebration High School	36.4%
Gateway High School	44.3%
Harmony High School	42.6%
Liberty High School	38.8%
New Dimensions High School	40.0%
Osceola High School	42.0%
Osceola School for the Arts	53.0%
PATHS	58.0%
Poinciana High School	26.2%
St. Cloud High School	34.5%



VALENCIA COLLEGE

Valencia College trustees pick donated site for Poinciana campus

By **Denise-Marie Ordway**, **Orlando Sentinel**

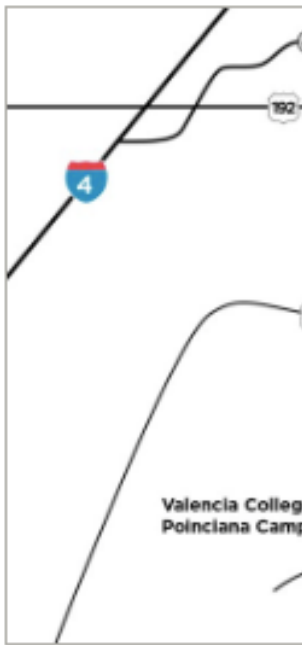
JULY 23, 2014, 2:17 PM

Valencia College trustees on Wednesday picked a donated piece of property on Pleasant Hill Road as the location of a new campus in Poinciana.

Trustees also urged college administrators to find a way to fast-track the project. Valencia does not yet have enough money to build the satellite campus in Poinciana, a large and growing community that straddles the Osceola County-Polk County line.

Valencia President Sandy Shugart said it will be at least 2-1/2 years before construction can begin. The first phase of the satellite campus will cost \$23 million, officials said.

Trustees voted to build the campus on 19 acres near Pleasant Hill and Reaves roads that are being donated by Osceola County. Valencia, which already has about 60,000 students on five campuses in Orange and Osceola counties, had investigated several properties.



Sen. Soto, \$11.9 Milli

Thursday, June 18, 2015

KISSIMMEE, FL – Wh state legislative leader phase of Valencia Coll

The funds represent tt multistory building. Th approximately \$22 mil

Valencia officials antic 2016 and the building legislature appropriate

Gov. Scott Appr Poinciana Cam

Friday, March 18, 2016

With the strong leadership of Sen County, Valencia College secured campus in Poinciana, a sprawling

The \$12.1 million in funds officiall foot, multistory building. The total is approximately \$27 million.

Valencia officials anticipate that gr 2016, with classes underway by ti

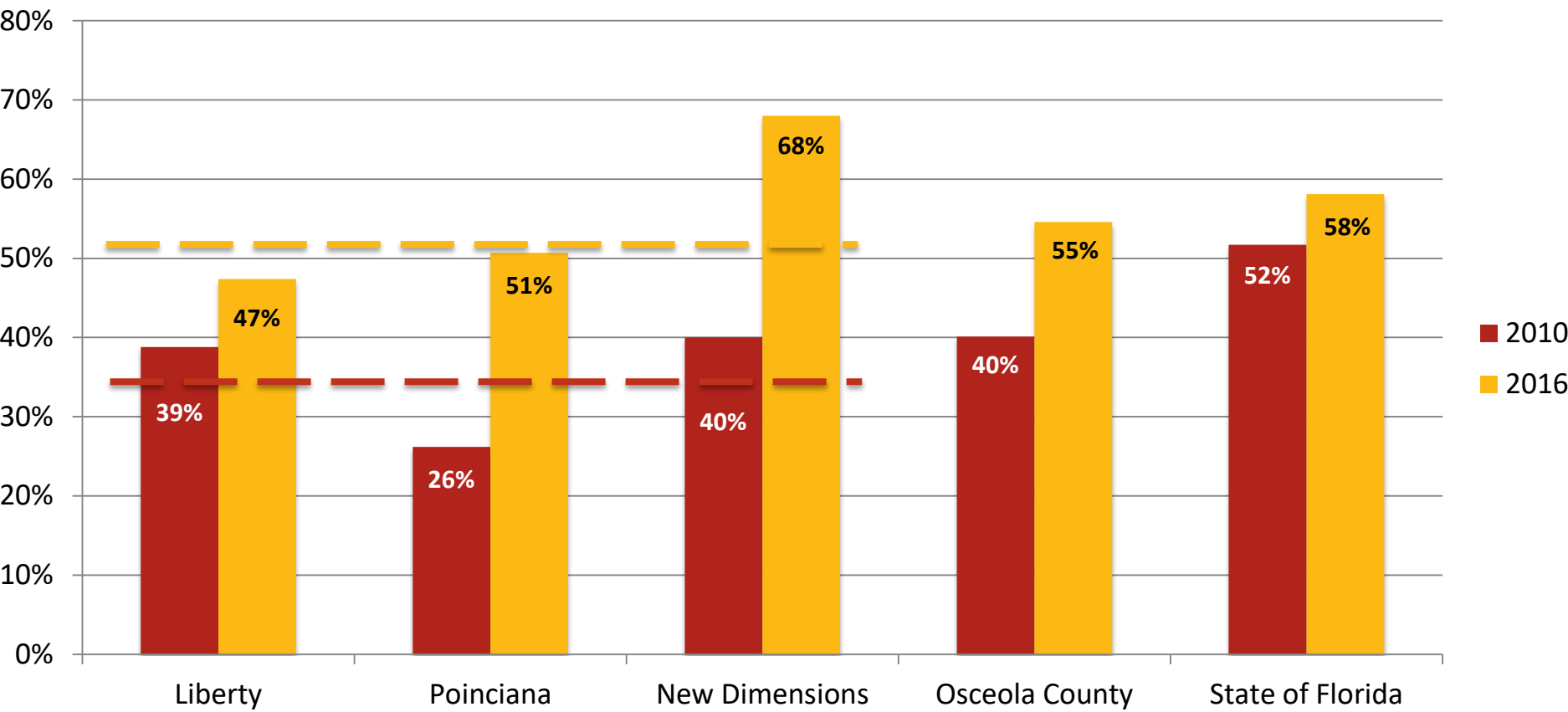
Valencia Celebrates Poinciana Campus with Groundbreaking Ceremony

Wednesday, May 18, 2016

With the early phases of construction already underway, Valencia College held a groundbreaking ceremony for a new \$27 million campus in Poinciana on Thursday, May 19. The Poinciana Campus will open up opportunities for many who may not be able to attend classes at the college's Osceola Campus, which takes two-and-a-half hours to reach by bus and 45 minutes by car.

The campus is scheduled to open in the fall of 2017, and is projected to serve approximately 2,500 degree-seeking students, as well an additional 1,000 students seeking job training.

Poinciana College-Going Rates



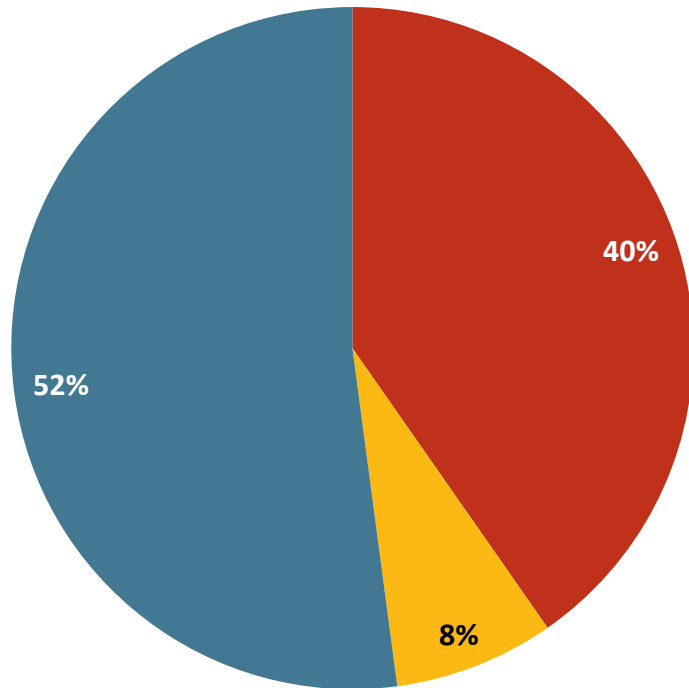
GOAL:

By 2021, the average college-going rate of the high schools serving the Poinciana community (Liberty, Poinciana, and New Dimensions) will exceed 53%.

Fall 2018 Enrollment

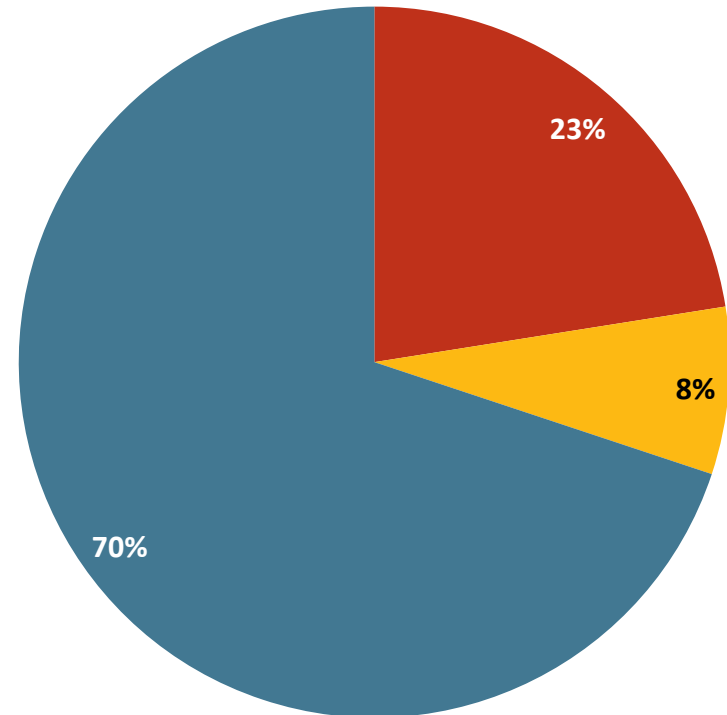
	Poinciana	Osceola
Fall 2016	0	11,988
Fall 2017	1,114	12,321
Fall 2018	1,534	12,644

Poinciana Campus



■ New ■ Transfer ■ Returning

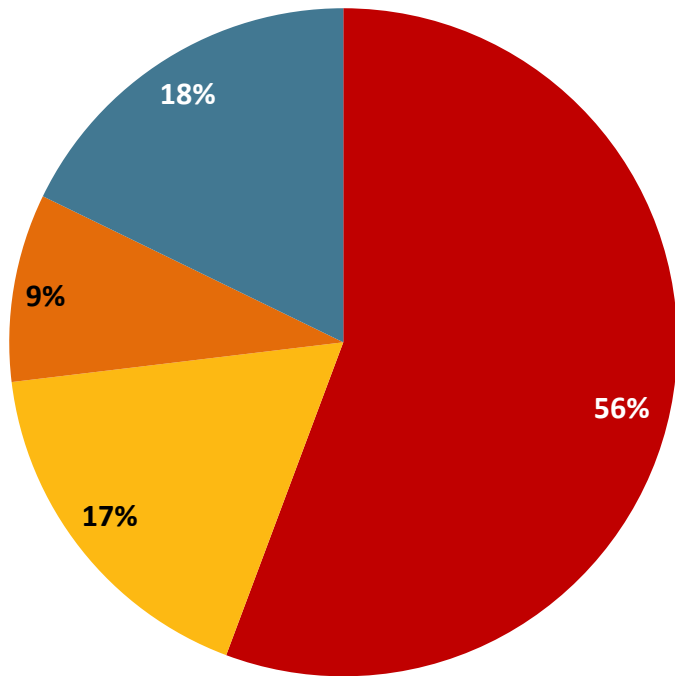
Collegewide



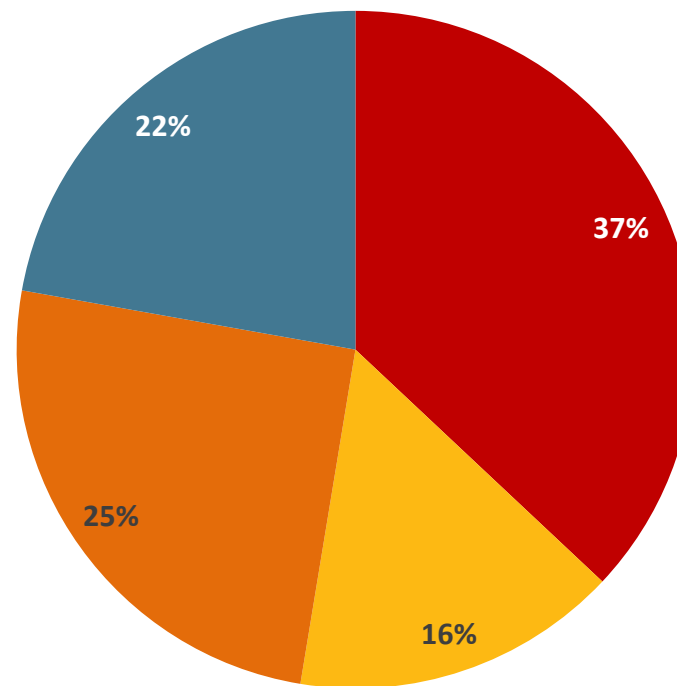
■ New ■ Transfer ■ Returning

Demographics of Students Enrolled in Fall 2018

Poinciana



Collegewide



- Hispanic
- Black or African American
- Caucasian
- Other



VALENCIA COLLEGE



Poinciana Campus

Appendix IV: Camino a UCF

VALENCIA

CAMINO *a* UCF

Una Comunidad Fuerte



Design

- Cohort-based experience to create a learning community with high personal commitment
 - Enrollment for students wishing to major in psychology, criminal justice, business, or hospitality management
- Eliminate "unknowns" in students' schedule; students' schedule is set for each semester
 - Guaranteed schedule at Valencia leading to Associate of Arts with all program prerequisites for major in respective program
 - Intentional inclusion of face-to-face, mixed mode, and online courses
- Include meaningful and connected co-curricular experiences
 - Dedicated UCF and Valencia Advisors
 - Workshops conducted by Learning Support and counselors teaching practical skills - active reading, brain storming, note-taking, and citations
 - Challenging, immersive, and rewarding undergraduate experience through academic rigor
- Create experiences for students to "feel" like UCF Knights while at Valencia
 - Spirit Splash at UCF
 - UCF Events, e.g. sports and theater
 - Exclusive Tour of UCF Main Campus and meeting with UCF Transitions



Goals

1. Improve student readiness for UCF
2. Improve retention and completion rates of Camino program, along with academic success
3. Improve recruitment and marketing strategies



Data

- Retention Rates
 - Higher consistently for Camino students compared to non-Camino students
 - 81.6% vs. 70.5% Fall 2017-Spring 2018 and 84.2% vs. 74.5% Fall 2016-Spring 2017.
- Course Success Rates (success defined as A, B, or C in course)
 - Consistently higher in Camino students compared to non-Camino
 - 82.2% vs. 76.4% since spring 2016 (they have been higher in each individual semester since that time as well with the difference being as large as 8%).
- Average GPAs
 - Higher for Camino students compared to non-Camino.
 - In Fall 2017-Spring 2018, Camino students averaged a 2.60 GPA while non-Camino averaged 2.30. For the students Fall 2016-Spring 2017, Camino students averaged a 2.65 GPA while non-Camino averaged 2.33.
- Recruiting and Outreach
 - This fall's incoming class is double in number from last year's group and is 83% Hispanic





2018 Chancellor's Best Practice Awards Program Submission Form

Please complete this form and return it electronically to Dr. Angela Long at angela.long@fldoe.org, as well as copied to the Chancellor's office at ChancellorFCS@fldoe.org. A confirmed receipt of the submission will be given to the participating institution's contact person.

The deadline for best practice submissions is **Friday, September 21, 2018**. Each college may submit up to two programs for consideration. *(Note: If selected, the winning colleges will be required to submit a 2-3 minute video on their best practice program to be shown at the Chancellor's Best Practices Awards Ceremony scheduled for Wednesday, November 7, 2018 in Orlando).* For assistance or questions regarding the Chancellor's Best Practice Awards, please contact Dr. Angela Long, Director of Learning, Innovation and Success at 850-245-9481 or through the email listed above.



2018 Chancellor's Best Practice Awards Program Submission Form

Program Assessment

College: Valencia College

Title Strategy: Camino a UCF

Focus Area (Mark One)

Access

Affordability

Achievement

Attainment

Program Overview (350 word limit):

- Provide an overview description of your program and describe its focus area as marked above. Focus on **Innovation**. *Does the program meet or set new standards or introduce innovative practices? Provide estimated start-up cost and estimated recurring cost, if applicable.*

Camino a UCF (una comunidad fuerte) is a Valencia College - Osceola Campus program started in 2013 designed for any student planning to participate in DirectConnect™ to UCF and who intends to major in business, hospitality, psychology, or criminal justice. It is a two-year cohort program for first-time-in-college (FTIC) students. The program is designed for degree-seeking students who plan to continue their education at the University of Central Florida (UCF) after graduating from Valencia College.

Students in the program meet the following eligibility criteria: declared DirectConnect to UCF; majoring in either business, hospitality management, psychology, or criminal justice; enrolled as a full-time student in the fall and spring terms; and committed to participating in a series of co-curricular activities which include workshops on topics such as team-building and communication, citation and research, and grammar boot camp. Students also visit the UCF main campus and participate in the homecoming event Spirit Splash, take a UCF campus tour, and attend UCF sport/theater events. This partnership between Valencia College-Osceola and UCF is designed to establish an enhanced pathway from Valencia College to UCF, which provides students a more individualized experience though a supportive learning community of peer students, faculty, and staff.

Design:

- Cohort-based experience to create a learning community with high personal commitment
- Eliminates "unknowns" in students' schedules; students' course selection and schedule are set for the entire two-year program
- Includes meaningful and connected co-curricular experiences
- Creates experiences for students to feel like UCF Knights while at Valencia

Benefits:

- Cohort-based enrollment for students wishing to major in psychology, criminal justice, business, or



2018 Chancellor's Best Practice Awards Program Submission Form

hospitality management

- Guaranteed schedule at Valencia leading to Associate of Arts with all program prerequisites for major in respective program (psychology, criminal justice, business, or hospitality management)
- Intentional inclusion of face-to-face, mixed mode, and online courses
- Dedicated UCF and Valencia Advisors
- Guaranteed admission to UCF
- UCF traditional student experiences, such as Spirit Splash at UCF
- UCF Events, e.g., sports and theater
- Exclusive tour of UCF Main Campus
- Workshops teaching practical skills - active reading, brainstorming, note-taking, and citations
- Challenging, immersive, and rewarding undergraduate experience through academic rigor

Steps in Development (350 word limit):

- Identify the need or challenge. What data drove your work?

It was clear from early measures of student success data, both Valencia's and that provided by our UCF partners, that more needed to be done to prepare students for the time commitment and academic responsibility needed for successful transfer to UCF. Degree completion for a traditional two-year AA degree is regularly measured over a five-year time frame, indicating that few students attend full-time for two years and graduate. Anecdotally, we also learned from UCF advisors that students were not completing all program prerequisites prior to transfer to UCF. We believed that a cohort program, which narrowed student course selection and included co-curricular activities to help them connect earlier to their university majors, would provide the structure and motivation needed to stay on track to complete the AA faster to transfer to the university. Target programs were selected based on high enrollment majors at the Valencia College Osceola Campus.

In addition, qualitative data was gathered through focus groups that indicated that co-curricular activities needed to be provided as part of the program. Students reported that while they were excited about transferring to UCF, they had concerns regarding their transition to a much larger institution because they didn't feel they had enough preparation with life skills. Because of these challenges, the goals for the Camino a UCF program became the following:

1. Improve student readiness for UCF
2. Improve retention and completion rates and academic success



2018 Chancellor's Best Practice Awards Program Submission Form

3. Improve recruitment and marketing strategies to join Camino a UCF

Expert Advice (350 word limit):

- What advice can you give to other Florida Colleges on how to carry out such a program? Include your **Improvement Measures**. Will the program lead to quality or process improvement, improved efficiency, lowered costs or address a challenge at the institution? If so, describe and/or provide examples.

Improvement in this program is measured by both learning outcomes quality and process improvement in achieving the goals previously expressed. Program participants have higher retention rates, grade point averages, and shorter time to degree. There is an additional goal of increasing the number of under-represented students who successfully transfer to the university. Valencia's Osceola Campus is a Hispanic Serving Institution, so increases in success for our student population directly result in larger numbers of successful Hispanic students at the university.

My advice to other Florida Colleges looking to carry out a program similar to Camino is to form a strategic plan with a partner institution including:

1. Establish partner contacts
2. Create a reasonable credit load and semester by semester course structure
 - Class model → Fall 1 = 4 courses, Spring 1 = 5 courses, Summer 1 = 2 courses, Fall 2 = 5 courses, Spring 2 = 4(+1) courses
3. Create a website to share information – bilingual in English and Spanish
4. Create marketing materials – bilingual in English and Spanish
5. Create a recruitment plan
6. Design a speaker and co-curricular activity schedule
7. Secure dedicated advising



2018 Chancellor's Best Practice Awards Program Submission Form

Data Evidence of Success (350 word limit):

- What have you accomplished and what do your numbers show? Include information on: 1) **Sustainability:** Will the program show results that are sustainable? If so, describe and/or provide examples, 2) **Evaluation:** Have the program's outcomes been evaluated? If so, describe and/or provide examples of outcomes and return on investment, 3) **Impact:** Will the program have broad impact and provide benefits to educational practices that are adaptable beyond the current setting in which it will be implemented? If so, describe and/or provide examples. (I.e. number of students served, cost savings, new processes, etc.). 4) **Recognition:** If the program has been implemented, provide details about any recognition, media coverage, or honors achieved by program.

Data from 2016-18 (controlling for cumulative hours) show significant improvement in Camino students in student success measures compared to the past and compared to Valencia College students outside of Camino. Data show that retention rates from fall to spring are significantly higher consistently for Camino students compared to non-Camino students, e.g., 81.6% vs. 70.5% Fall 2017-Spring 2018 and 84.2% vs. 74.5% Fall 2016-Spring 2017. Course success rates (success defined as A, B, or C in course) are consistently higher with Camino students compared to non-Camino as well, e.g., 82.2% vs. 76.4% since spring 2016 (they have been higher in each individual semester since that time as well with the difference being as large as 8%). Average GPAs are higher for Camino students compared to non-Camino. For the students Fall 2017-Spring 2018, Camino students averaged a 2.60 GPA while non-Camino averaged 2.30. For the students Fall 2016-Spring 2017, Camino students averaged a 2.65 GPA while non-Camino averaged 2.33. Finally, the more aggressive marketing of the Camino programs has been effective in achieving more enrollment. This fall's incoming class is at 45 (37 from the target Hispanic student population), nearly double last year's fall group.

Because of the high retention rates, the Camino program has been effective in assisting students with the transition from high school to college. In focus groups, students appreciated having a set schedule and also described the Camino cohort as a family which provided them the support they needed to be successful in college. They also felt that the UCF activities were helpful in giving them a welcoming feeling as a future UCF student. At the same time, the Camino students offered several recommendations, such as more activities with each other and academic/professional workshops related to their careers, required regular meetings with faculty and advisors, and physical spaces set aside for Camino students to study and work together.

Program Contact:

- Provide name, title, address, phone number, and e-mail contact.



2018 Chancellor's Best Practice Awards Program Submission Form

Scott F. Creamer, Ph.D.

Interim Dean of Social Science and Education
Valencia College-Osceola
1800 Denn John Ln.
Kissimmee, FL 34744
407-582-4971
SCreamer@valenciacollege.edu

Additional comments relating to program:

It is apparent that, when evaluating for success in the program's outcomes, the Camino program is on a positive path. In addition, the potential impact of this program is significant as it is adaptable beyond this campus of Valencia College. This is an inexpensive program with a small budget that is primarily used for marketing materials and travel expenses for the handful of student trips to the UCF main campus. With effective coordination between different campus offices and with partner offices, it should provide great academic benefits for many students.

Please send completed form to angela.long@fldoe.org, no later than Friday, September 21, 2018.

Camino a UCF

A Valencia College-Osceola campus-only program

I. Program Description and History

Camino a UCF is a Valencia College – Osceola campus program started in 2013 designed for any DirectConnect™ to UCF student who intends to major in Business/Hospitality or Psychology/Criminal Justice. The challenge as part of the campus plan was how the campus could build upon a nationally recognized model to develop an enhanced pathway for students who come to Valencia planning to seek a degree from UCF. Two years of planning resulted in Camino a UCF (una comunidad fuerte), a two-year cohort program for first-time college students offered at Valencia College's Osceola Campus. The program, simply known as Camino, is designed for degree-seeking students who plan to continue their education at the University of Central Florida (UCF) through the DirectConnect to UCF partnership.

Students who applied to the program met the following eligibility criteria: declared DirectConnect to UCF; majoring in either business, hospitality management, criminal justice, or psychology; enrolled as a full-time student in the fall and spring terms (5 courses; 15 credit hours); and committed to participating in a series of co-curricular activities which included workshops on topics such as team building and communication, citation and research, and grammar boot camp. Students also visit the UCF main campus and participate in Spirit Splash (homecoming event), a campus tour, and attend sporting/theater events.

The Camino program was developed as a partnership between Valencia College and UCF through the Engaging Latino Student initiative with support from the Center for Community College Student Engagement (CCCSE). The partnership was designed to pilot an enhanced pathway from Valencia College to UCF which provided students a more individualized experience though a supportive learning community of peer students, faculty and staff.

In summary, the design is:

- Cohort-based experience to create a learning community with high personal commitment
- Reduce or even eliminate “unknowns” in students’ schedule
- Include meaningful and connected co-curricular experiences (see Appendix A)
- Create experiences for students to “feel” like UCF Knights while at Valencia

After implementation, the Camino program benefits Osceola students in the following ways:

- Cohort-based enrollment for students wishing to major in psychology, criminal justice, business, or hospitality management
- Guaranteed schedule at Valencia leading to Associate of Arts with all program prerequisites (see Appendix B) for major in respective program (psychology, criminal justice, business, or hospitality management)
- Intentional inclusion of face-to-face, mixed mode, and online courses
- Dedicated UCF and Valencia Advisors
- Guaranteed admission to UCF

- Spirit Splash at UCF
- UCF Events, e.g. sports and theater
- Exclusive Tour of UCF Main Campus
- Workshops conducted by Learning Support teaching practical skills – active reading, brain storming, note-taking, and citations
- Challenging, immersive, and rewarding undergraduate experience through academic rigor

II. Background

Dr. Landon Shephard completed a report of Camino in 2016 of the 2014-15 academic year. This report included quantitative data collected from Valencia College's Institutional Research department (IR department) and included student success data (e.g. retention rates and grade point averages GPA) and student demographic information (e.g. race, first generation in college status, and gender). Regarding the student success data, Valencia's institutional research department reported Camino a UCF student fall-to-spring retention rate of 84% in comparison to 76% for non-Camino students (Shephard 2016). The Camino students combined grade point average reported during the Fall 2014 term was 2.44 in comparison to 2.64 for non-Camino students enrolled during the same period at the Osceola Campus, and the Camino students combined grade point average reported during the Spring 2015 term was 2.10 in comparison to 2.61 for non-Camino students enrolled during the same time at the Osceola Campus (Shephard 2016).

III. Current Research

In 2017-18, there were ten students in PSY/CJ year 1, twelve in PSY/CJ year 2, fourteen in GEB/HFT year 1, and twelve in GEB/HFT year 2, making forty-eight total. Of the twenty-four in year 2, seventeen graduated and will matriculate in fall 2018 at UCF. Focus groups were conducted for both year 1 ($n=24$) and year 2 ($n=24$) students separately. The focus groups were conducted in a standard classroom environment. Food and refreshments were provided for student participants. Faculty members were not involved in the focus-group sessions. Students were given student consent forms and told the focus group was strictly voluntary. Below are the results of the focus group question and answer sessions in 2017 and 2018 with Counselor Natalie Shulterbrondt.

Camino Year-1 Focus Group Questions

Thursday, April 5, 2018

- 1) Has the Camino program provided you with a supportive learning community? If so, how?
 - Yes. Taking classes together with other students with similar interests has been great.

- The students have created a group chat that has been very helpful.
- The cohort experience has helped to develop stronger interpersonal skills, positive relationships, and a comfortable learning environment.
- The students are very appreciative of the set schedule of classes and the overall structure of the Camino program.

2) What do you know about your major today that you didn't know when you began last year?

- A lot more! This is due to the experience within the field of study of the professors (much of it is hands on).
- The UCF trip to the main campus in February was very helpful for planning our future.
- Some students indicated that they learned a lot from career presentations. Others said they would like to have more guest speakers and career presentations.
- Several business students indicated that they have learned a lot from each other since many of them will go on to a more specified business track at UCF.

3) In what ways have faculty and staff been supportive during your time in Camino and Valencia?

- The SLS professors have continued to provide support beyond the first semester.
- Professors are competent and enjoy teaching; most are understanding and helpful.
- The professors have offered additional resources on Blackboard.
- Some students believe there is a lack of communication in the online courses; communication and responses to e-mail & messages should improve; on campus office hours would be helpful.
- The professors have encouraged the students to take advantage of learning support services.

4) In what ways have you become engaged outside of the classroom? Do you participate in study groups with your classmates?

- Chat groups, study groups (both on campus & off) as a result of the cohort.
- Some students are involved in student organizations; others wish they were more aware of specific student organizations and extracurricular activities happening on campus.
- Overall, the students would like to have more team building sessions (both year-1 & year-2 cohorts together); the one team building activity was a great experience.

5) Are you familiar with the resources Valencia offers which can aid in your coursework?

- Yes. Most students feel the resources are very helpful; some students feel the tutors are not helpful.
- Because the resources are highly emphasized by faculty and in the first semester (NSE class), many students utilize them and attend out of habit.

6) What have been the most positive experiences of being in the Camino program? What has worked well?

- The cohort experience and working with each other; this provides a great support group
- Dedicated professors; helpful towards a career path, not only in the classroom
- Set schedule of classes, advising, co-curricular activities; would like to see more co-curricular activities.
- 15 credit hours – at first seemed like a lot, but almost all of the students feel comfortable.

(see #8)

7) What have been the negative experiences of being in the Camino program? What has been difficult?

- Some professors not responding to e-mails.
- Online courses in general.
- Lack of support and encouragement from some faculty, tremendous support from most
- Study skills workshop needed.

8) What are your thoughts on the course load of the Camino program (15 credits per semester)?

- Almost all of the students feel positive about 15 credit hours per semester; it keeps them focused and encourages them to work harder; the cohort experience helps with this.
- Many students feel the need to have the summer off from school.
- Students expressed that many of the professors assign a lot of work at the same time or at the same due date – this makes it difficult, not the 15 credit hours.
- 15 credit hours is demanding, but it can be done successfully in a positive learning environment.
- Some students expressed that they would find a Time Management workshop helpful.

9) Would you recommend Camino to future students? Why or why not?

- Yes! It's been a great experience so far.

- Yes. Next year will definitely be more challenging, but I'm looking forward to it.
- Yes. Many students indicated that the Camino program has been a wonderful experience; many positives and just a few negatives.
- Yes. Certain faculty have made the program exceptional so far.
- Yes, several students have already spoken to their soon to be graduating high school friends about the program.

Camino Year-2 Focus Group Questions

Thursday, November 2, 2017

10) Has the Camino program provided you with a supportive learning community? If so, how?

- Most students feel that they've developed a strong learning community within their cohort
- Most faculty have helped to create a supportive learning community
- Team building and field trips were great; additional team building for year-2?
- Professors emphasize learning support resources, but can they require it?
- NSE professors should "check in" more with year-2 students

11) What do you know about your major today that you didn't know when you began last year?

- Most students know a little more due to the classes
- Some students feel that there should be more "hands on" activities within their discipline; this only adds to their learning and interest
- Some students expressed that they've learned very little about their career path

12) In what ways have faculty and staff been supportive during your time in Camino and Valencia?

- Overall, faculty have been supportive, but not like year-1
- Faculty have encouraged participation in student organizations (ALPFA, Hospitality); CJ students want a criminal justice organization
- Online classes – not as supportive as year-1
- More co-curricular activities, team building, field trips, guest speakers
- Faculty office hours have been helpful

13) In what ways have you become engaged outside of the classroom? Do you participate in study groups with your classmates?

- Most students expressed that they do study together, but some are just too busy with work, school, etc.
- Study groups are helpful; professors should encourage this and provide guidance
- The students involved in student organizations feel that their participation has only enhanced their learning and interest
- The students would like to do more structured activities together

14) Are you familiar with the resources Valencia offers which can aid in your coursework?

- Yes, but year-1 emphasized much more
- The students need more reminders of the types of learning support services

15) What have been the most positive experiences of being in the Camino program? What has worked well?

- Working with each other and developing relationships
- Team building, trips, co-curricular activities, student organizations
- Faculty support (some more than others)
- "Hands on" activities
- Overall learning experience with their classmates
- Today's session (able to express their thoughts and opinions)

16) What have been the negative experiences of being in the Camino program? What has been difficult?

- Some of the fully online courses; little engagement and communication
- Lack of support from some faculty
- Not seeing their advisor regularly
- Tough schedule (15 credit hours); difficult sequence of courses; other ideas?
- Not enough group activities (combined year-1 & year-2)

17) Would you recommend Camino to future students? Why or why not?

- Yes, because of the learning community experience

- Yes, because you meet other students with similar interests and career goals
- Yes, most professors are great; positive relationships with some faculty
- Yes, because it is an enhanced pathway
- Yes, but beware of the commitment and workload
- Yes, but some of the classes need to change
- Yes, but the Camino program needs to be revamped with more organized activities

In addition to this qualitative data, quantitative data concerning student retention rates, GPAs, and demographic breakdown was provided in June from the Office of Institutional Research. The data reveals that Camino a UCF students have improved significantly over the span of 2016-18 compared to measures over the period of 2014-15. Both GPA and retention rates were significantly higher for Camino students compared to the past and compared to control groups of 200 randomly selected students (see below; for the full data, please see attached spreadsheets). However, the former must not be considered too formally as the control group did not necessarily compare Camino to students of similar cumulative hours, therefore a direct comparison would not be completely appropriate. Future research however will control for this.

2015-16 retention rates - CAMINO 38/45 = 84.4% | Control 155/200 = 77.5%
 2016-17 retention rates - CAMINO 32/38 = 84.2% | Control 149/200 = 74.5%
 2017-18 retention rates - CAMINO 40/49 = 81.6% | Control 141/200 = 70.5%

2015-16 Student Success

Measures		Population	
		Camino	*Control
Age	Mean	19	20
Hrs_Att_201610	Mean	14.9	9.9
Hrs_Earn_201610	Mean	13.3	7.7
TermGPA_201610	Mean	2.73	2.42
Hrs_Att_201620	Mean	13.4	10.2
Hrs_Earn_201620	Mean	9.7	7.7
TermGPA_201620	Mean	2.21	2.56
VC_Cum_Hrs_Att	Mean	59.4	40.7
VC_Cum_Hrs_Earned	Mean	48.1	31.4
VC_Cum_GPA	Mean	2.53	2.31
*Control group was randomly selected			

2016-17 Student Success

Measures		Population	
		Camino	*Control

Age	Mean	19	21
Hrs_Att_201710	Mean	13.1	10.4
Hrs_Earn_201710	Mean	11.8	7.8
TermGPA_201710	Mean	2.84	2.39
Hrs_Att_201720	Mean	13.8	10.0
Hrs_Earn_201720	Mean	11.4	8.3
TermGPA_201720	Mean	2.59	2.77
VC_Cum_Hrs_Att	Mean	65.7	31.3
VC_Cum_Hrs_Earned	Mean	56.4	25.2
VC_Cum_GPA	Mean	2.81	2.33
*Control group was randomly selected			

2017-18 Student Success

Measures		Population	
		Camino	*Control
Age	Mean	19	20
Hrs_Att_201810	Mean	13.1	10.2
Hrs_Earn_201810	Mean	12.0	7.7
TermGPA_201810	Mean	3.02	2.41
Hrs_Att_201820	Mean	12.0	10.3
Hrs_Earn_201820	Mean	10.3	8.4
TermGPA_201820	Mean	2.52	2.42
VC_Cum_Hrs_Att	Mean	42.4	17.5
VC_Cum_Hrs_Earned	Mean	36.0	13.5
VC_Cum_GPA	Mean	2.80	2.30
*Control group was randomly selected			

IV. Findings

The Camino program has been effective in assisting students with the transition from high school to college and has provided students a supportive learning community of peer students, faculty, and staff. The program completed its goals in providing students with a clear pathway to UCF which is specific to their major (psychology, criminal justice, business, or hospitality management). Students appreciated having a set schedule (Tuesday, Thursday and Friday) which guaranteed that they had the right courses for their AA degree and the prerequisites for their major at UCF. Students described the Camino cohort as a family which provided them the support they needed to be successful in college. They also felt the UCF

campus tour, participating in UCF Spirit Splash, and doing activities with UCF speakers was helpful in giving them welcoming feeling as a future UCF student. Students reported that while they were excited about transferring to UCF, they had concerns regarding their transition to a much larger institution. The Camino student cohorts offered several recommendations such as more activities with each other and an academic/professional expert that were workshops related to their careers, required regular meetings with faculty in addition to advisors, and certain times and physical spaces set aside for Camino students to study and work together.

Recent data from 2016-18 shows significant improvement in Camino students in student success measures compared to the past and possibly compared to Valencia College students outside of Camino, but despite the success of Camino (high retention and program completion rates along, positive statements from the students in focus groups regarding both the cohort experience and events available to them, and significantly higher scores on student success measures), clearly more needs to be done to encourage scholarly commitment of Camino students and foster academic success of the program's enrollees as data (Shephard 2016) has shown this to be a shortcoming of the program in the recent past that needs to be prevented. In addition, more co-curricular events should be afforded to students that are more structured to both their careers and getting them prepared for UCF life to fully fulfill the mandate of the Camino program. In that light, the goals of the program could be revised, with the Dean's team's agreement, to the following:

1. Improve student readiness for UCF
 - Require academic commitment and discipline of students → assessed by Camino faculty and staff
 - Attendance and active participation in classes and Camino events
2. Continued improvement of retention and completion rates of Camino program, along with academic success
3. Improve recruitment and marketing strategies

Dr. Scott Creamer is directing Camino for the 2018-19 academic year, and his strategic plan for meeting these goals, with implementation starting June 2018, can be found in Appendix C.

Appendix A

Co-Curricular Calendar of Events

August 2017

un	Mon	Tue	Wed	Thu	Fri	Sa
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
		Camino a UCF				
		Welcome Reception				
		6:00 p.m. 4-105				
		Osceola Campus				
27	28	29	30	31		

September 2017

un	Mon	Tue	Wed	Thu	Fri	Sa
					1	
3	4	5	6	7	8	
10	11	12	13	14	15	
				Note Taking Workshop 1:00 – 2:15 p.m.		
17	18	19	20	21	22	
		Camino a UCF Faculty Meeting 1:00 – 2:00		Note Taking Workshop 1:00 – 2:15 p.m.		
24	25	26	27	28	29	
		Citation Boot Camp 1:00 – 2:15 p.m.		Citation Boot Camp 1:00 – 2:15 p.m.		

October 2017

un	Mon	Tue	Wed	Thu	Fri	Sa
1	2	3	4	5	6	
8	9	10	11	12	13	

		College Day/Night		Math Co-Curricular:	
		Osceola Campus		1:00-2:15 p.m.	
		NO CLASSES			
15	16	17	18	19	20
		Math Co-Curricular:		Matador Day	Michael Simmonds
		1:00-2:15 p.m.			Team Building
		Camino Faculty Mtg			
		1:00 - 2:00			
22	23	24	25	26	27
		Academic Wellness		Academic Wellness	Michael Simmonds
		1:00 -2:15 p.m.		1:00 -2:15 p.m.	Team Building
29	30	31			

November 2017

sun	Mon	Tue	Wed	Thu	Fri	Sa
			1	2	3	
5	6	7	8	9	10	
		Year-2 Cohorts		Year-2 Cohorts		
		Group Advising		Group Advising		
		1:00 – 2:15 p.m.		1:00 – 2:15 p.m.		
12	13	14	15	16	17	
		Camino a UCF				
		Faculty Meeting				
		1:00 – 2:00				

19	20	21	22	23	24
26	27	28	29	30	

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
7	8 Spring Semester 2018 Begins	9	10	11 HUM 1020 Online Class 1:00-2:15 4-305	12	13
14	15 MLK Holiday	16 UCF Steps to Enrollment 1:00 1-219A	17	18	19	20
21	22	23 Camino Faculty Meeting 1:00 4-306	24	25	26	27
28	29	30	31			

February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

1
4

5

6 **2**

7

8

3

9
UCF Campus
Field Trip
8:00-2:30

11
18

12
19

13
20
Camino Faculty
Meeting
1:00 4-306

14
21

15
22

16
23

25

26

27

28

Appendix B

Camino Class Schedule for Students in Cohorts Leading to A.A. and Majors in Psychology, Criminal Justice, Hospitality Management, and Business

Psychology

Fall 1

11:30-12:45	TR	ENC 1101 – 13991	J. Templeton
2:30-3:45	TR	PSY 2012 – 14280	P. Lubold
4:00-5:15	TR	MAT 1033C - 11930	M. Pedone
8:30-11:15	F	SLS 1122 - 14908	R. Velez

Spring 1

11:30-12:45	TR	ENC 1102 -	S. Freuler
2:30-3:45	TR	DEP 2004 -	P. Lubold
4:00-5:15	TR	MAC 1105 -	L. Thomas
or			
4:00-5:15	TR	MGF 1106 -	M. Osbourne
8:30-12:15 (Hybrid)	F	SPC 1608 – (Sec. B)	D. Holmes DuBois
Online		DEP 1302 -	K. Garner

Summer 1

Online		HUM 1020 -	K. Mulholland
(F2F or Hybrid)		POS 2112 -	K. Ragland

Fall 2

11:30-12:45	TR	SYG 2000 – 10505	M. Guillette
2:30-3:45	R	CCJ 1010 – (H) 14765	D. Heffernan
4:00-5:15	TR	CLP 2140 – 11549	P. Lubold
8:30-11:15	F	BSC 1005 – 14749	C. Rossetti
Online		PHI 2600 –	A. Pagan

Spring 2

2:30-5:15	TR	BSC 1010C -	B. Sage
8:30-11:15	F	STA 2023 -	J. Stevens
Online		SYG 2010 -	M. Guillette
Online		DEP 1302 -	K. Garner

Business

Fall 1

11:30-12:45	TR	ENC 1101 – 10726	S. Freuler
2:30-3:45	T	GEB 1011 – (H) 14287	S. Casablanca
4:00-5:15	TR	MAT 1033C - 14931	L. Thomas
8:30-11:15	F	SLS 1122 - 14907	T. Castor

Spring 1

10:00-11:15	TR	POS 2112 -	K. Ragland
11:30-12:45	TR	ENC 1102 -	J. Templeton
2:30-3:45	TR	MAN 2021 -	S. Casablanca
4:00-5:15	TR	MAC 1105 -	L. Thomas
4:00-5:15	TR	MAC 1105 -	E. Elrod (if need second section)
8:30-12:15	F	SPC 1608 - (Sec. A)	D. Holmes DuBois

Summer 1

Online		HUM 1020 -	K. Mulholland
(F2F or Hybrid)		CGS 2100 –	D. Ross

Fall 2

10:00-11:15	TR	ACG 2021C - 14763	S. Reed
11:30-1:10	TR	MAC 2233 – 16097	E. Elrod
2:30-3:45	TR	ECO 2013 – 14740	R. Jean
8:30-11:15	F	BSC 1005 – 14749	C. Rossetti
Online		PHI 2600 –	A. Pagan

Spring 2

10:00-11:15	TR	ACG 2071 -	S. Reed
2:30-3:45	TR	ECO 2023 -	R. Jean
8:30-11:15	F	STA 2023 -	J. Stevens
Online		BSC 1026 -	U. Singh

Criminal Justice

Fall 1

11:30-12:45	TR	ENC 1101 –	J. Templeton
2:30-3:45	T	CCJ 1020 – (H) - 13031	D. Heffernan
4:00-5:15	TR	MAT 1033C – 11930	M. Pedone
8:30-11:15	F	SLS 1122 - 14908	R. Velez

Spring 1

10:00-11:15	TR	POS 2112 -	K. Ragland
11:30-12:45	TR	ENC 1102-	S. Freuler
2:30-3:45	TR	CJL 2102 -	E. Martinez
4:00-5:15	TR	MGF 1106 -	M. Osbourne
8:30-12:15 (Hybrid)	F	SPC 1608 – (Sec. B)	D. Holmes DuBois

Summer 1

Online (F2F or Hybrid)		HUM 1020 - CCJ 1010 -	K. Mulholland D. Heffernan
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Fall 2

11:30-12:45	TR	SYG 2000 – 10547	M. Guillette
2:30-3:45	TR	CJE 2600 – 14766	T. Carroll
Online		CJL 2001– 16980	E. Martinez
8:30-11:15	F	BSC 1005 – 14749	C. Rossetti
Online		PHI 2600 –	A. Pagan

Spring 2

2:30-3:45 (Hybrid)	T	CJC 2000 -	D. Heffernan
8:30-11:15	F	STA 2023 -	J. Stevens
Online		SYG 2010 -	M. Guillette
Online		BSC 1026 -	U. Singh

Hospitality Management

Fall 1

11:30-12:45	TR	ENC 1101 -	S. Freuler
4:00-5:15	TR	MAT 1033C - 14931	L. Thomas
8:30-11:15	F	SLS 1122 - 14907	T. Castor
Online		HFT 1000 - 14218	N. Placa
Or 2:30-3:45	TR	HFT 1000	N. Placa

Spring 1

10:00-11:15	TR	POS 2112 -	K. Ragland
11:30-12:45	TR	ENC 1102 -	J. Templeton
2:30-3:45	TR	HFT 2254 -	N. Placa
4:00-5:15	TR	MAC 1105 -	L. Thomas
4:00-5:15	TR	MAC 1105 -	E. Elrod (if need second section)
8:30-12:15 (Hybrid)	F	SPC 1608 - (Sec. A)	D. Holmes DuBois

Summer 1

Online		HUM 1020 -	K. Mulholland
(F2F or Hybrid)		HFT 2223 -	N. Placa

Fall 2

10:00-11:15	TR	HFT 2500 – 14260	N. Placa
2:30-3:45	TR	ECO 2013 – 14740	R. Jean
Online		HFT 2600 – 16841	R. Cal
8:30-11:15	F	BSC 1005 – 14749	C. Rossetti
Online		PHI 2600 –	A. Pagan

Spring 2

2:30-3:45	TR	ECO 2023 -	R. Jean
8:30-11:15	F	STA 2023 -	J. Stevens
4:00-5:15	TR	HFT 2750 -	N. Placa
Online		BSC 1026 -	U. Singh

Students in hospitality cohort are to take either Macro in fall or Micro in spring, not requiring both, because of UCF's requirements.

Appendix C

2018-19 Plan for Camino Improvement

*Goals

1. Improve student readiness for UCF
 - Require academic commitment and discipline of students → assessed by Camino faculty and staff
 - Attendance and active participation in classes and Camino events
2. Improve retention and completion rates of Camino program, along with academic success
3. Improve recruitment and marketing strategies

*Strategies

1. UCF Contacts
 - a. **Belinda Higgs Hyppolite**, Assistant Vice President, Executive Leadership Team – 407-823-0032, belinda.hyppolite@ucf.edu
 - b. **Wayne Jackson**, Director, Multicultural Academic and Support Services (MASS) – 407-823-2716, wayne.jackson@ucf.edu
 - c. Transfer Services, **Bernard Huggins**, Coordinator of Transfer Engagement and Services, 407-823-3721, bernard.huggins@ucf.edu → Camino data while at UCF, peer mentors?
 - d. Social links to UCF
 - i. *Sporting and theater events
 - e. More academic links to UCF
 - i. *Student mentor at UCF → talk to Belinda, Bernard Huggins, Tanisha Castor
 - ii. *Junior year transition program (Lubold 2017) → talk to Belinda
2. Restructure credit, course, and even content/syllabi structure
 - a. Both students in focus groups (Shulterbrondt 2018) and a study conducted by Professor Pierre Lubold (2017) show Camino students prefer 12 credits in first semester but with training to build up to 15 credits or are drawn from a student population that takes 9-12 credits per semester typically. Further, the average student has work obligations and family obligations, like driving family members to and from school (Lubold 2017).
 - i. Proposed alternative (Lubold 2017) to current model
 1. Fall 1 = 4 courses, Spring 1 = 5 courses, Summer 1 = 2 courses (F2F and online).
 - Fall 2 = 5 courses, Spring 2 = 4(+1) courses
 - b. Require students to meet professors in office hours as part of their grade
3. Website – everything in English and Spanish!
 - a. <http://valenciacollege.edu/camino-a-ucf/>
 - i. Update and improve
 1. Photos, videos, etc. (make sure follow legal procedure)

- b. Send proposed web content to copywriter for feedback in Marketing, also proposed images and program description to Osceola Virtual Tour → Craig Blazejewski
 - i. Description of program
 - ii. Class schedule for all cohorts
 - iii. Event schedule
 - iv. Link or information on how to apply to Camino
 - v. Link to Directconnect UCF and/or information on how to apply and register for UCF when completed Camino
 - vi. Scholarship information (if we get it, fingers crossed!)
- c. Contact the Web and Portal team. Submit a ticket to www.ValenciaCollege.edu\ServiceDesk and include the web URLs to be changed and the changes to make. If there are particular font stylings I want to use like bold, highlighting, italics, underline, etc., then write it in Word and attach it to the ticket so they can format the text appropriately.
- d. Get onto Osceola main website similar to FTA/FEA → web service team
- 4. Marketing Materials – everything in English and Spanish!
 - a. Brand website (marketing dept.) → flyers, cards, brochure (4x9 trifold) <http://wp.valenciacollege.edu/brand/downloads/>
 - b. Student Development events page → Nelson Sepulveda
 - c. Facebook page for Valencia-Osceola → Craig Blazejewski and also PR team <https://www.facebook.com/ValenciaCollegeOsceolaCampus/>
 - d. Instagram stories, video testimonials (entering and leaving), and interesting student stories → Marketing and also PR team <http://wp.valenciacollege.edu/brand/marketing-request/>
 - e. Staff at DirectConnect UCF
 - f. College-wide events calendar → <http://wp.valenciacollege.edu/brand/events-calendar/>
 - g. Kathleen's emails to campus
- 5. Recruitment
 - a. transition coaches in HS
 - b. Open House
 - c. NSO (orientations)
 - d. *send out advisors & faculty to HS → Niurka “Nikky” Ferrer & Transition team advise
 - e. *Transition Team information sessions <https://www.eventbrite.com/o/osceola-campus-transitions-team-6510153293> --> talk to Nikki Ferrer
 - f. *more incentives ☐ possibility of waiving application fee to UCF (talk to Belinda)? Tickets to sporting/theater events? Extra credit in Valencia classes for attendance at the UCF-sponsored events?
- 6. Scholarships
 - a. in communication with Valencia Foundation to see if any funds can be appropriated for Camino scholarship(s)
 - i. Elvin Cruz-Vargas → submitted proposal to him

7. Speakers
 - a. schedule UCF guest speakers for classes → talk to Belinda
 - b. Focus groups of students expressed they wanted more speakers (Shulterbrondt 2018)
8. Workshops
 - a. Learning Support coming into classes or events for workshops
 - i. Active Reading, Tuesday, September 18th, 2018 (1:15pm to 2:15pm)
 - ii. Brain Storming, Tuesday, September 25th, 2018 (1:15pm to 2:15pm)
 - iii. Citations, Tuesday, October 2nd, 2018 (1:15pm to 2:15pm)
 - b. Students in focus groups expressed interest in the following workshops, with data backing up its need (Lubold 2017):
 - i. Time Management (juggling school, work, family, etc.)
 - ii. Study Skills and Methods
 - iii. “Hands-on” career development and path-type activities that are motivational
 - iv. Training modules for skill development that practice on real class room assignments (Lubold 2017).
9. Calendar of Events
 - a. more offerings ☐ Welcome session (8/21, Nitro comes → talk to Belinda), Team Building (more of these, October → Michael Simmonds in conjunction with Landon Shephard), Spirit Splash, move tour to fall (talk to Belinda) and sport/theater event to spring
10. Add special Canvas space and roster just for Camino
 - a. Updates, resource modules, discussion forums, etc.
11. Counselor Day in December – meet with Transitions but also different kinds of advisors all over central Florida

Appendix V: REACH Program

The REACH Program Is Ending, Having Accomplished Groundbreaking Work

Share



A Message from Kathleen Plinske, President, Osceola, Lake Nona, and Poinciana Campuses

Summer 2019 will see the sunset of the beloved and inspiring [REACH program](#). Although the program was originally designed to serve as a supportive learning community for students who placed into three areas of developmental education (reading, English and mathematics), the program inspired the creation of other cohort programs, including [Camino a UCF](#) and the [Future Teachers Academy](#). Additionally, REACH influenced the Poinciana Campus course offering packages, because feedback from students is positive when they are given predictable schedules and when they can bond with each other while attending college. The program has demonstrated the effectiveness of cohorts and how students can support each other while they learn together.

In 2011, the Osceola Campus founded Reaching Every Academic Challenge Head-on (REACH) to address the challenges faced by three-prep students. The program was developed as a pilot from the College's 2009 Developmental Education Initiative grant funded by Achieving the Dream. The goal of the program was to provide students a learning community of supportive faculty members while accelerating completion of required prep courses with the guarantee of earning 21 college credits during their first academic year.

Over 300 students have participated in the program, and 36 have graduated with a two-year degree with another four students completing a technical certificate. This success can be attributed to the program's model, which included Learning in Community (LinC) courses, co-curricular activities focused on team building and effective communication, and field trips. REACH students have visited destinations such as the Salvador Dali Museum in St. Petersburg (Intro to Humanities and Math) and the Cape Canaveral National Seashore in Titusville (Environmental Biology and Math). These field trips were designed to enhance the students' learning experiences across LinCed courses. REACH classes used the College's LinC model, which pairs faculty members who teach different classes together where they can integrate lesson plans, share course syllabi and spend time together in each class. This allows faculty members the opportunity to partner in developing an interdisciplinary approach to courses, with combinations such as Student Success with Developmental Math and Introduction to Humanities with Intermediate Algebra. Students completed integrated assignments and benefited from enhanced engagement between faculty members and students. The model provided time for faculty members to spend in each other's classes co-teaching content and demonstrating a team effort to support student learning.

Students who participated in the REACH program outperformed other three-prep developmental students in all academic indicators, including fall-to-spring and fall-to-fall retention, GPA, graduation rate and time to completion of 15 credits. For example, prior to Senate Bill 1720, the fall-to-spring retention rates for three-prep students was 66 percent in comparison to the REACH student cohorts of 85 percent during the same time period. In 2013, the REACH student fall-to-spring retention rate reached a high at 95 percent.

Unfortunately, our ability to identify and recruit students into the program has been challenging since the passage of Senate Bill 1720. The numbers have declined to fewer than 20 students, which is the minimum number necessary to run a successful cohort. The REACH program served students well prior to Senate Bill 1720 and will be remembered as a successful model for supporting at-risk populations enrolled at the College.



One of the most remarkable successes of the program was how students bonded with each other. Focus-group sessions were hosted each year to collect data on the effectiveness of the program. Students reported the REACH program created a family of learners who supported each other. During one focus-group session, a student described how another student assumed the role of the class “dad” and reminded students they needed to study harder or get to class on time. Another student, in the same cohort, was described as the “mom” of the class who made sure other students were cared for, to the extent that she brought snacks to class and checked on students’ well-being.

Additionally, the REACH program has served as reminder of how extraordinary our students are when faced with obstacles. REACH students such as Alex Castro, who rode public transportation three hours, one-way to campus, each day, to earn her Associate in Arts degree, and Rafael Bautista, the fabled student who walked from Poinciana to the Osceola Campus to hand in his financial aid paperwork before the payment deadline, remind us how resilient students can be when they are supported. Both Alex and Rafael participated in the REACH program.

While the REACH program will come to an end in summer 2019, the program will have a lasting impact on how we think of student engagement and approach co-curricular development and learning communities such as cohorts. Future programs will likely bear a resemblance to REACH, incorporating innovative ideas and lessons learned.

Appendix VI: Title V Grant Update

Strengthening Academic Advising and Transfer

East Campus Title V Grant

Presenters:

Dr. Stacey Johnson, Campus President East & Winter Park Campuses

Michelle Foster, East Campus Dean of Academic Affairs

Dr. Leonard Bass, East Campus Dean of Learning Support



Grant Overview

\$2.6 million dollar Hispanic-Serving Institution Title V Federal Grant over 5 years to create collaborative infrastructure to support students to successful graduation and transfer



Key Grant Objectives

HOW

- Created new discipline-based advising model with faculty mentors and program advisors to support transfer and career-readiness
- Developed new discipline-based advising guidelines and other planning information
- Established new Pre-Majors in Business, Education, Art and Psychology to bachelor's degrees at UCF and into our own BASBOL
- Expanded UCF on-campus visitation programs for transfer students
- Enhanced support for at-risk students by faculty mentors and peer coaches (CARE)
- Pilot EAB advising software to facilitate targeted communication with students, track student engagement and monitor at-risk students
- Created infrastructure for key data to be developed and shared for collaborative decision-making
- Curriculum development and pilot of a contextualized NSE (SLS 1122) transfer success course called "Transitions"

CAMPUS COLLABORATION

Faculty | Deans | Advisors | Learning Support | Faculty Development
Office of Information Technology | Institutional Research
Campus Leadership

Discipline-Based Advising to support transfer and career readiness

- *Discipline-based Program Advisors for students in Arts, Business, Education and Psychology*
- *Proactive Advising Strategies*
- *Discipline-based Advising Guides*

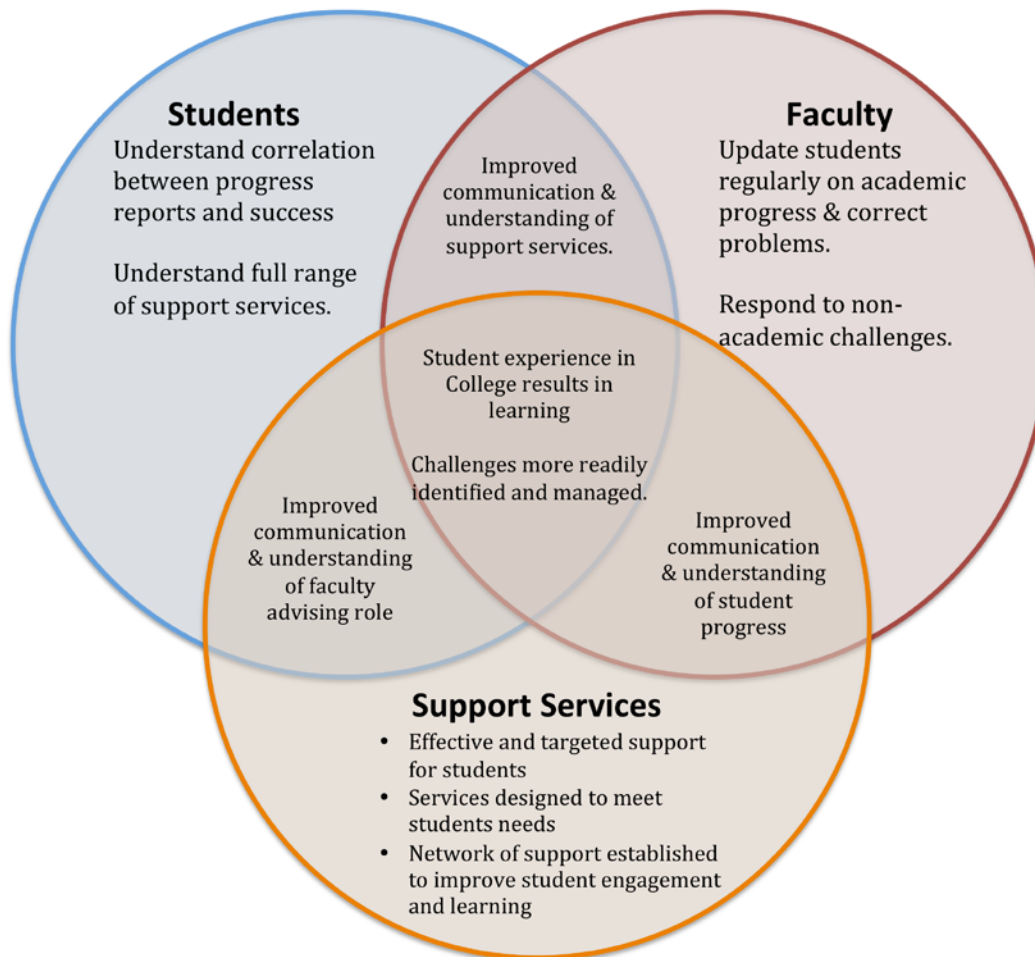
**Students who identified a pre-major with an educational plan
(As of July 2018)**

- **Arts 857**
- **Business 742**
- **Education 514**
- **Psychology 441**

What students are saying about Advising

“Extremely kind and genuine not only on an academic level but hearing out your personal goals as well. She was very knowledgeable and helped me find my perfect major!”

Deeping our Culture of CARE



Design Principles

- Faculty lead development efforts
- Faculty-student engagement critical
- Provide early and continuous assessment of student learning
- Strategic collaboration between faculty, students, and learning support/student services
- Focus on creating a culture of CARE rather than a program
- Support for students is seamless inside and outside of classroom
- Build CARE model around Valencia's 6 Big Ideas
- Connect CARE to on-going work at the College (i.e. QEP, LifeMap SI, Faculty Development)
- Use etools solely for the purpose of building engagement and assessment capacity

Strengthening Holistic Student Support

- *Foster personal connection through peer-student coaching program (CARE+)*
- *Provide just-in-time support for academic and non-academic barriers to success*
- Curriculum development and pilot of a contextualized NSE (SLS 1122) transfer success course called “Transitions”

What students are saying about Peer Coaching

“My CARE Coach reached out often and made me more aware of services offered by the college to help me be successful.”

Strengthening Transfer through student and faculty engagement

- *36 Faculty Mentors will be trained by Fall 2020 in Arts, Business, Education and Psychology*
- *Discipline-based activities to promote transfer and career success*

Faculty Mentor Activities

- Preparation for admission to Arts programs (portfolio and auditions)
- Psychology Panel discussion with graduate students from UCF who were former Valencia students
- Workshop for students to pass entrance exam for UCF College of Education
- Site visit to UCF College of Business

What students are saying about Faculty Mentors

"I work one-on-one with [my faculty mentor]... and meeting with her has been absolutely invaluable. She really knows what she's talking about. What I love the most is that she doesn't sugar-coat a problem if she sees it. She tells it like it is and then immediately goes 'now let's see how we can fix this'."

Strengthening Transfer through student and faculty engagement

Discipline	Faculty Mentors	Students in discipline Pre-Majors	Faculty Mentor to Student Ratio
Arts and Entertainment	3 Full-time 4 Part-time	787	1 to 112
Business	6 Full-time 2 Part-time	742	1 to 92
Education	1 Full-time 1 Part-time	514	1 to 257
Psychology	1 Full-time 3 Part-time	441	1 to 110

Faculty Mentors serving in Fall 2018
Students in Pre-Major from July 2018 IR Report

How does one become a mentor?

Requirements

- Deans “opt-in” to include mentorship in their discipline
- Faculty complete enhanced mentorship certificate in Faculty Professional Development.
NOTE: Faculty teach while mentoring

Mentorship Certificate Learning Outcomes

- Participants will be able to explain the expectations of a Faculty Mentor.
- Participants will be able to explain the steps an AA student takes towards progression to graduation.
- Participants will be able to identify resources to support successful student transfer.
- Participants will develop skills to mentor students in career development and transfer readiness within their discipline.
- Participants will identify student-facing resources to facilitate career exploration.

Compensation

- **Full-time/Tenure/Tenure-Track Faculty**
Faculty Mentor Activities count towards service to the college hours
- **Annually appointed Faculty**
Faculty Mentor activities count toward service to the division hours
- **Part-time Faculty**
Stipends from part-time Faculty Budget. *Compensation structure is currently under review by Human Resources*

Key Findings on Faculty Mentorship

- **Increased understanding of the student transfer process and using this knowledge to advise students about transferring to a four-year degree program**
- **Using acquired knowledge to advise students on choosing majors that are a good fit for them**
- **Contribute to students' knowledge of careers in their field of study**
- **Improved connectivity with fellow faculty support services, students, and the college**
- **Reported students are opening up more about personal struggles to their Faculty Mentors**
- **Provide students with information about transferring, choosing majors, and potential career paths**

Quote from a faculty member on Faculty Mentorship:

“I have successfully helped numerous students connect their interests to various branches of my discipline and have guided and supported their path through the major and to transfer.”

Framework for Data Collection and Analysis

A framework was developed in an April 2018 Leadership Meeting to provide a more robust analysis to measure the impact of grant activities.

Quantitative

- Retention*
- Persistence*
- Graduation*
- Transfer*
- Excess Credits*
- Participation and Attendance*

Qualitative

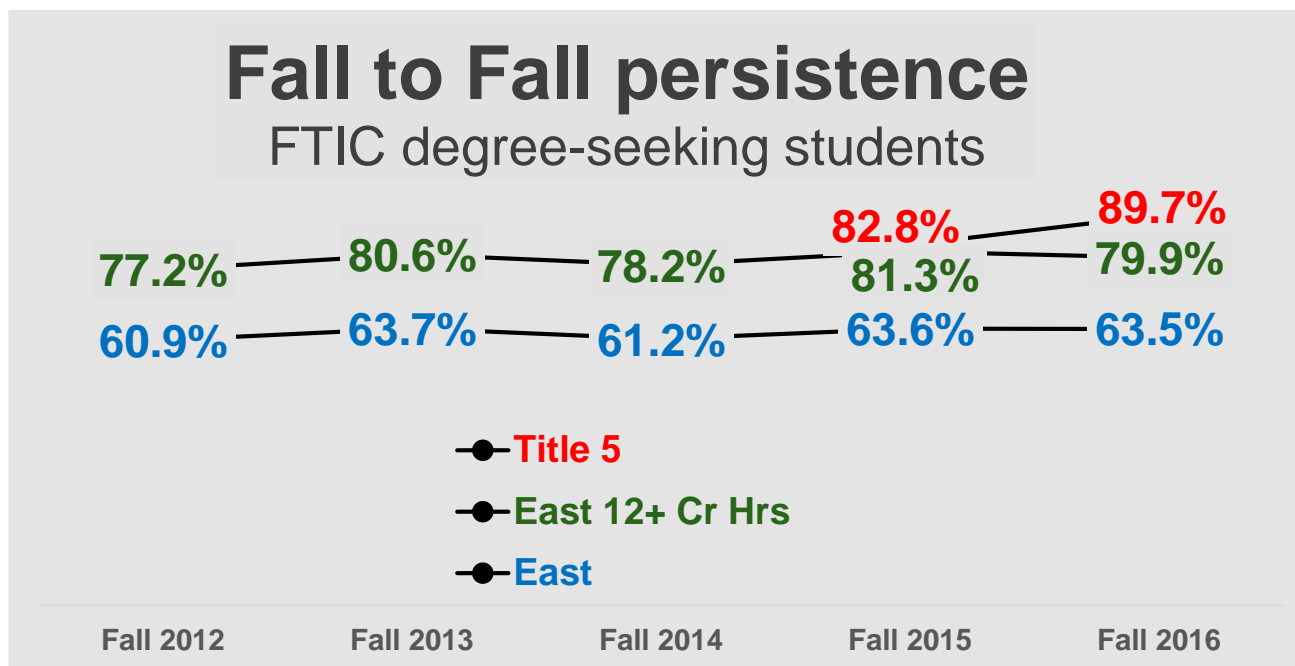
- What do students feel is most important?
- What is it liked to be mentored/advised/coached?
- What is most meaningful to the student?
- Student sense of connection to the Advisor/Faculty Mentor/ Coach

**Measurable objective outlined in grant.*



Quantitative Measures – Persistence

Objective 1.1: By September 30th, 2020, the percent of VC East, FTIC, AA-degree seeking students persisting from Fall to Fall will increase from 64% (baseline) to 70% (an increase of 6 percentage points).



Note: IR has created a third measurement in 2018 representing East Campus students with 12+ credit hours, for a more accurate comparison to the Title V East Cohort.

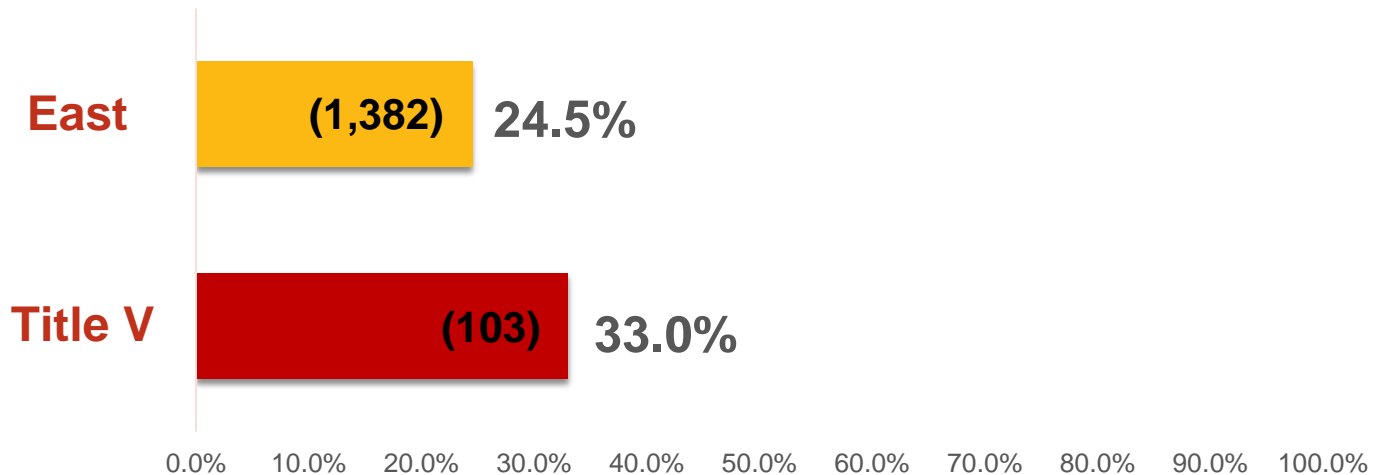




Quantitative Measures – Graduation

Objective 1.2: By September 30th, 2020, the percent of VC East, FTIC, AA-degree seeking students graduating within three years will increase from 29% (baseline) to 34% (an increase of 5 percentage points).

FTIC Three-Year Graduates



Note: All students represented were enrolled in 2014 and took the majority of their course credits on East Campus. Title V additionally includes those students who were assigned an attribute prior to graduation.
Source: Title V East Student Performance Indicators Tableau 2018





Quantitative Measures – Popular Majors Growth Rate Among New Valencia Transfers to UCF

2017-2018	Number of Students	Percent Increase
Arts	163	5%
Business	864	12%
Education	320	4%
Psychology	321	9%

Source: UCF Student Success Feedback Tableau 2017-2018





Questions?

Attachment VII: Provost updates and Insight Paper

VALENCIA COLLEGE

Timeline:

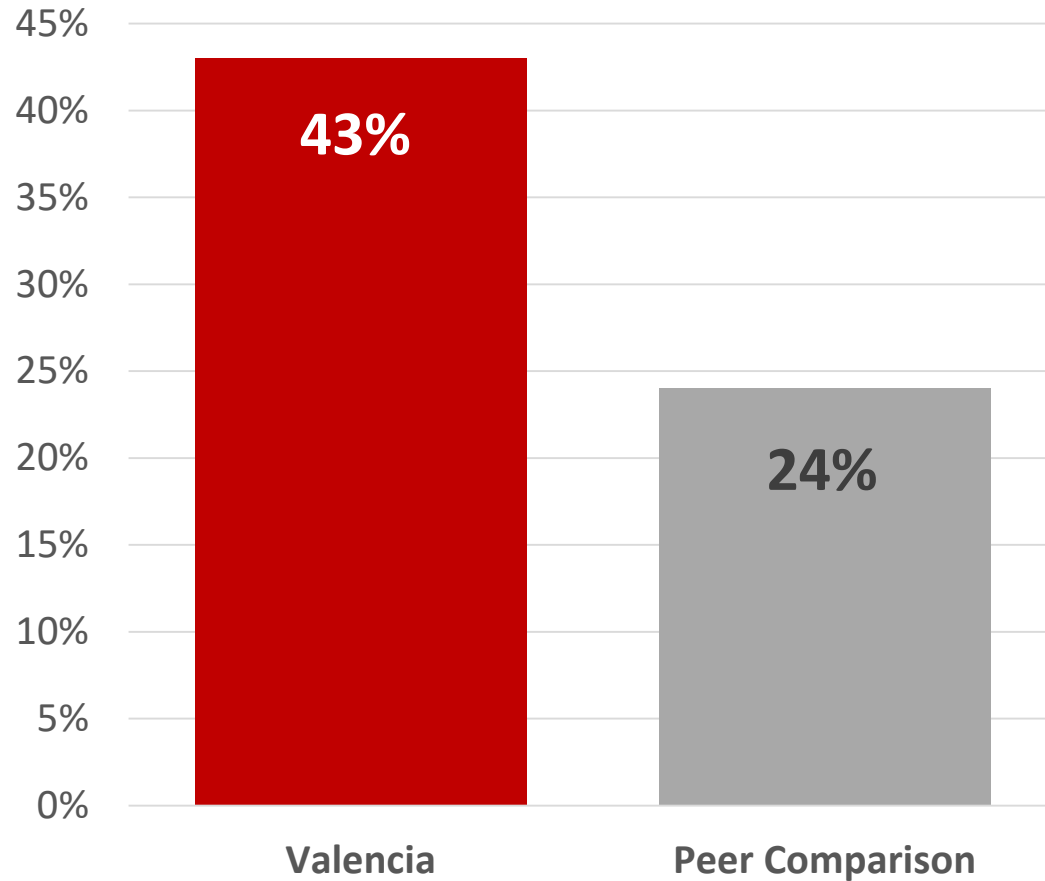
VP of Academic Affairs Search Process

- Organizational Meeting – **Friday, September 14**
- Applications due – October 10
- Selection of candidates for HireVue – **Friday, October 19**
- HireVue submissions due – October 29
- Selection of semi-finalists – **Friday, November 2**
- Semi-finalist interviews – Week of November 12
- Selection of finalists – **Friday, November 16**
- Finalist interviews – Week of November 26
- Review of Feedback – **Friday, December 7**

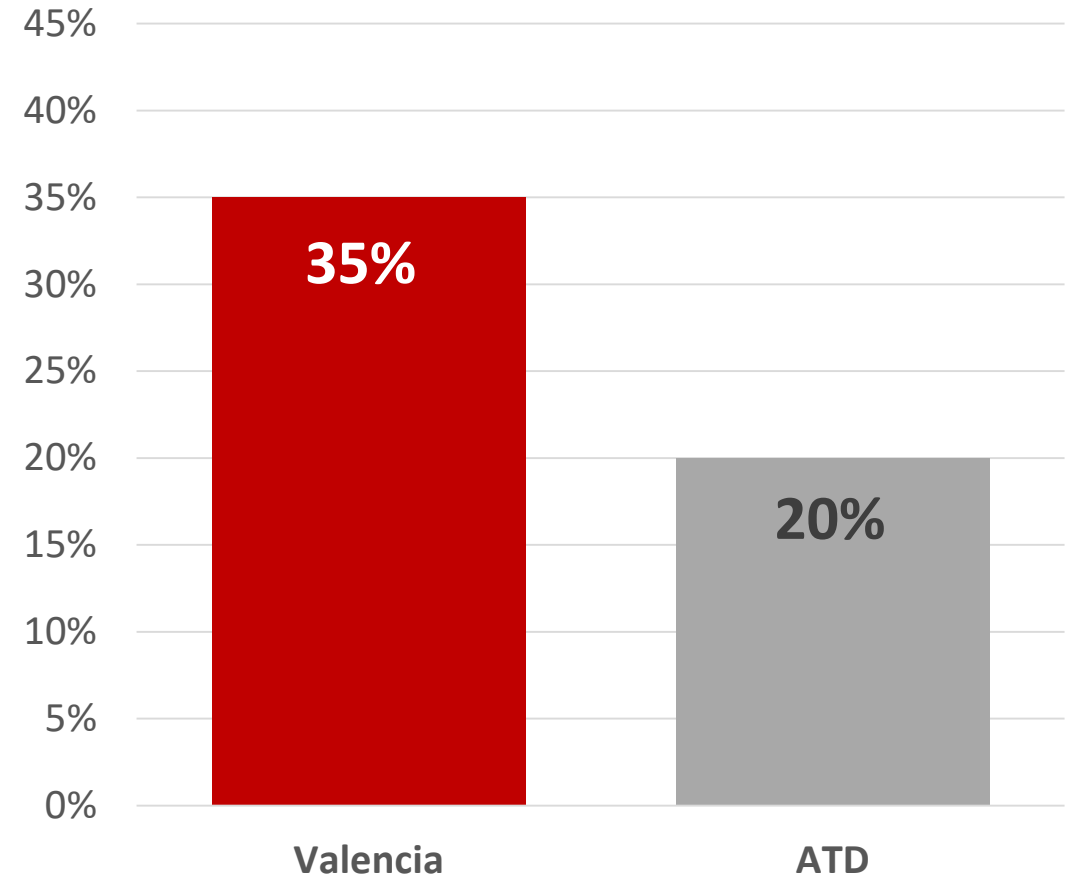
VALENCIA COLLEGE

Completion Rates

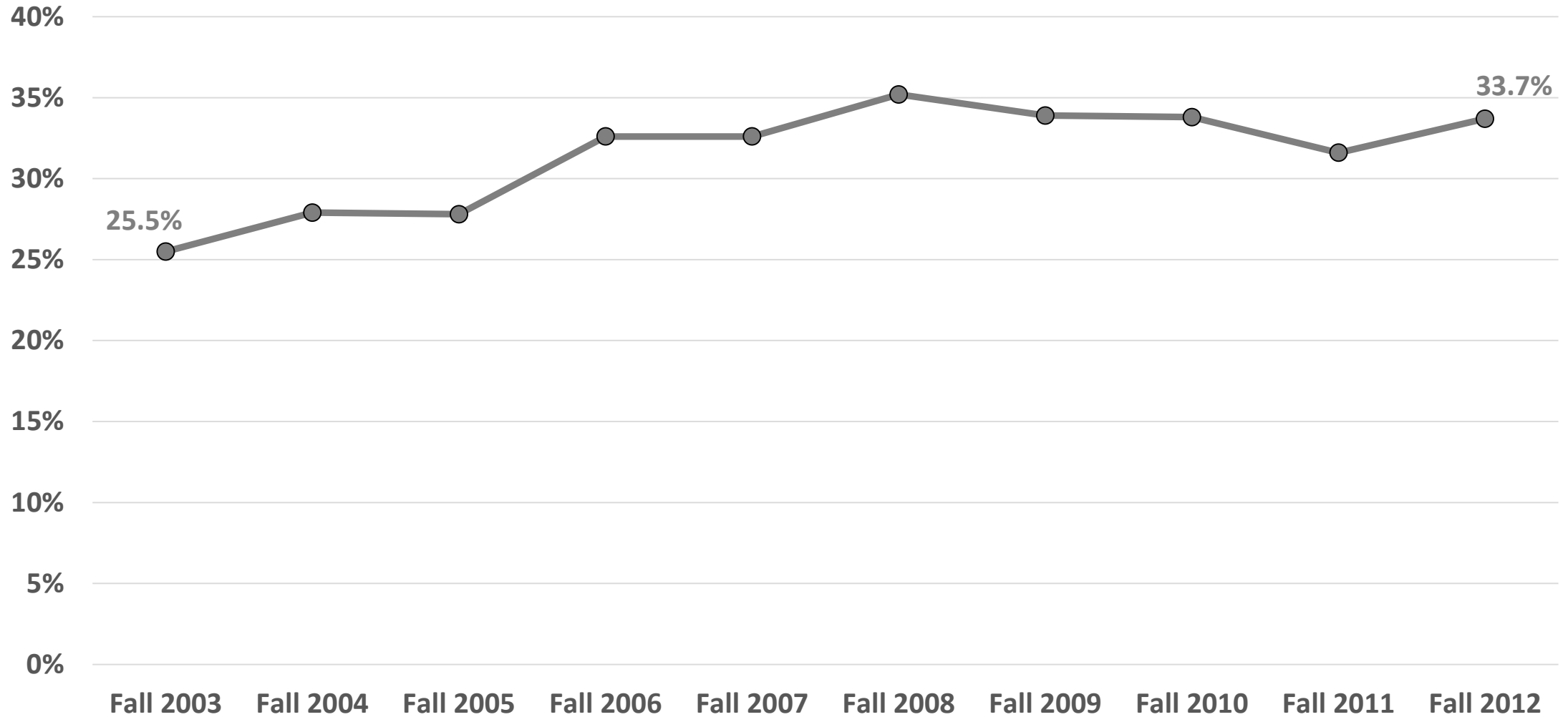
IPEDS Graduation Rate
Fall 2010 Cohort



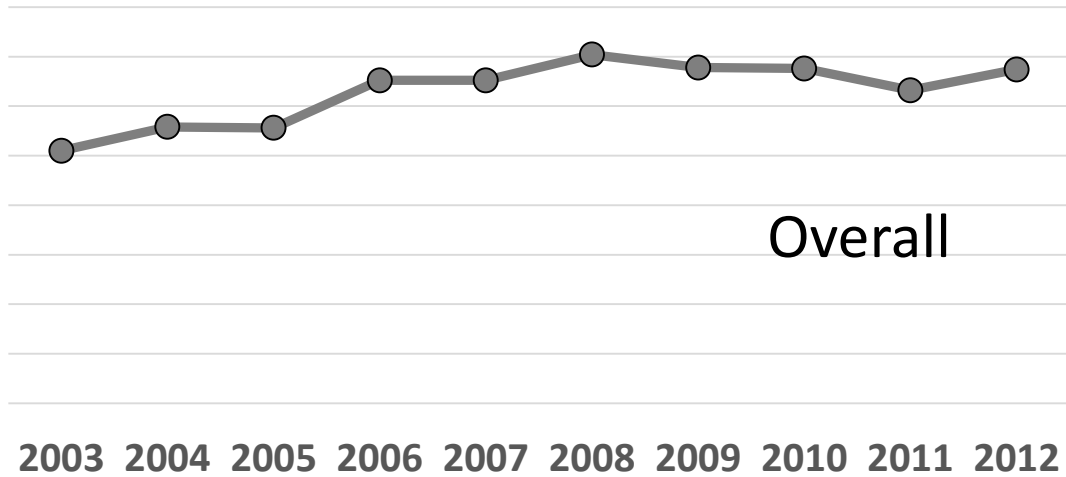
Achieving the Dream Completion Rate
Fall 2012 Cohort – At End of 4th Year



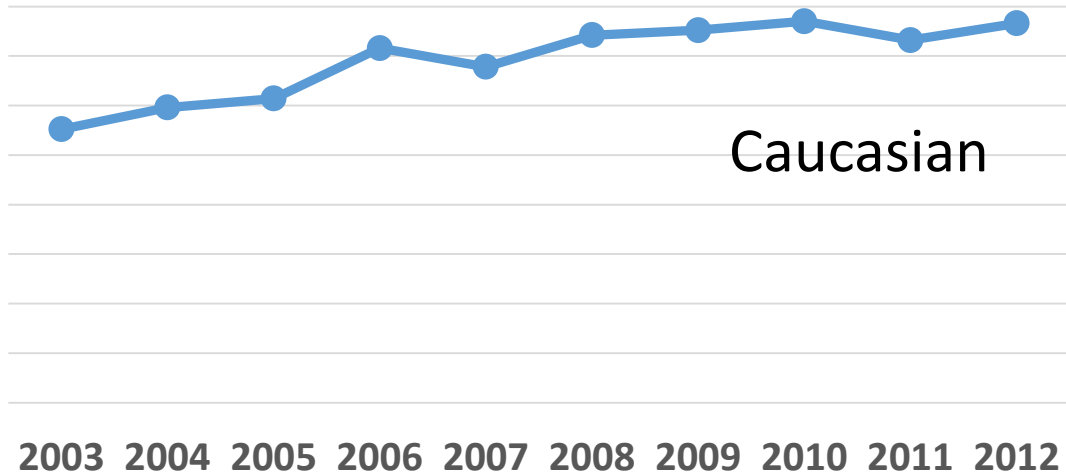
Five-Year Graduation Rate



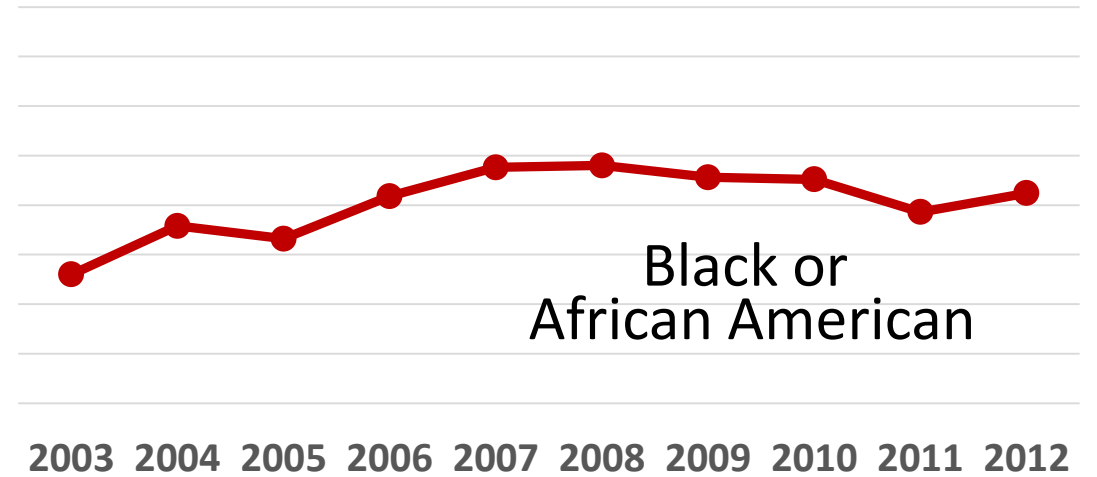
Five-Year Graduation Rates Disaggregated by Race/Ethnicity



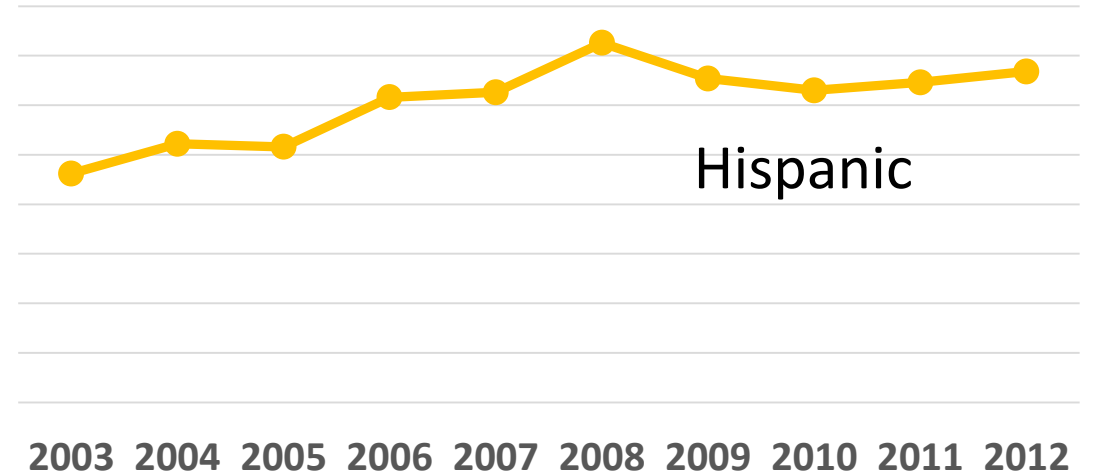
Overall



Caucasian

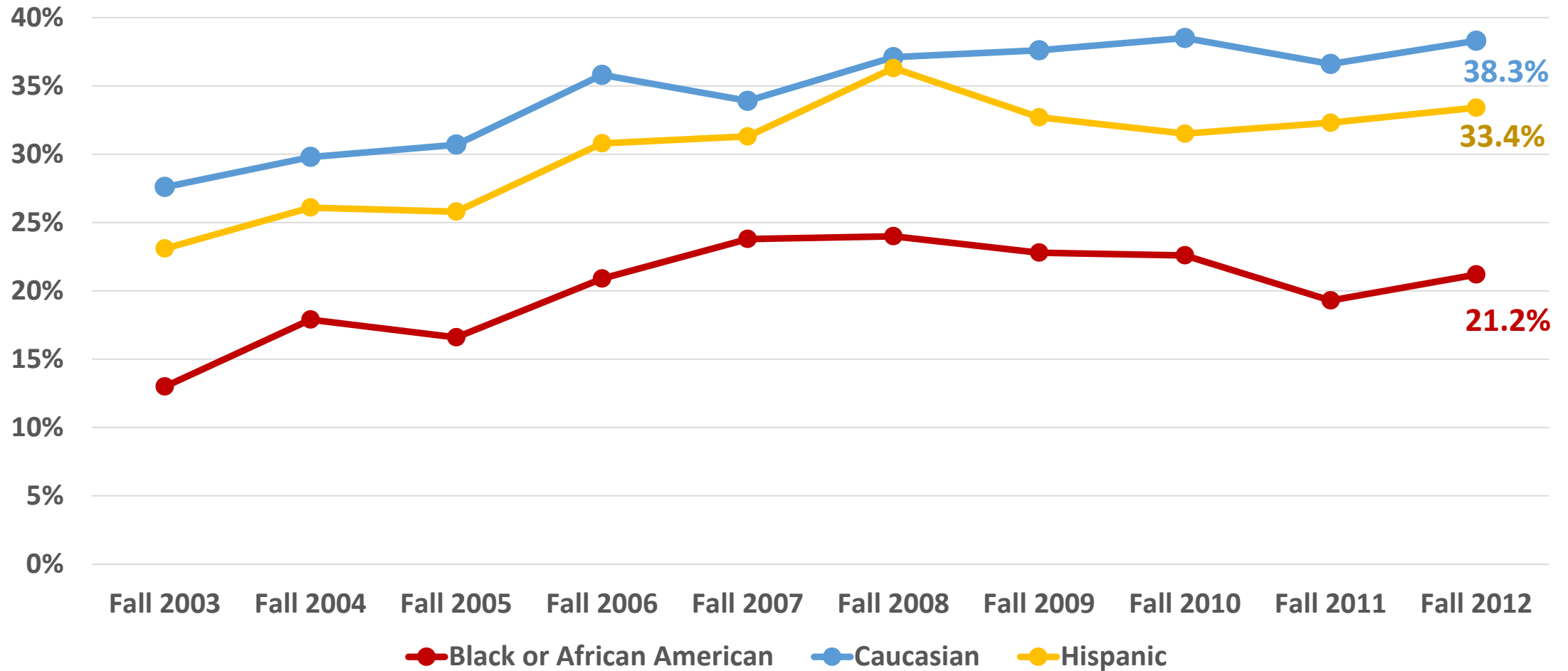


Black or
African American



Hispanic

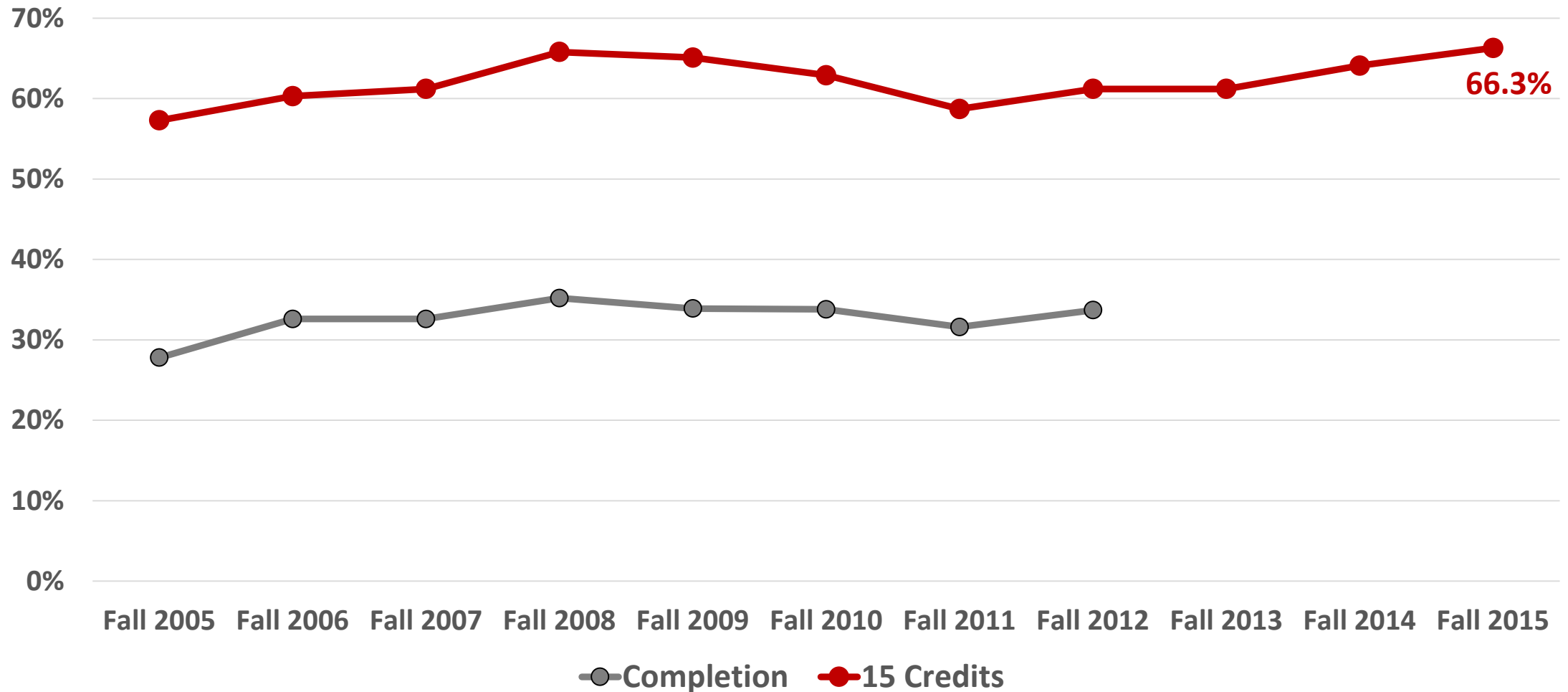
Five-Year Graduation Rates Disaggregated by Race/Ethnicity



Draft Objective #1

By 2025, the five-year graduation rate for first-time-in-college, degree-seeking students of all races and ethnicities will exceed 50%.

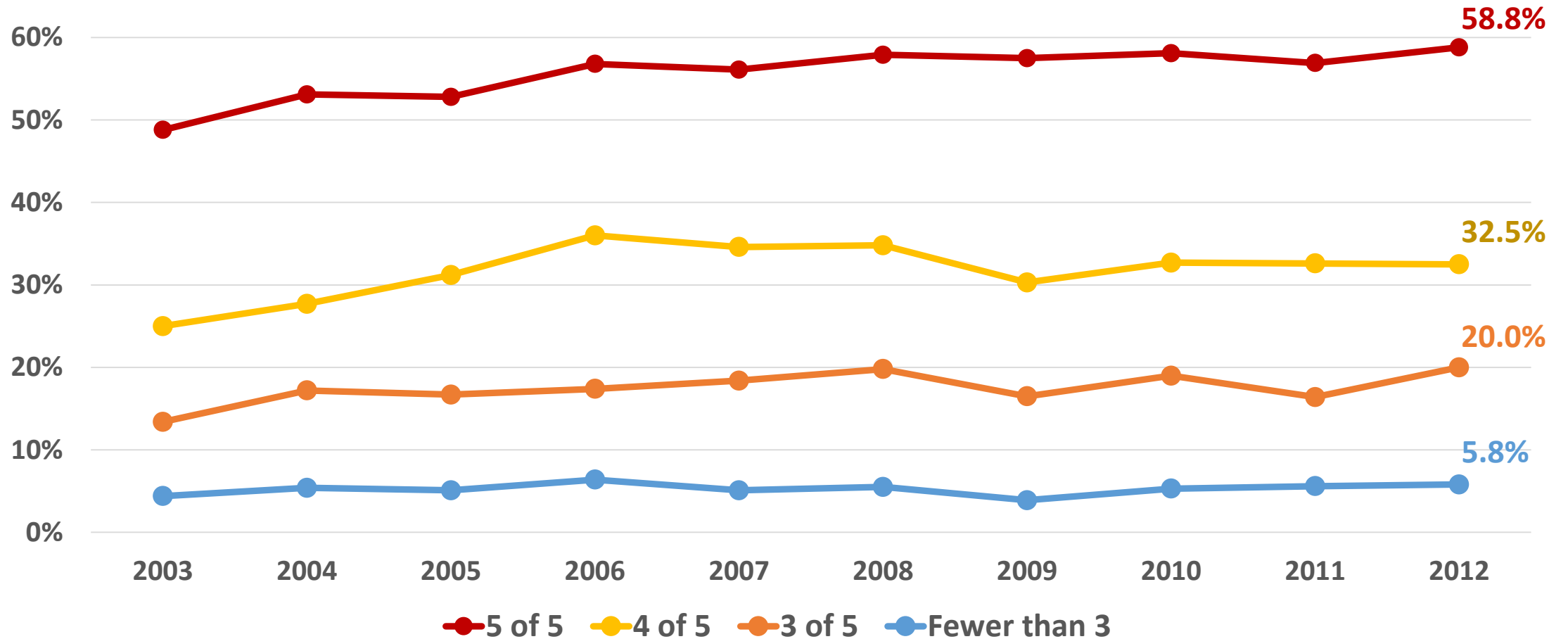
Five-Year Graduation Rate and Completion of 15 Credit Hours in Two Years



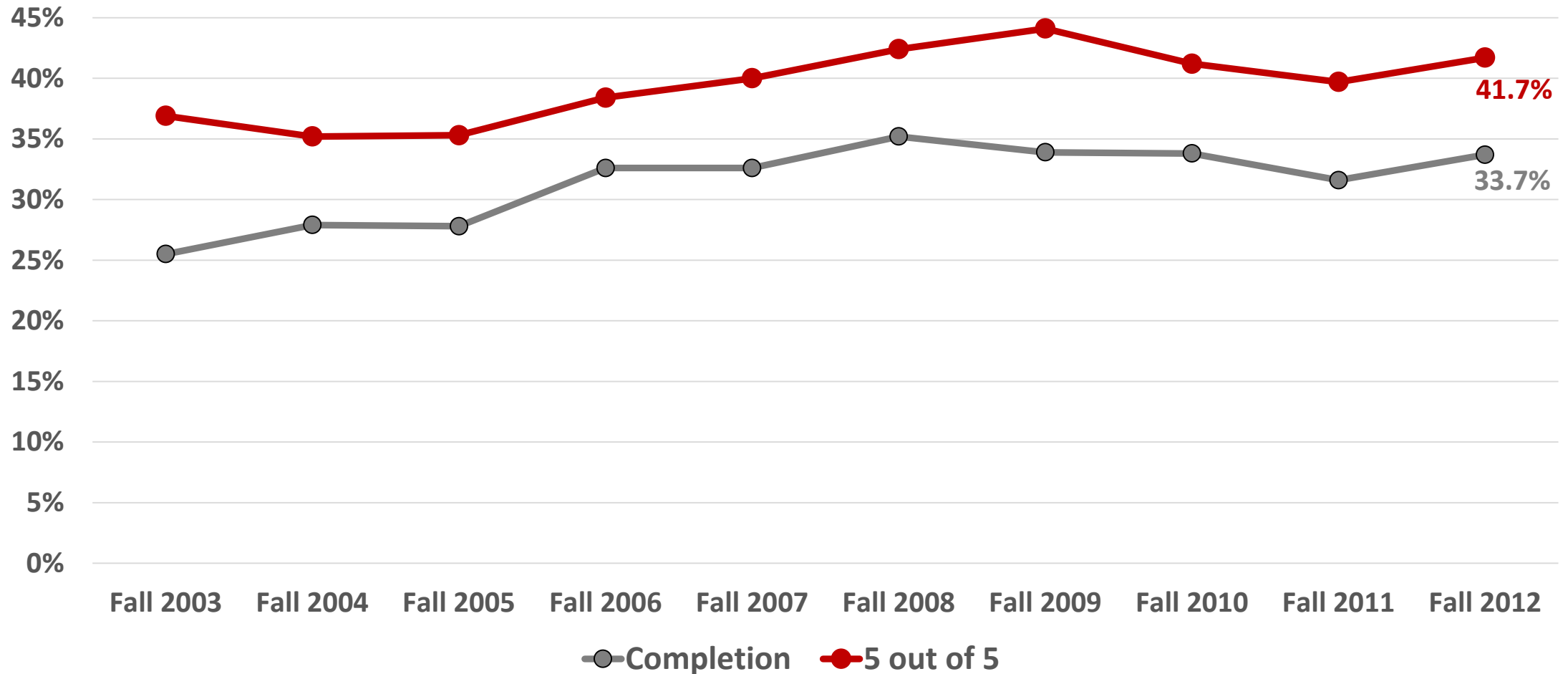
Draft Objective #2

By 2021, 75% of FTIC degree-seeking students will successfully complete 15 credit hours within two years.

Five-Year Graduation Rate by Success in First Five Courses



Five-Year Graduation Rate and Percentage of Students Successful in First Five



Draft Objective #3

By 2023, 50% of FTIC degree-seeking students will successfully complete all five of their first five classes at Valencia.

Draft Objectives

- By 2025, the five-year graduation rate for first-time-in-college, degree-seeking students of all races and ethnicities will exceed 50%.
- By 2021, 75% of FTIC degree-seeking students will successfully complete 15 credit hours within two years.
- By 2023, 50% of FTIC degree-seeking students will successfully complete all five of their first five classes at Valencia.

Student Panel

- **Donasia Harry** – Current Valencia Student
- **Leabriah Spencer** – Current Valencia Student
- **Isaac Alvarado** – Valencia Alumnus
- **Marc Aristide** – Valencia Alumnus and Current Valencia Student
- **Daniel Salas** – Valencia Alumnus, UCF Alumnus, and Current UCF Student

VALENCIA COLLEGE

Persistence, Progression, Transfer, and Completion: A Review of Valencia's Student Outcomes

A review of Valencia's student outcomes data informs us about questions such as:

- How have Valencia students' completion rates and time to degree changed over time?
- How have Valencia students' academic persistence and momentum changed over time?
- At what rate do Valencia students succeed at the course level?
- Is Valencia achieving equity in student outcomes?

In 2018, our Executive Council proposed the following draft objectives related to student outcomes:

- By 2025, the five-year graduation rate for FTIC degree-seeking students of all races and ethnicities will exceed 50%.
- By 2021, 75% of FTIC degree-seeking students will successfully complete 15 credit hours within two years.
- By 2023, 50% of FTIC degree-seeking students will successfully complete all five of their first five classes at Valencia.

Executive Summary

- Overall, completion rates have increased and time to degree has decreased over time.
- Completion rates for students of all races and ethnicities have increased over time. However, while the gaps in completion rates between Black or African American, Caucasian, and Hispanic students had narrowed, they have re-opened and grown wider.
- Compared to peer institutions, Valencia's completion rates are higher by any measure.
- The percentage of students completing a degree before transferring has grown over time. However, a non-trivial proportion of students transfer before completing a degree from Valencia.
- While academic momentum has fluctuated over time, the percentage of students achieving key academic milestones is on an upward trend.
- Overall, student success in the highest enrolled courses has increased over time.
- First-time-in-college (FTIC) student success in most "front door" courses has declined over time. When examining FTIC student success disaggregated by race and ethnicity, significant gaps emerge.
- Students' success in their first five classes at Valencia is critical. Students who do not successfully complete all of their first five classes have substantially lower rates of completion.

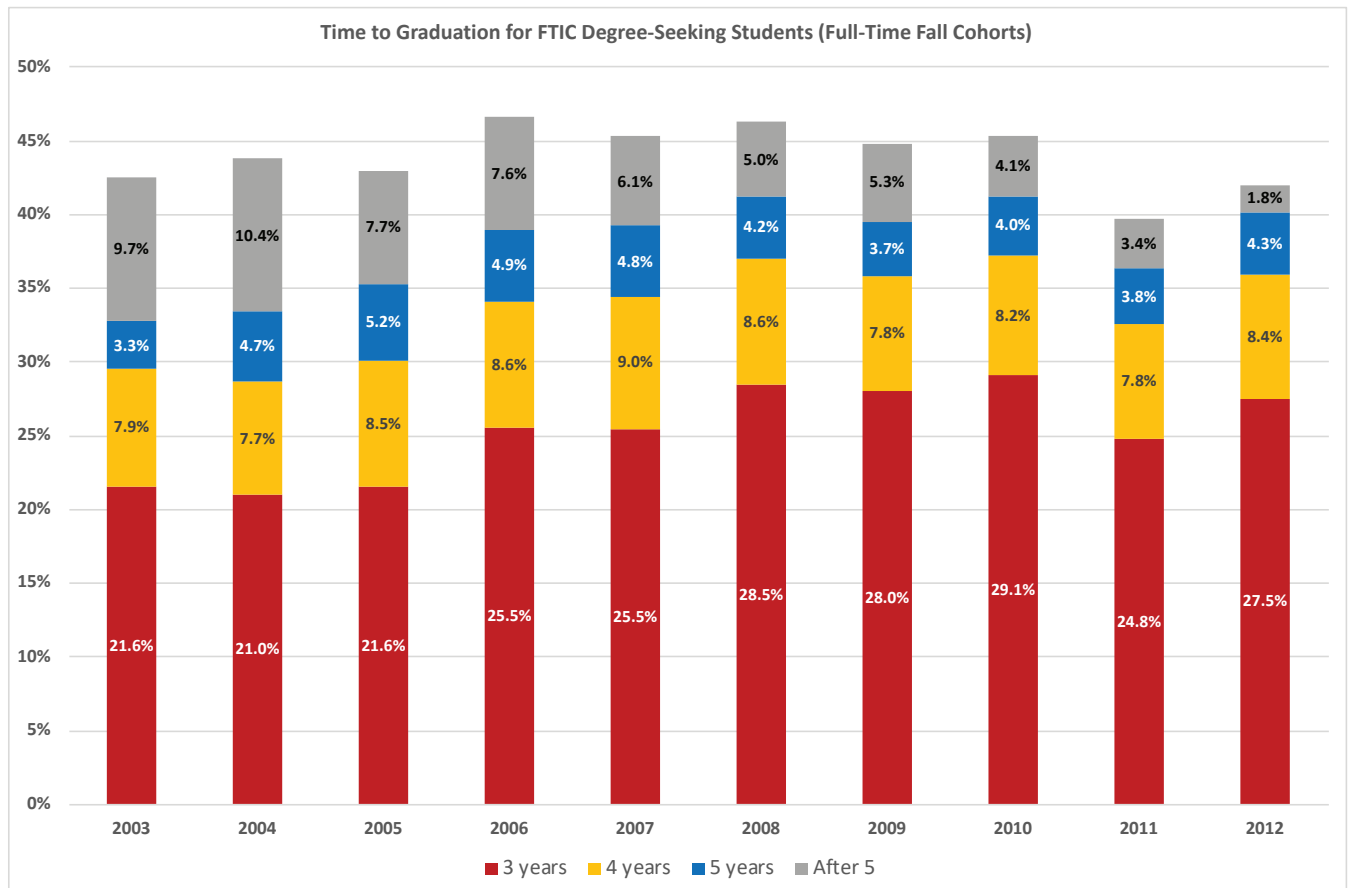
Completion Trends

Cohort Graduation Rates and Time to Degree

Over the last ten years, the proportion of students graduating from Valencia has increased, and students' time to degree has decreased. The five-year graduation rate for first-time-in-college (FTIC) students who enrolled full-time at Valencia in Fall 2003 was 32.8%; for FTIC students who enrolled full-time at Valencia in Fall 2012, the five-year graduation rate was 40.2%.

While rates of completion and time to degree have improved overall, progress at times has been uneven. The FTIC full-time cohort that enrolled at Valencia in Fall 2010 had the highest three-year (29.1%) and five-year (41.3%) graduation rates, while the Fall 2011 cohort experienced declines in performance, with a 24.8% three-year and a 36.4% five-year graduation rate. The 2012 cohort recovered somewhat in performance, with a 27.5% three-year and a 40.2% five-year graduation rate.

The 2011 cohort, which had the lowest completion rates of any cohort since 2005, was the largest in size. While 4,522 FTIC students enrolled full-time at Valencia in Fall 2011, only 4,246 students enrolled in Fall 2012, a similar size to the 2009 cohort (4,263 students).

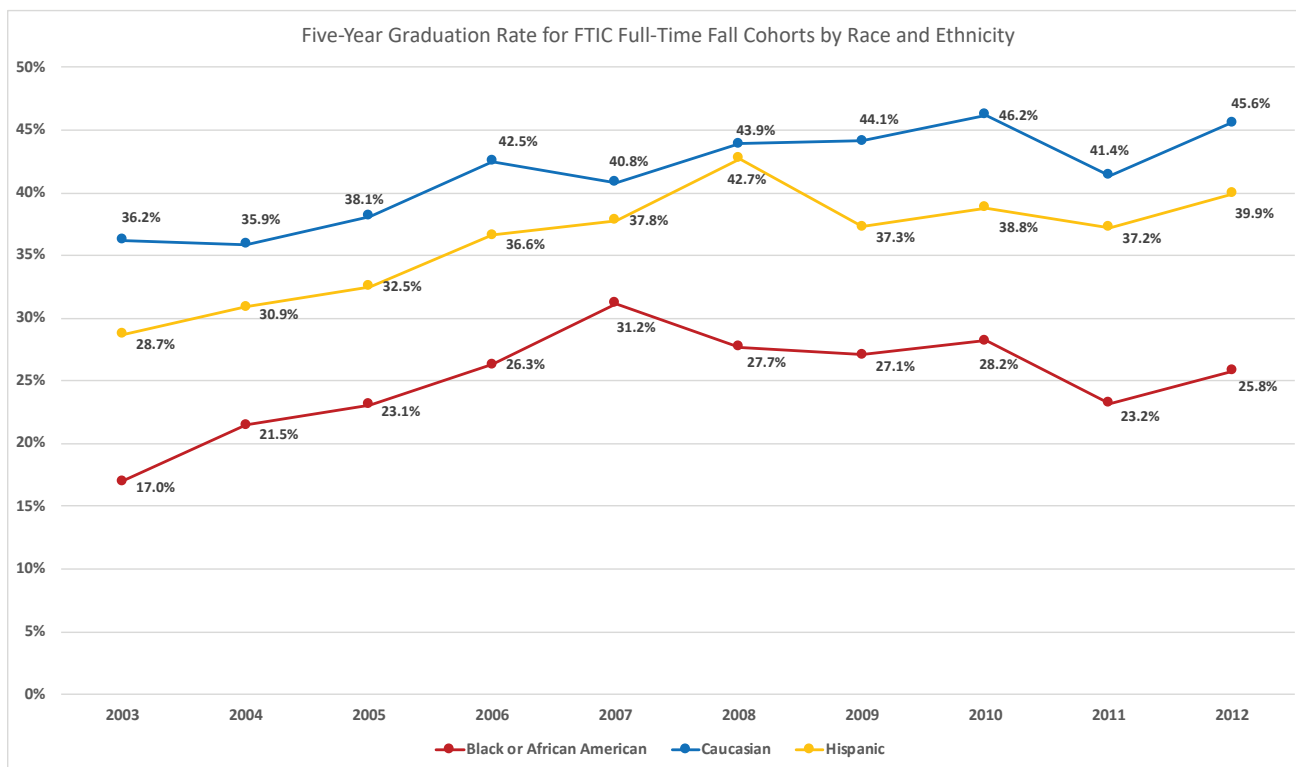


Graduation Rates Disaggregated by Race and Ethnicity

Completion rates for students of all races and ethnicities have increased over the last decade. The five-year graduation rate for FTIC Black or African American students enrolled full-time in Fall has increased by more than 50% from 17.0% (2003 cohort) to 25.8% (2012 cohort). Similarly, the five-year graduation rate for FTIC Hispanic students enrolled full-time has increased by more than 33%, from 28.7% (2003 cohort) to 39.9% (2012 cohort).

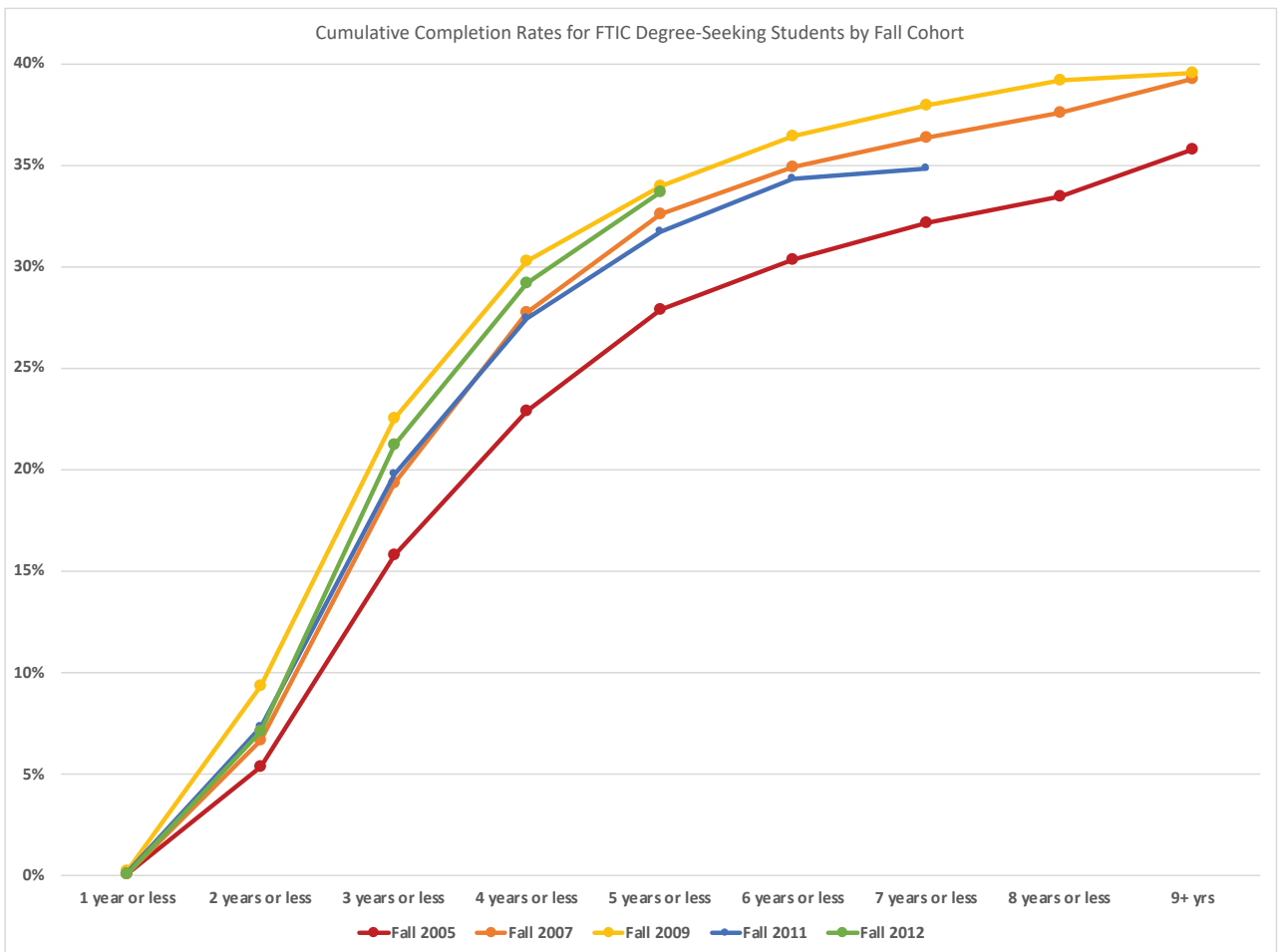
However, while gaps in performance had narrowed substantially in 2007, when there was less than a 10 percentage point difference in five-year graduation rates between Black or African American, Hispanic, and Caucasian students, the gap has reappeared. In fact, the difference in the five-year graduation rate between Black or African American and Caucasian students was larger for the 2012 full-time cohort (19.8 percentage points) than the 2003 cohort (19.2 percentage points).

Similarly, while the five-year graduation rate of Hispanic students (42.7%) in the 2008 cohort nearly matched the performance of Caucasian students (43.9%), the performance of Caucasian students has since improved while the performance of Hispanic students has declined. Still, the difference in completion rates between Hispanic and Caucasian students was less in the 2012 cohort (5.7 percentage points) than in the 2003 cohort (7.5 percentage points).



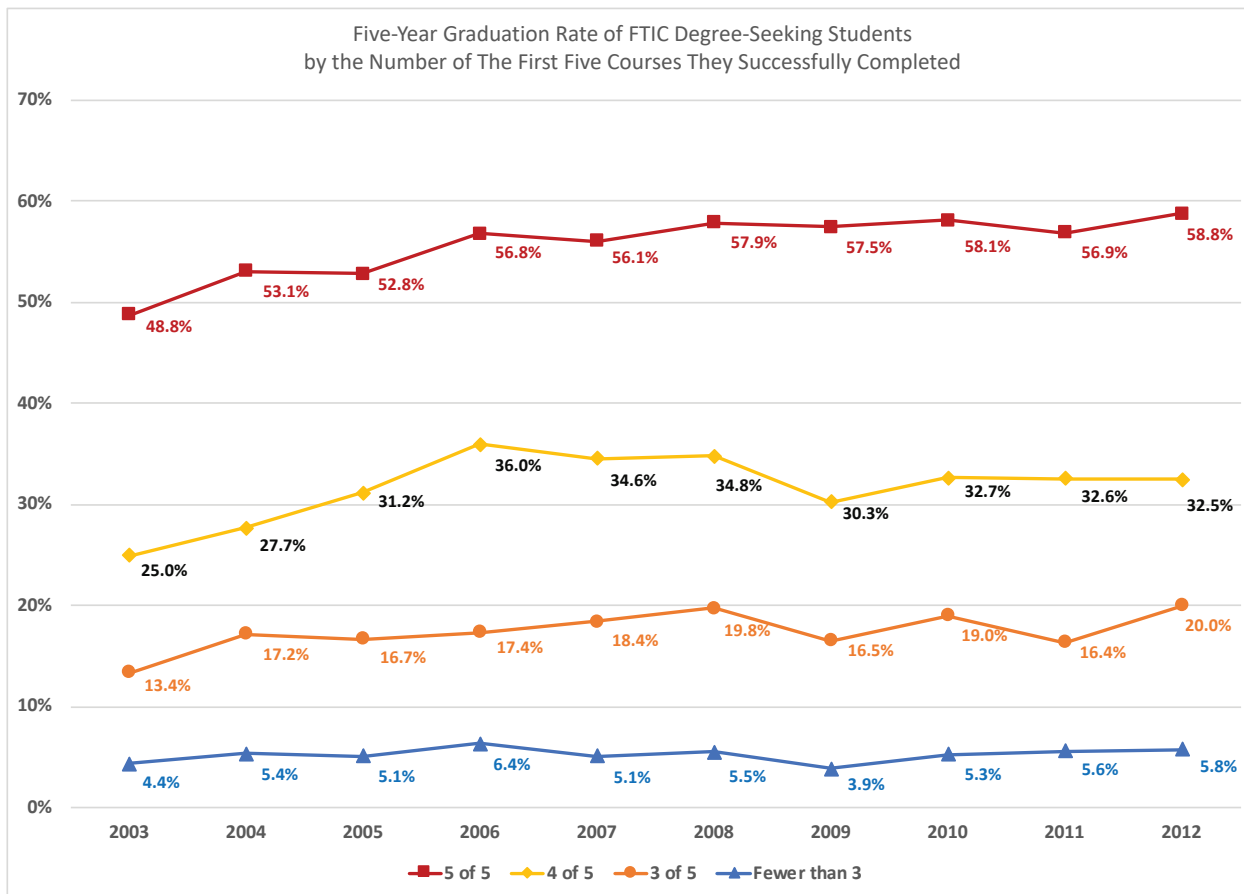
Cumulative Completion Rates Over Time

One method to visualize students' time-to-degree is to plot cumulative completion rates over time. Students' cumulative completion rates have increased since the Fall 2005 cohort; the Fall 2009 FTIC cohort (full-time and part-time) had the highest graduation rate at each milestone (at two years, at three years, etc.). While the Fall 2011 cohort had a decline in completion rates at each milestone, the Fall 2012 cohort has shown signs of recovery. In fact, the five-year graduation rate for the Fall 2009 and Fall 2012 FTIC cohorts (full-time and part-time) are very similar (34.0% for Fall 2009; 33.7% for Fall 2012).



Success in First Five Courses

Students' success in their first five courses at Valencia is a powerful predictor of graduation. Students who successfully complete (earn an A, B, or C in) all five of the first five classes they take at Valencia have had a five-year graduation rate that approaches double the rate of students who successfully complete four of their first five courses, and nearly triple the graduation rate of students who successfully complete three of their first five classes at Valencia.



Success in First Five Courses Disaggregated by Race and Ethnicity

The relationship between students' success in their first five courses at Valencia and completion holds true for all races and ethnicities; however, the magnitude of impact is highest for students of color. For example, while 49.0% of Black or African American students who successfully completed all of their first five courses in 2012 graduated within five years, only 23.4% who successfully completed four out of five graduated within five years. Put another way, fewer than one in four Black or African American students who have just one unsuccessful course attempt in their first five courses at Valencia graduates within five years.

Five-Year Graduation Rate for the 2012 Cohort by Success in First Five Courses at Valencia				
	All Students	Black or African American	Caucasian	Hispanic
5/5	58.8%	49.0%	62.1%	56.6%
4/5	32.5%	23.4%	38.5%	29.6%
3/5	20.0%	10.1%	21.4%	24.1%
Fewer than 3	5.8%	2.5%	5.8%	6.6%

External Analyses of Completion

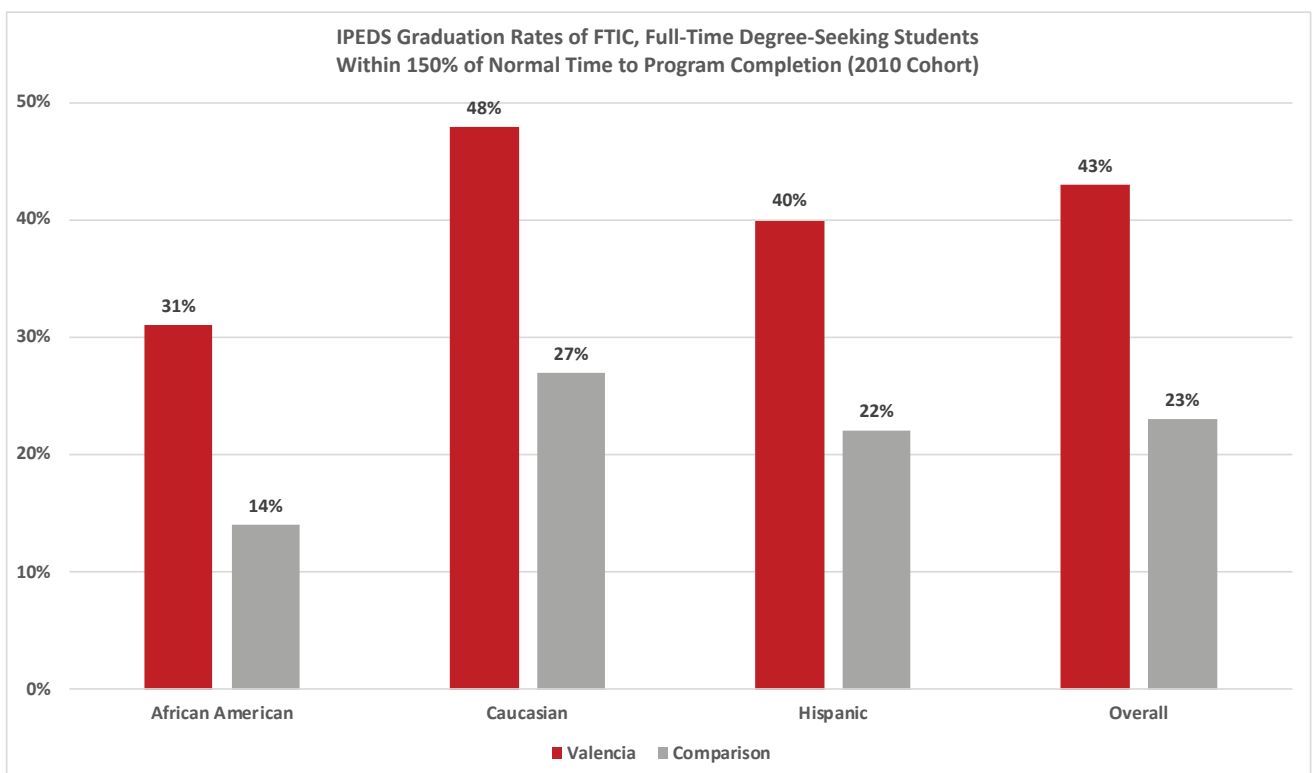
IPEDS

The Integrated Postsecondary Education Data System (IPEDS) collects data from about 7,000 institutions across the United States. Data is reported by each institution, and is used at the federal and state levels for policy analysis. It is shared with each institution for benchmarking and is made available to students and parents through an online College Navigator tool.

The comparison group selected for Valencia College includes 29 institutions that award four-year degrees, have a Carnegie classification of Associate's dominant, are public, and have an enrollment of a similar size. Florida colleges within Valencia's comparison group include Broward College, Eastern Florida State College, Miami Dade College, Palm Beach State College, Pasco-Hernando State College, Santa Fe College, Seminole State College, and Tallahassee Community College.

IPEDS measures graduation rates at 150% of normal time to program completion for cohorts of FTIC students who enrolled full-time in Fall. The data are self-reported and FTIC Fall full-time cohorts are defined using the same data definition as Valencia's Institutional Research. However, because Valencia is classified as a four-year degree granting institution, as is any college in Florida that awards baccalaureate degrees, graduation rates are measured at six years. Accordingly, Valencia's IPEDS graduation rates are slightly higher than Valencia's self-reported five-year graduation rates.

IPEDS data does allow for review of Valencia's performance compared to a group of similar institutions, which reveals significantly higher graduation rates for all students at Valencia.

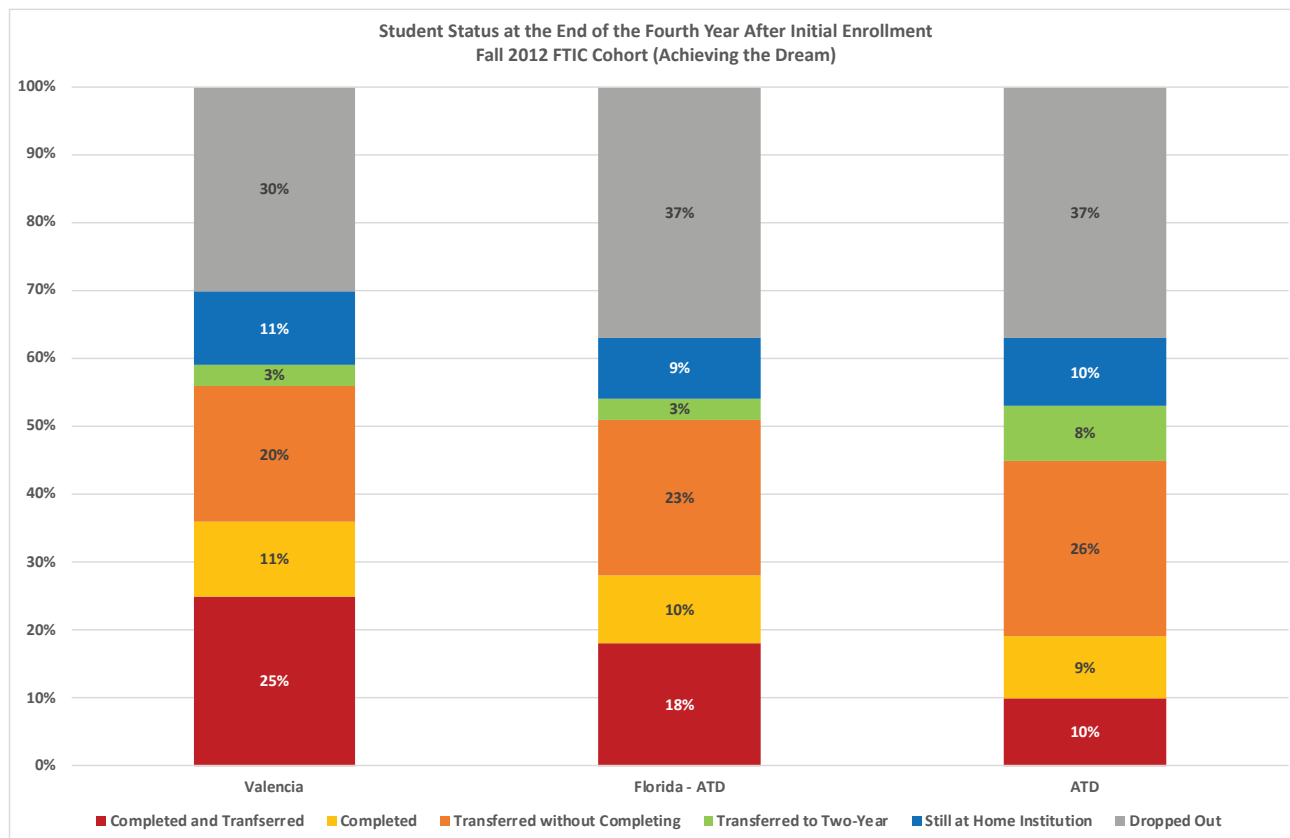


Achieving the Dream

Achieving the Dream (ATD) analyzes student enrollment data submitted to the National Student Clearinghouse. Cohorts include students who first enrolled at an ATD college in the fall semester, both full-time and part-time, who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in the first two years after initial enrollment. This definition is used as a proxy to identify degree-seeking students, and is similar to the methodology used by the American Association of Community College's Voluntary Framework for Accountability (AACC's VFA).

The percentage of students who completed and then transferred combined with the percentage of students who completed but did not transfer from the 2012 cohort is very similar to Valencia's self-reported four-year graduation rate for full-time FTIC students (36%). The ATD data also reveal that 20% of students transferred before having completed an associate's degree from Valencia, and that 11% of students were still enrolled at Valencia after four years; 30% of students from the 2014 cohort had dropped out within four years.

The ATD data allow for comparison of Valencia's student performance with other ATD colleges in the state of Florida (Florida-ATD) as well as all ATD colleges (ATD). Overall, Valencia students tend to complete an associate's degree at a higher rate, fewer Valencia students transfer without having completed an associate's degree, and fewer Valencia students drop out as compared to students at other ATD colleges.



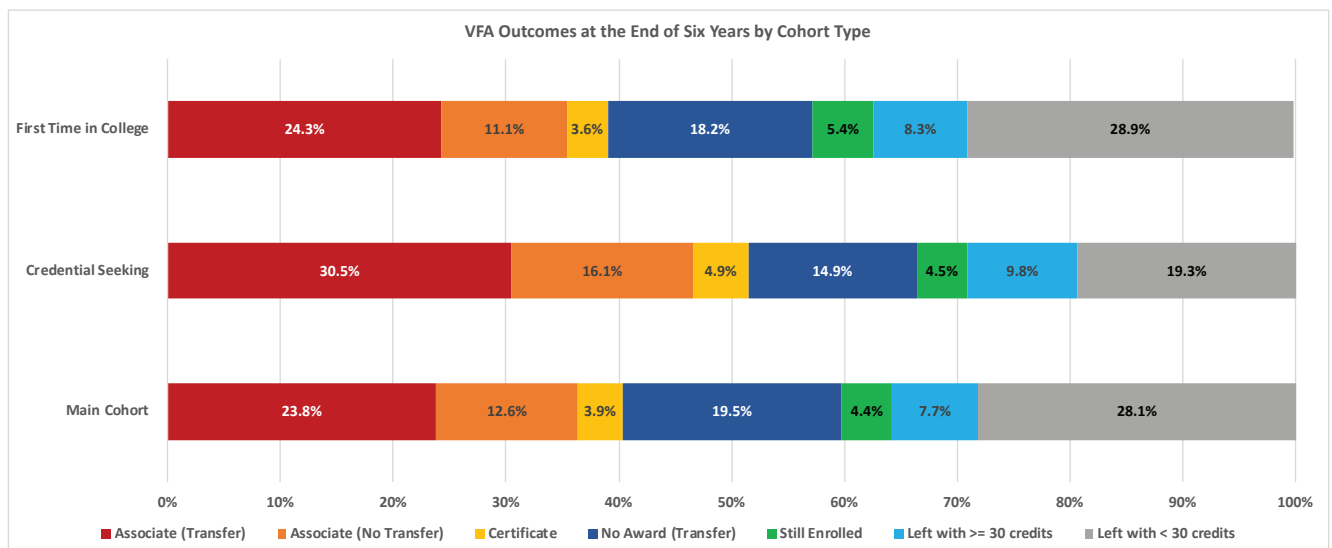
Voluntary Framework of Accountability

The American Association of Community Colleges (AACC) facilitated the development of the Voluntary Framework of Accountability (VFA) for community colleges. The VFA is intended to address perceived shortcomings of IPEDS measures, including the exclusion of part-time students, the measurement of completion at 150% of program length, and the exclusion of transfer outcomes.

While the IPEDS completion rate for many colleges is significantly lower than the VFA completion rate, Valencia's IPEDS and VFA completion rates do not differ dramatically. Given that the majority of community colleges are classified by IPEDS as two-year degree granting institutions, their IPEDS completion rate is measured at three years (150% of normal completion time), while the VFA completion rate is measured at six years. Since Valencia is considered a four-year degree granting institution within IPEDS, Valencia's IPEDS completion rate is measured at six years, just as it is within the VFA.

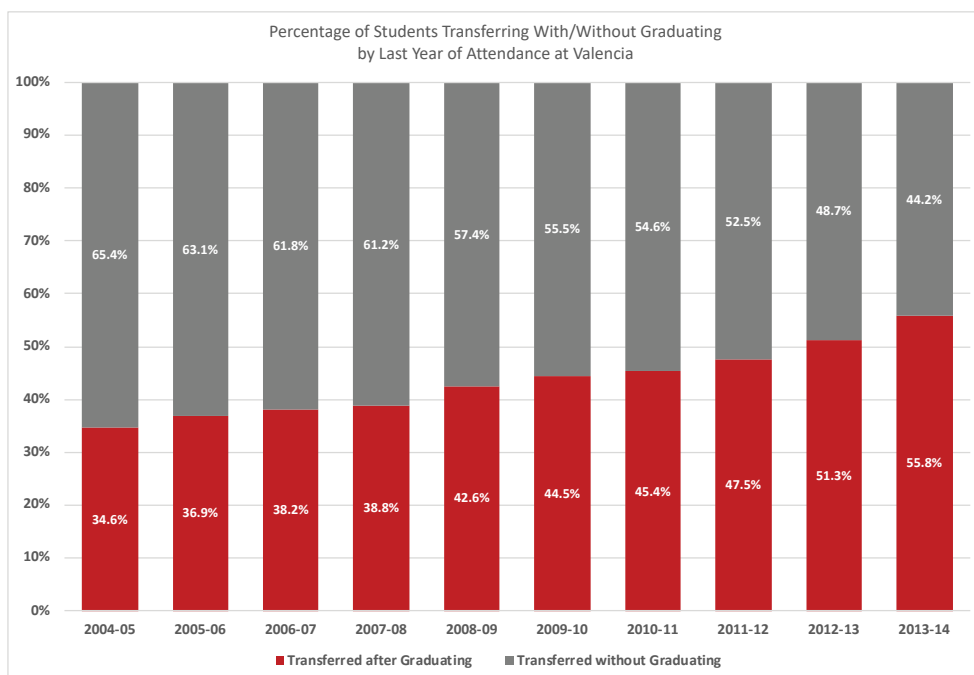
The VFA tracks three cohorts of students: the main cohort is more inclusive than IPEDS, including all students who were first-time-at-Valencia in Fall 2010, not just full-time or FTIC students. The Credential Seeking cohort is defined using the same methodology as ATD (any student who started at Valencia in the Fall and earned 12 credit hours within two years). The First Time in College cohort tracks the completion of students who were FTIC in the Fall.

Of all students who enrolled at Valencia for the first time in Fall 2010, 36.4% completed an associate's degree within six years; nearly two-thirds of those graduates transferred to continue their studies. Nearly 20% of the students who started at Valencia in Fall 2010 transferred without completing an associate's degree, which represents only a slightly smaller proportion than those who transferred after having completed an associate's degree (23.8%). Nearly 30% of students who started at Valencia in Fall 2010 dropped out with fewer than 30 credit hours.



Transfer Patterns

Of all of the degree-seeking students whose last year at Valencia was between 2004-05 and 2013-14 and who transferred to another institution, 44% completed an associate's degree at Valencia before transferring. The percentage of students completing an associate's degree before transferring has steadily increased over time: of the students whose last year at Valencia was 2004-05, 34.6% graduated before transferring; of the students whose last year at Valencia was 2013-14, 55.8% graduated before transferring.



Students Who Graduate from Valencia and Transfer

The University of Central Florida was the top transfer destination for students who completed an associate's degree before transferring (68.1%). Other popular destinations included University of South Florida (3.2%), Seminole State College (2.9%), and University of Florida (2.5%). Most students who graduated from Valencia and then transferred had selected Associate in Arts-General as their program of study while at Valencia (80.2%).

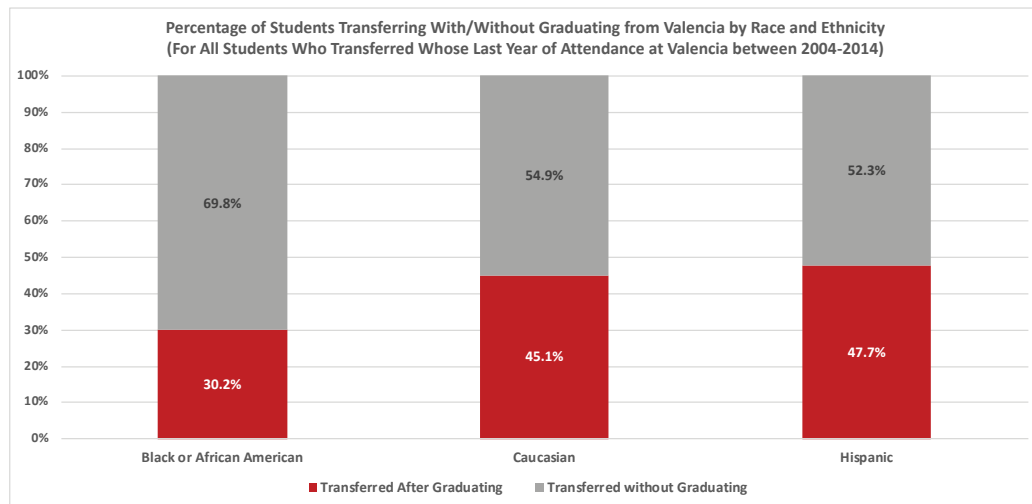
Most students who graduated and then transferred had completed between 61-89 credit hours at Valencia (46.8%); 30.4% completed between 36-60 credit hours at Valencia prior to transfer, and 9.3% completed 90 or more credit hours at Valencia before transferring.

Students Who Transfer Without Graduating From Valencia

The top destination for Valencia students who transfer without graduating is Seminole State College (15.6%). Other popular destinations include UCF (5.7%) and University of Phoenix (3.8%). Most students who transferred without graduating had selected AA-General (40.9%) or A.S.-Nursing (12.0%) as their program of study.

Most students who transferred without graduating completed 18 or fewer credit hours at Valencia (58.5%); 14.6% had completed between 36-60 credit hours at Valencia, and 6.1% had completed more than 60 credit hours at Valencia without graduating. 57.3% were in good academic standing at the time they transferred.

Black or African American students are more likely to transfer to another institution without having graduated from Valencia than Hispanic or Caucasian students. Of the Black or African American students who transferred without having graduated, 44% were in good academic standing at the time of transfer, 47% waited a year or more after their last term at Valencia before continuing their education, and 22% transferred to Seminole State.



Summary: Completion

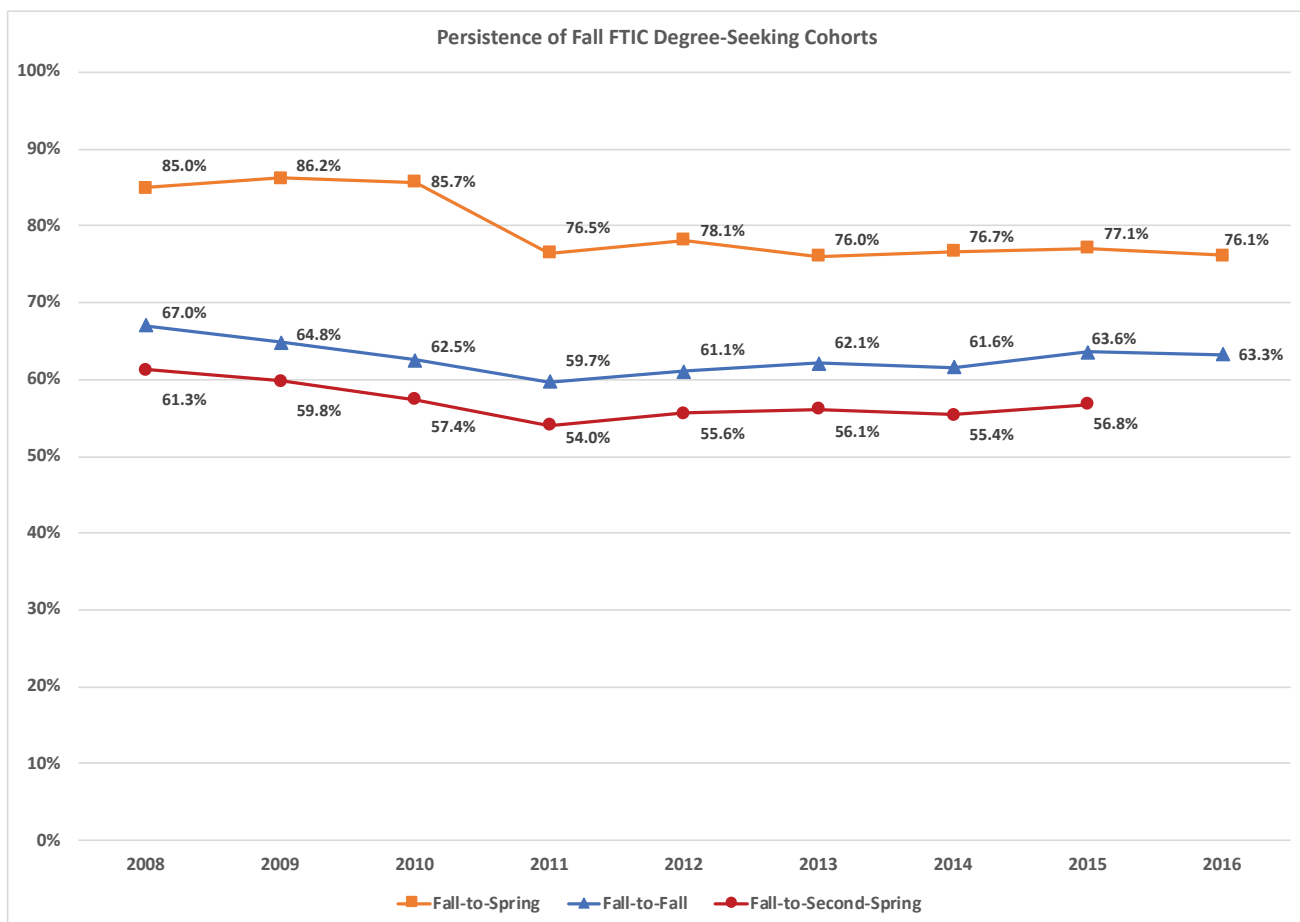
- Graduation rates for Valencia students have increased since 2003, while students' time to degree has decreased.
- The 2010 full-time FTIC cohort experienced the highest three-year graduation rate; graduation rates declined for the 2011 cohort but rebounded for the 2012 cohort.
- While the difference in graduation rates between Black or African American and Caucasian students was 19.2 percentage points in 2003 (Black or African American: 17.0%; Caucasian: 36.2%), the gap closed to 9.6 percentage points in 2007 (Black or African American: 31.2%; Caucasian: 40.8%). However, the difference grew to 19.8 percentage points in 2012 (Black or African American: 25.8%; Caucasian: 45.6%), representing the largest difference in performance within the last decade.
- While the graduation rate of Hispanic students (42.7%) nearly matched Caucasian students (43.9%) in 2008, Hispanic student performance subsequently declined while Caucasian student performance improved, leading to a 5.7 percentage point difference in performance in 2012 (Hispanic: 39.9%; Caucasian: 45.6%).
- Students' success in their first five classes at Valencia is a powerful predictor of their likelihood of graduating, and one non-successful attempt within the first five classes has a tremendous impact on the rate at which students graduate.
- The percentage of students completing an associate's degree before transferring is increasing. However, the proportion of students who transfer before graduating is not insignificant. In fact, of all of the students who enrolled for the first time at Valencia in Fall 2010, 23.8% completed an associate's degree and then transferred; 19.5% transferred without having completed a degree.

Trends in Student Persistence and Momentum

Cohort Persistence

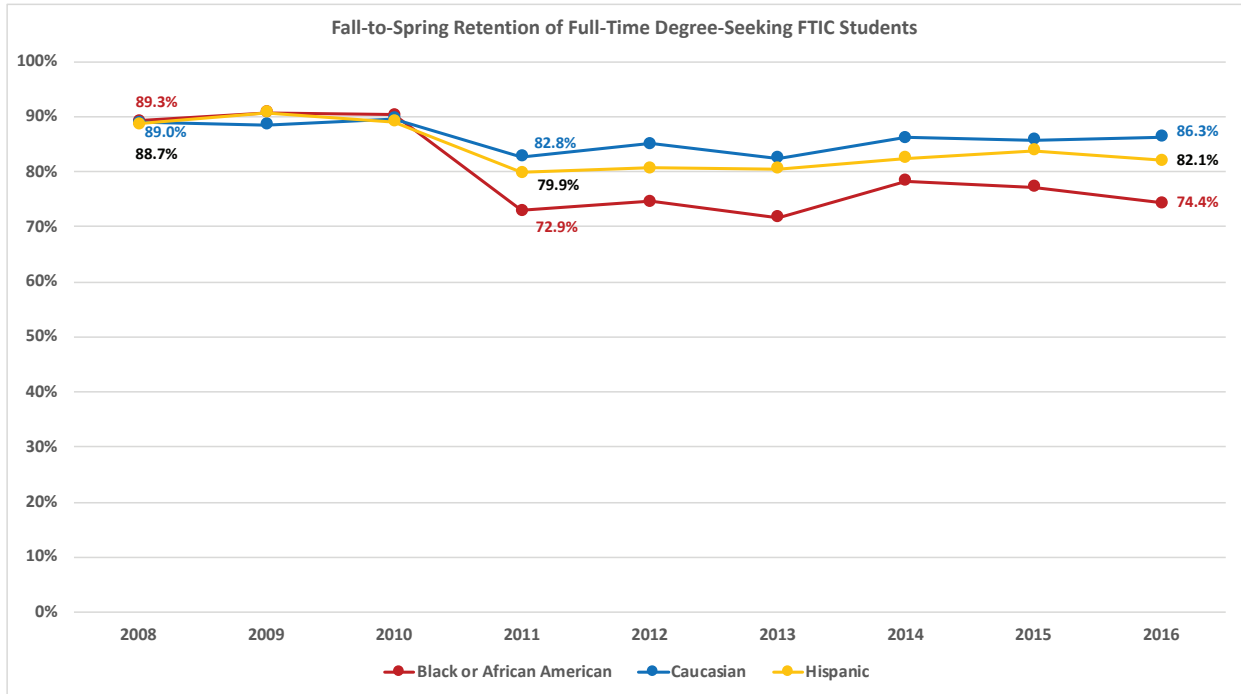
Over the last five years, fall-to-spring, fall-to-fall, and fall-to-second-spring persistence has been relatively stable for students who enroll as FTIC degree-seeking students in the Fall. However, persistence rates of the Fall 2011 cohort dropped significantly as compared to the previous three cohorts.

Notably, a new Satisfactory Academic Progress (SAP) process was implemented in Fall 2011. In previous years, students who did not meet SAP requirements were placed on probation, prior to being suspended from Financial Aid. In Fall 2011, students who did not meet SAP requirements were automatically placed on Financial Aid suspension, with an opportunity to appeal the suspension to once again become eligible for financial aid.

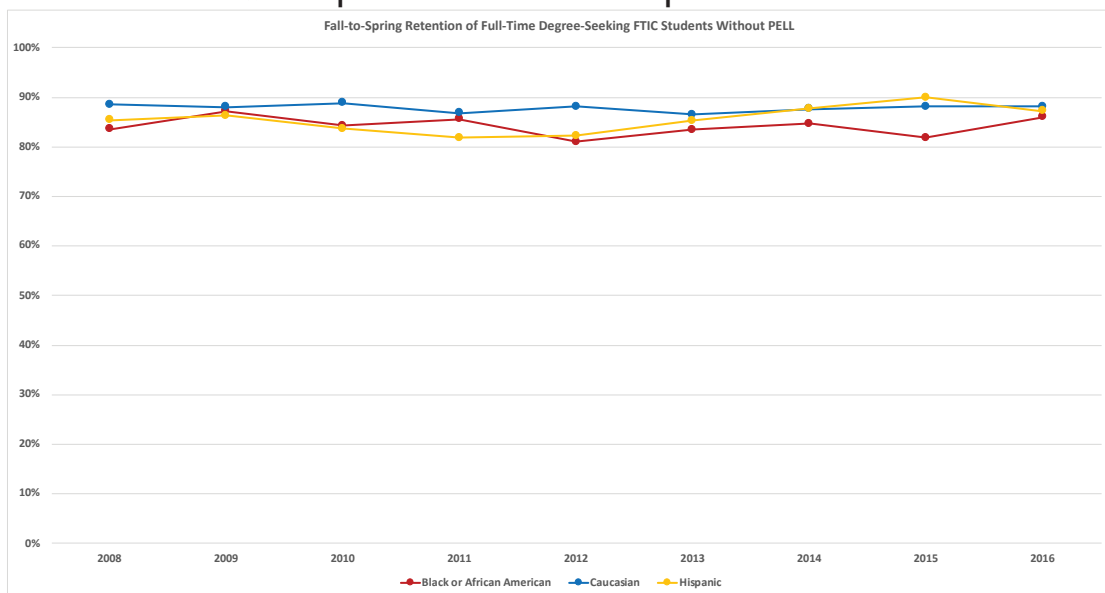


Persistence Rates Disaggregated by Race and Ethnicity

While Fall-to-Spring persistence rates were similar for students of different races and ethnicities before 2010, gaps in persistence appeared beginning with the Fall 2011 cohort. And while all student groups in the Fall 2011 cohort experienced a decline in persistence rates, Black or African American students experienced the greatest decline. In fact, Black or African American students had the highest persistence rate of full-time, degree-seeking FTIC students in Fall 2008 (89.3%). Their persistence rate dropped from 90.4% in 2010 to 72.9% in 2011. Notably, the five-year graduation rate of Black or African American students dropped from 28.2% to 23.2% between the 2010 and 2011 cohorts.



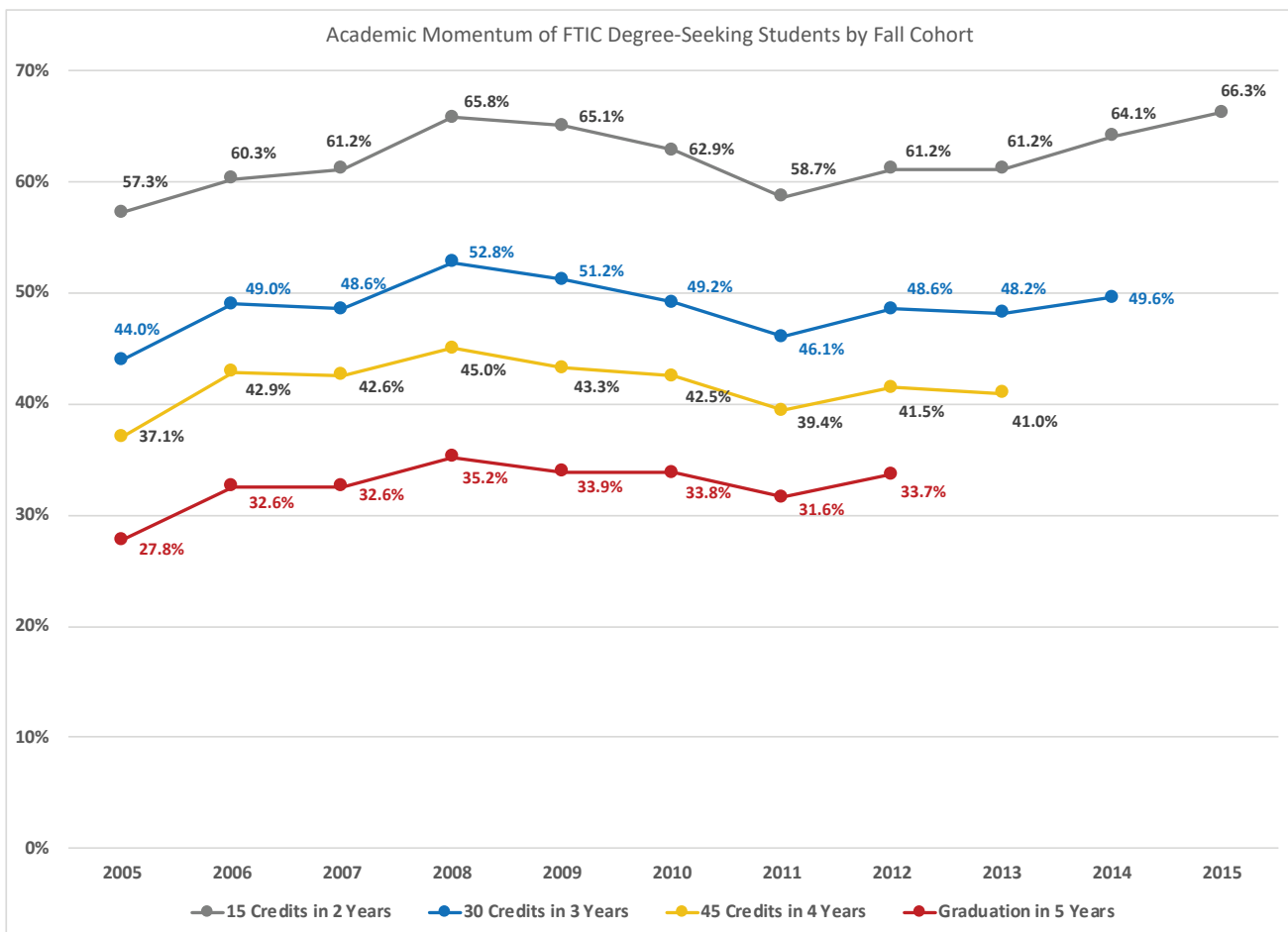
When examining persistence rates of students who were not awarded a PELL grant, there is not a significant difference between African American, Hispanic, or Caucasian students in the Fall 2016 cohort, nor is there a noticeable decline between the Fall 2010 and Fall 2011 cohorts, supporting the hypothesis that the new SAP process affected student persistence.



Academic Momentum

Academic momentum points, such as completion of 15 credit hours within two years, serve as a leading indicator for a cohort’s future graduation rate. The proportion of FTIC degree-seeking students (full-time and part-time) who completed 15 credit hours within two years grew between Fall 2005 and 2008, reaching a peak of 65.8%, and then declined between 2009 and 2011. Nevertheless, the proportion of students who completed 15 credit hours within two years in 2011 (58.7%) was higher than 2005 (57.3%). Since 2011, the proportion of students who completed 15 credit hours within two years has increased, reaching 66.3% in the Fall 2015 cohort.

Echoes of these trends are visible throughout the data related to other academic momentum points, including 30 credits in three years, 45 credits in four years, and ultimately, graduation within five years. Accordingly, the increase in the proportion of students who have completed 15 credit hours within two years is a positive trend as this could serve as an early indicator that five-year graduation rates will also be on the rise.



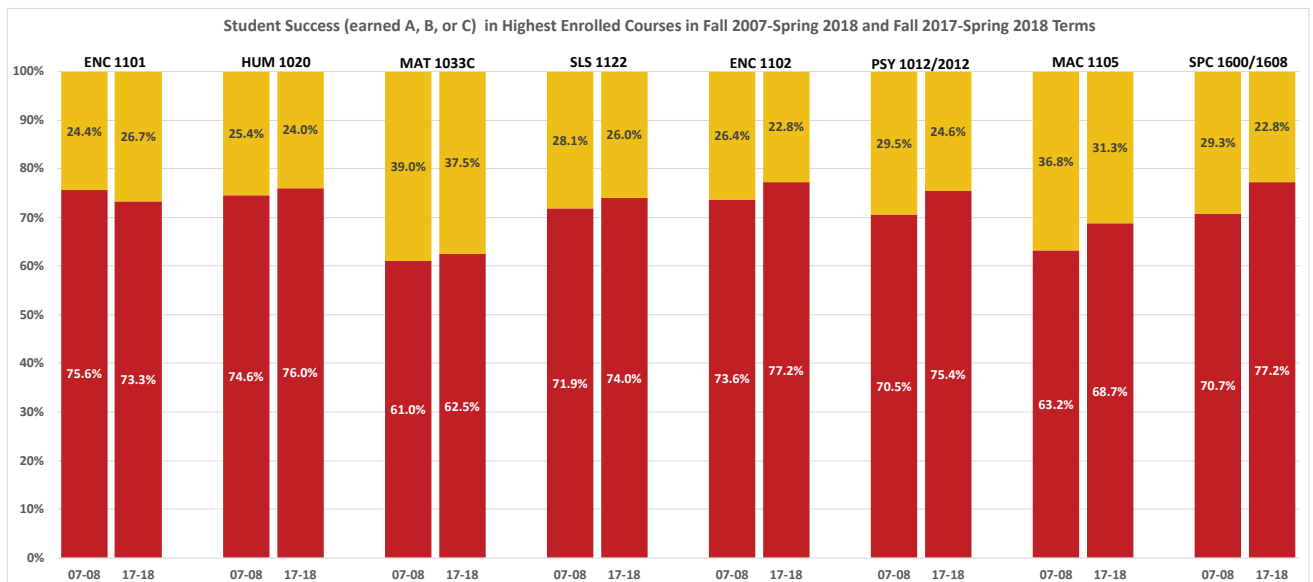
Course Success

Highest Enrolled Courses - All Students

The courses with the highest enrollment overall have changed little over the last ten years. One difference that does exist is likely due to Valencia’s changes in the general education curriculum: POS 2014 had the highest enrollment of all courses in 2007-08 (Fall 2007 and Spring 2008) but it was not amongst the ten courses with the highest enrollment in 2017-18. Similarly, while developmental mathematics (MAT 0024C) was one of the courses with the highest enrollment overall in 2007-08, no developmental courses were in the top ten in 2017-18, likely due to the changes effected by Senate Bill 1720 (SB 1720).

Overall, course success rates in the most highly enrolled courses have increased between 2007-2008 and 2017-2018. ENC 1101 was the only course that saw a slight decline in student performance between 2007-2008 and 2017-2018.

Courses with Highest Enrollments - All Students			
2007-2008 Enrollments	2007-2008 Success Rates	2017-2018 Enrollments	2017-2018 Success Rates
1. POS 2041 - 8,168	66.4%	1. SLS 1122 - 14,914	74.0%
2. ENC 1101 - 8,052	75.6%	2. ENC 1101 - 13,779	73.3%
3. SPC 1600 - 7,591	70.7%	3. ENC 1102 - 9,807	77.2%
4. MAC 1105 - 7,099	63.2%	4. MAC 1105 - 8,761	68.7%
5. ENC 1102 - 6,369	73.6%	5. MAT 1033C - 8,716	62.5%
6. PSY 1012 - 6,259	70.5%	6. HUM 1020 - 7,977	76.0%
7. MAT 0024C - 5,645	48.5%	7. SPC 1608 - 7,947	77.2%
8. MAT 1033C - 5,241	61.0%	8. PSY 1012 - 7,477	75.4%
9. HUM 1020 - 5,141	74.6%	9. STA 2023 - 5,400	72.9%
10. SLS 1122 - 4,882	71.9%	10. BSC1010C - 4,844	67.0%

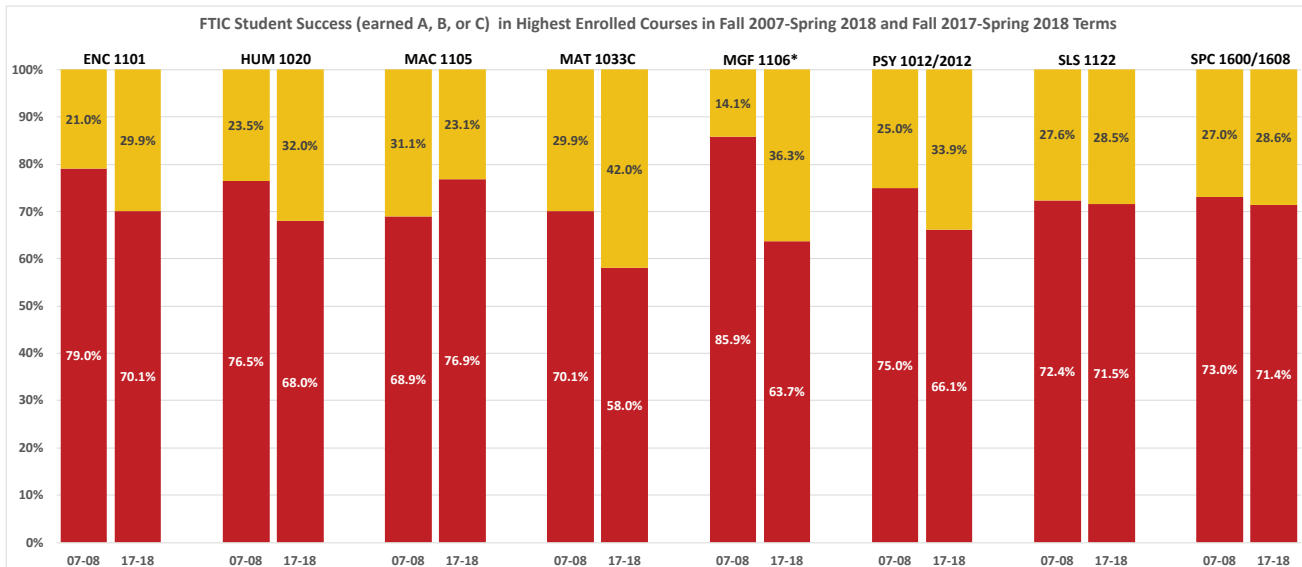


Highest Enrolled Courses - FTIC Students

Many of the courses with large enrollments overall also have a high enrollment of FTIC students. However, unlike the increase in student success overall in the highest enrolled courses, FTIC student success rates for most of these “front door” courses are lower in 2017-18 than in 2007-08.

The effects of SB 1720 can be seen in the enrollment data: MAT 1033C had the third highest FTIC enrollment in 2017-18, yet was not in the 2007-08 top ten; it is likely that many of the students who would have enrolled in MAT 0012C and MAT 0024C in 2007-08 instead enrolled as FTIC students in MAT 1033C. While there are fewer developmental courses in the 2017-18 list, it is interesting to note that two of the courses with the highest FTIC enrollment in 2017-18 still were developmental courses (MAT 0022C and ENC 0027), signifying that a large percentage of FTIC students do not fall under the exemption outlined in SB 1720. Moreover, MGF 1106 joined the 2017-18 list of courses with the highest enrollment of FTIC students, presumably as a result of Valencia’s Math Pathways options.

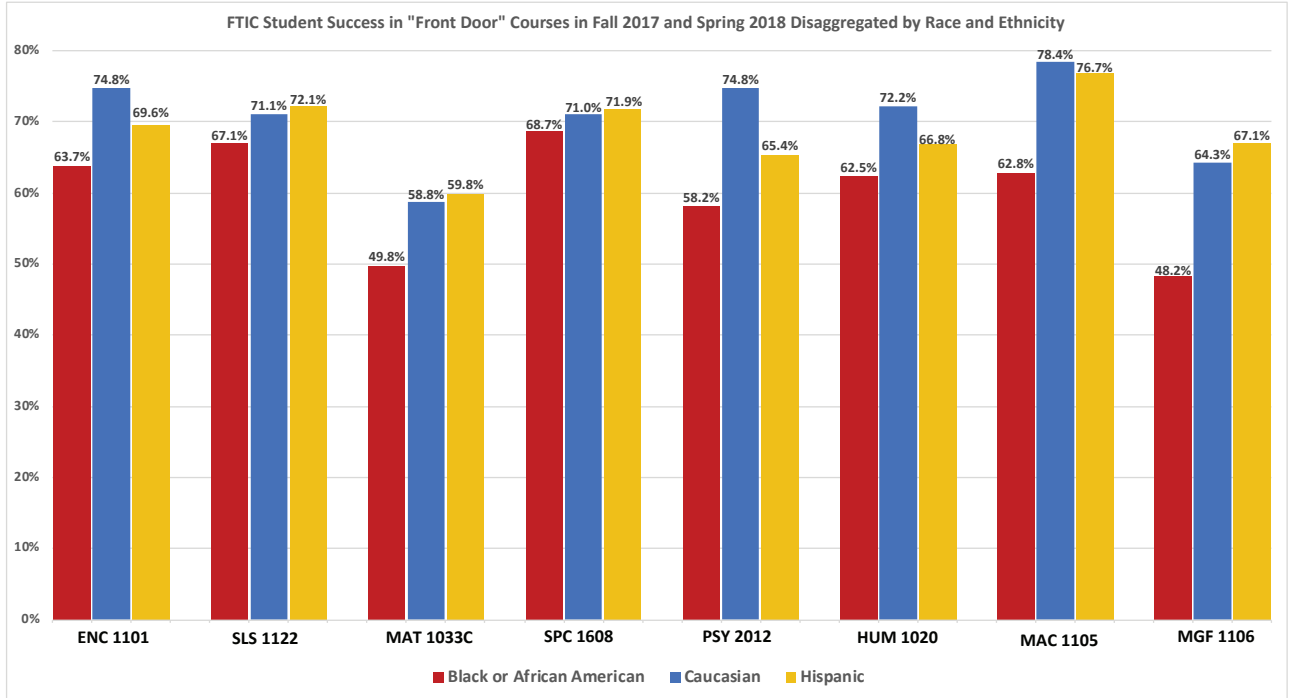
Courses with Highest Enrollments - FTIC Students			
2007-2008 Enrollments	2007-2008 Success Rates	2017-2018 Enrollments	2017-2018 Success Rates
1. SLS 1122 - 2,702	72.4%	1. ENC 1101 - 6,537	70.1%
2. ENC 1101 - 2,465	79.0%	2. SLS 1122 - 5,873	71.5%
3. REA 0002 - 1,750	73.9%	3. MAT 1033C - 3,022	58.0%
4. MAT 0012C - 1,633	52.2%	4. SPC 1608 - 1,920	71.4%
5. MAT 0024C - 1,610	54.5%	5. PSY 2012 - 1,579	66.1%
6. SPC 1600 - 1,467	73.0%	6. HUM 1020 - 1,269	68.0%
7. POS 2041 - 1,429	69.8%	7. MAT 0022C - 974	52.0%
8. ENC 0012 - 1,228	63.2%	8. ENC 0027 - 849	74.6%
9. PSY 1012 - 1,159	75.0%	9. MAC 1105 - 823	76.9%
10. MAC 1105 - 1,081	68.9%	10. MGF 1106 - 680	63.7%



*Only 64 FTIC students were enrolled in MGF 1106 in 2007-08, making the comparison in success less meaningful. It is important to note, however, that MGF 1106 had the third lowest FTIC success rate of all “front door” courses in 2017-18.

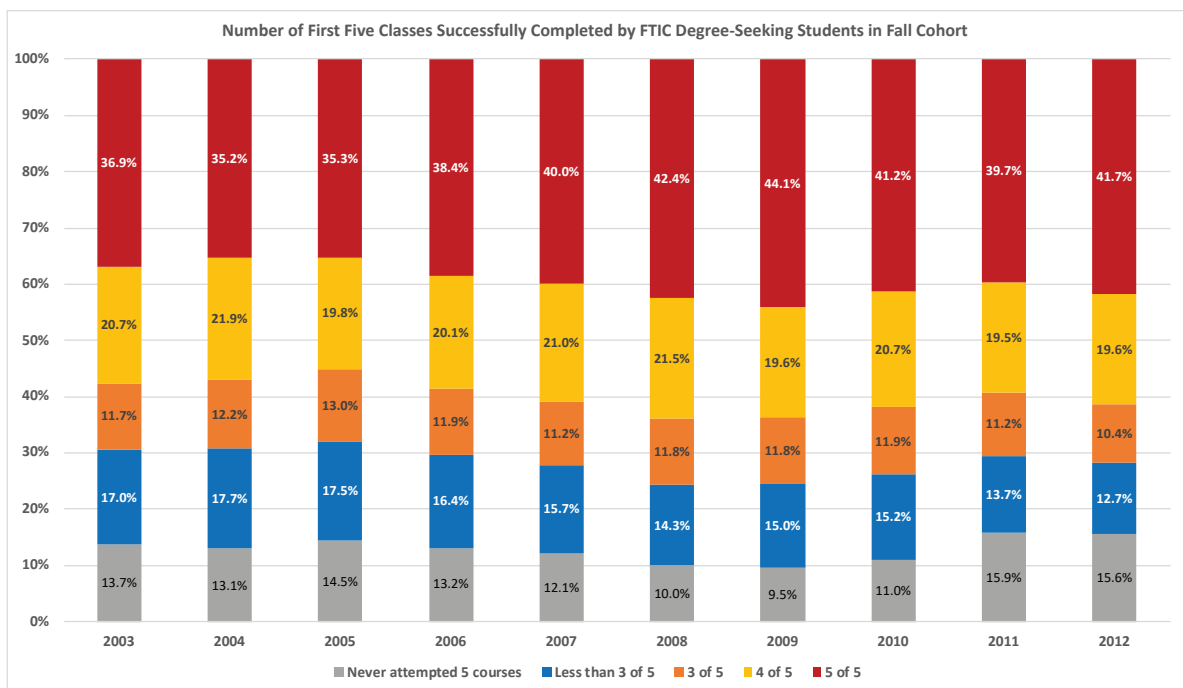
FTIC Student Success in “Front Door” Courses Disaggregated by Race and Ethnicity

A review of FTIC student success data in “front door” courses disaggregated by race and ethnicity reveals significant performance gaps between Black or African American, Caucasian, and Hispanic students. The gaps are the largest in mathematics courses, as well as in PSY 2012, ENC 1101, and HUM 1020.



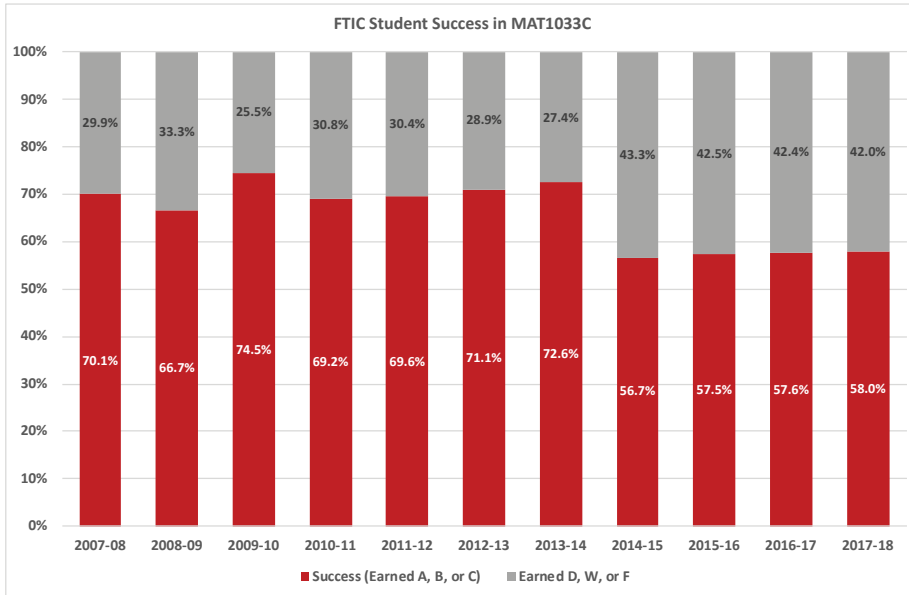
Success in First Five Courses

Students’ success in their first five courses at Valencia is a powerful predictor of their likelihood to graduate. The proportion of students who successfully completed all of their first five courses peaked in 2009. It is important to note that about 30% of FTIC students at Valencia successfully complete fewer than three of their first five courses or never attempt five courses.



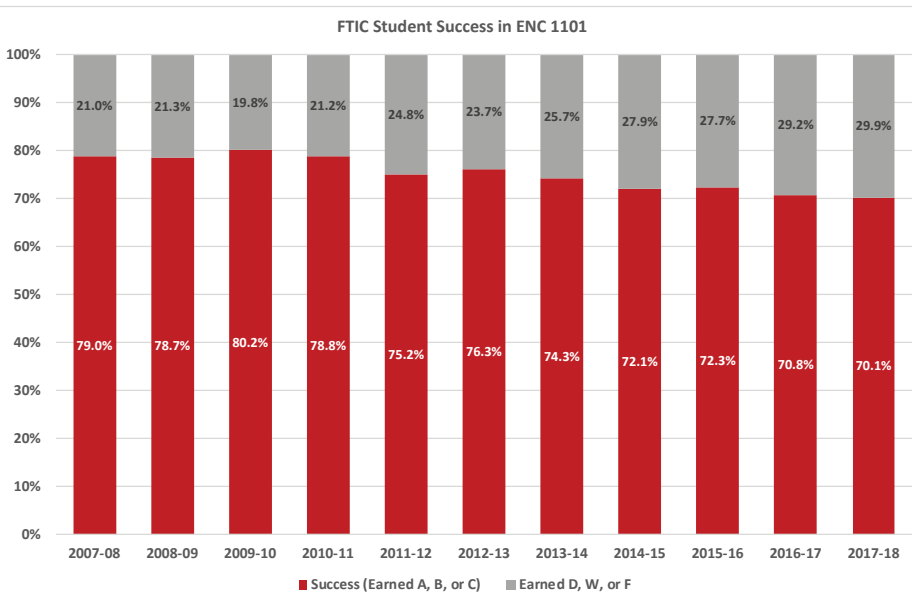
Success in MAT1033C and ENC 1101

FTIC student success in MAT 1033C and ENC 1101 has declined over time. While the proportion of FTIC students who successfully completed MAT 1033C decreased dramatically in 2014-15 (likely due to the changes effected by SB 1720), success rates in ENC 1101 have declined more steadily over the last ten years.



2007-08	972
2008-09	972
2009-10	847
2010-11	760
2011-12	923
2012-13	1,014
2013-14	1,327
2014-15	2,540
2015-16	2,714
2016-17	2,894
2017-18	3,022

While FTIC student enrollment nearly doubled in MAT 1033C between 2013-14 and 2014-15, student success dropped by 15.9 percentage points. The 2014-15 catalog year was the first year in which the college could not require “exempt” students to take a placement test nor enroll in developmental coursework. Accordingly, it is likely that the significant increase in enrollment in MAT 1033C was due to “exempt” students choosing to not take a placement test and self-place into a non-developmental mathematics course.



2007-08	2,465
2008-09	2,613
2009-10	2,911
2010-11	3,017
2011-12	3,591
2012-13	4,051
2013-14	4,291
2014-15	5,754
2015-16	6,098
2016-17	6,247
2017-18	6,537

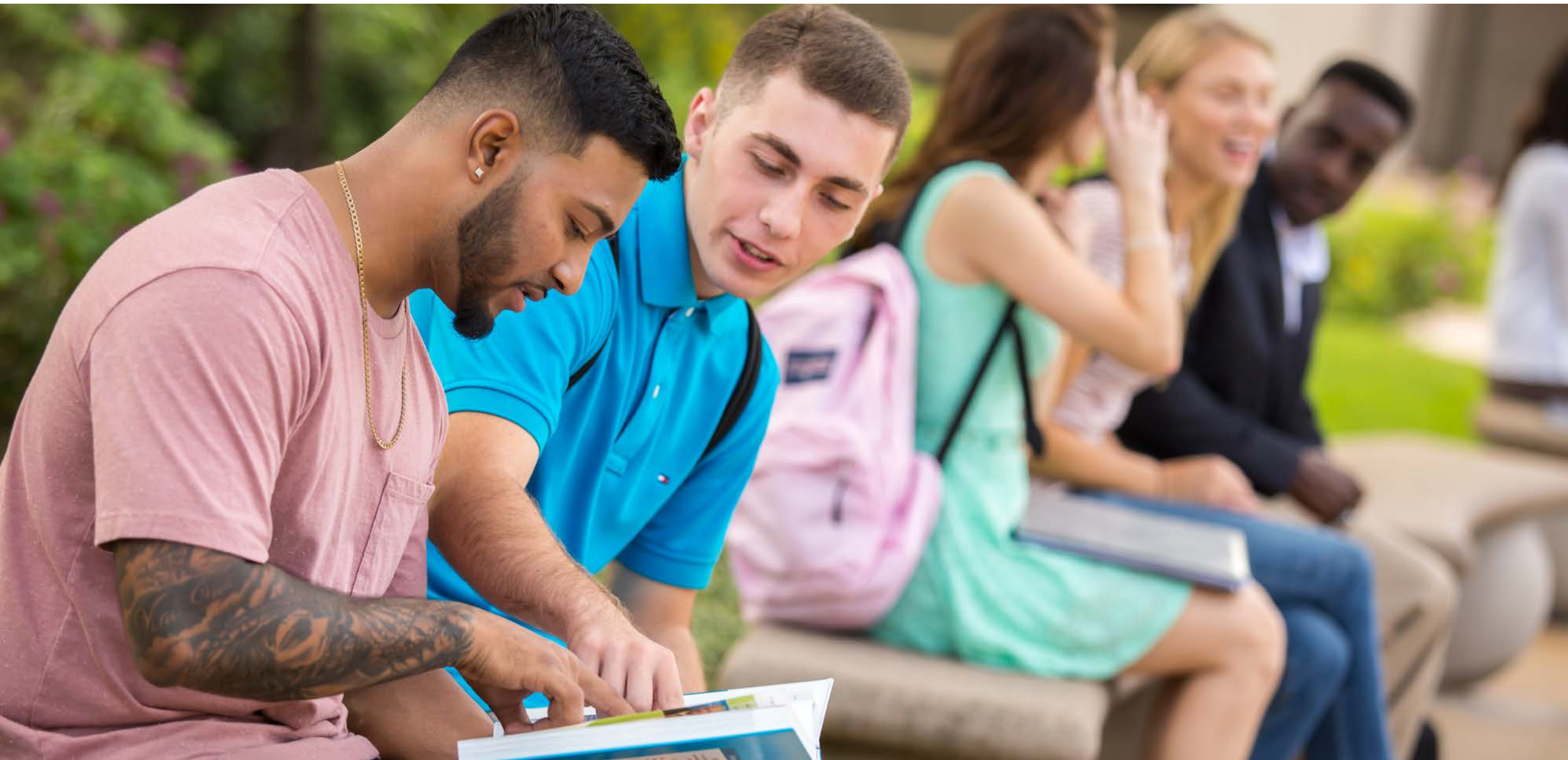
FTIC success rates in ENC 1101 did not decline as dramatically in 2014-15 as in MAT 1033C. However, it is important to explore the decline in FTIC student success in ENC 1101 as non-success rates approach 30%, particularly given the magnitude of FTIC enrollment in the course.

Summary: Persistence and Momentum

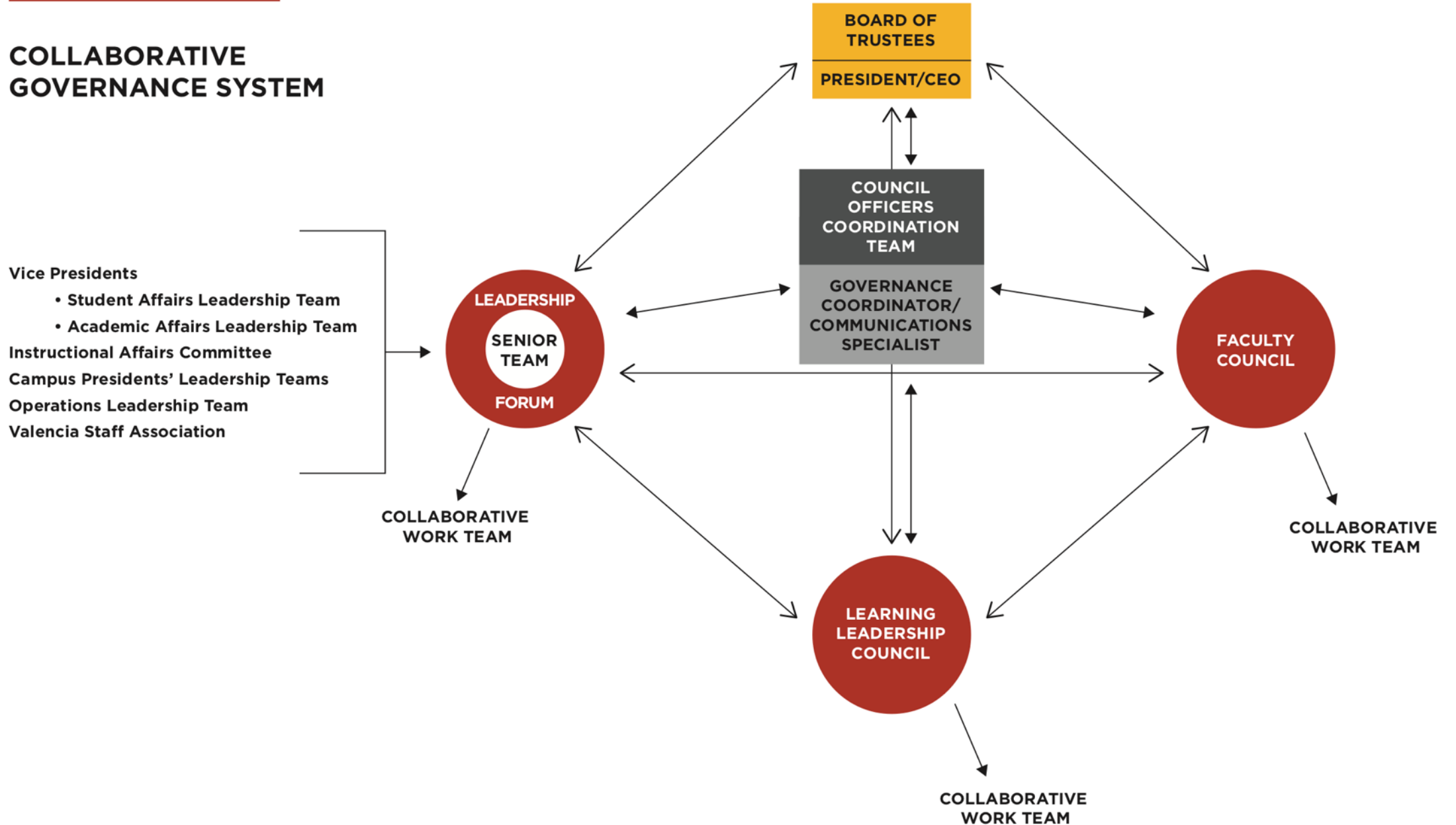
- Student persistence rates declined sharply between the Fall 2010 and Fall 2011 cohorts; this coincides with the implementation of a new Satisfactory Academic Progress (SAP) process by which students were automatically placed on financial aid suspension, rather than on probation.
- The change in SAP process appears to have had the largest negative impact on the persistence of Black or African American students. When looking only at the subset of students who do not receive financial aid, there is no significant difference between persistence rates of Black or African American, Caucasian, and Hispanic students.
- While academic momentum declined for the Fall 2011 cohort, subsequent student cohorts regained momentum. In fact, the Fall 2015 cohort had the highest percentage of students completing 15 credit hours in two years than any student cohort during the last decade.
- Student success in almost all of the highest enrolled courses at Valencia increased between 2007-08 and 2017-18. While the percentage of students successfully completing Intermediate Algebra and College Algebra remained below 70% in 2017-18, rates of success in these courses have increased since 2007-08.
- FTIC student success in “front door” courses has declined over the last decade. Several “front door” courses have student success rates below 70%. 58.0% of FTIC students successfully complete MAT 1033C, 63.7% successfully complete MGF 1106, 66.1% successfully complete PSY 2012, and 68.0% successfully complete HUM 1020.
- When looking at FTIC student success disaggregated by race and ethnicity, significant gaps in performance emerge. FTIC Black or African American students tend to have a lower rate of success in “front door” courses.
- The percentage of students successful in all five of their first five classes, a powerful leading indicator of completion, peaked in 2009 (44.1%). In 2012, 41.7% of students successfully completed all five of their first five classes at Valencia.

Attachment VIII: “Big Meeting” Information

Big Meeting 2019



COLLABORATIVE GOVERNANCE SYSTEM



Achieving the Dream – Annual Report

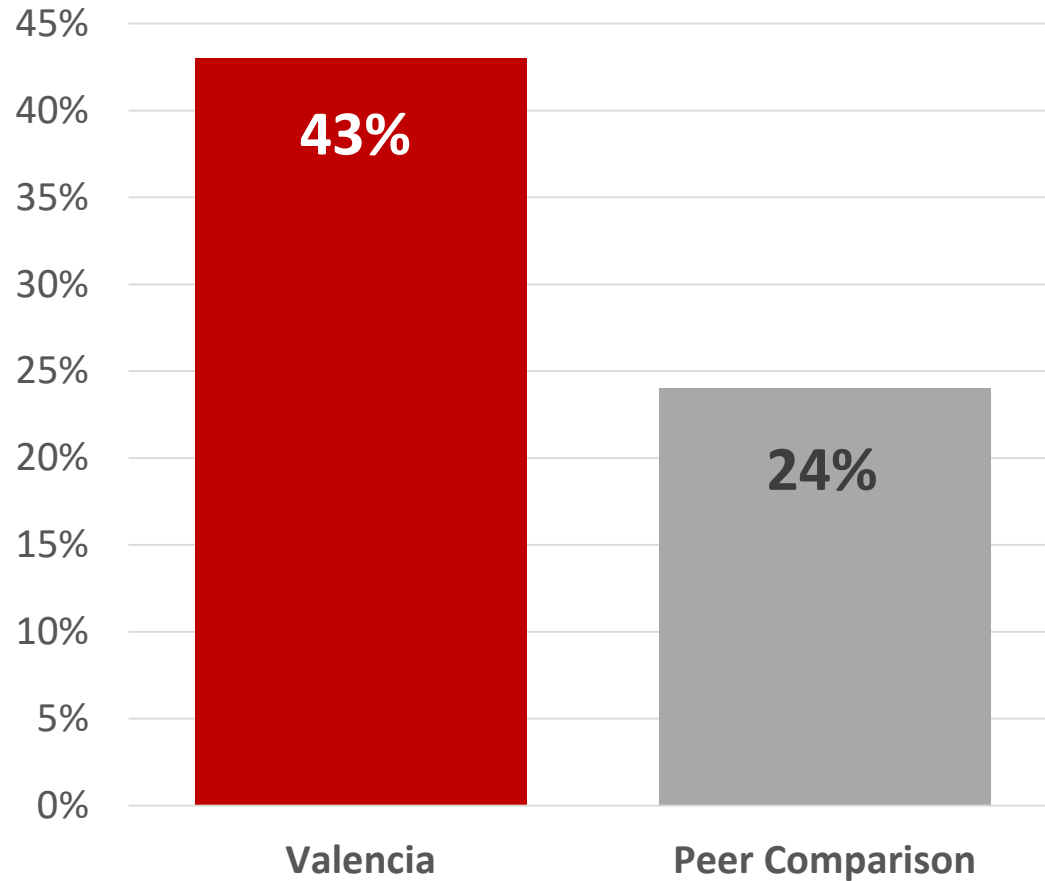
What are your college's student success goals for the 2018-2019 academic year?

Impact Plan:

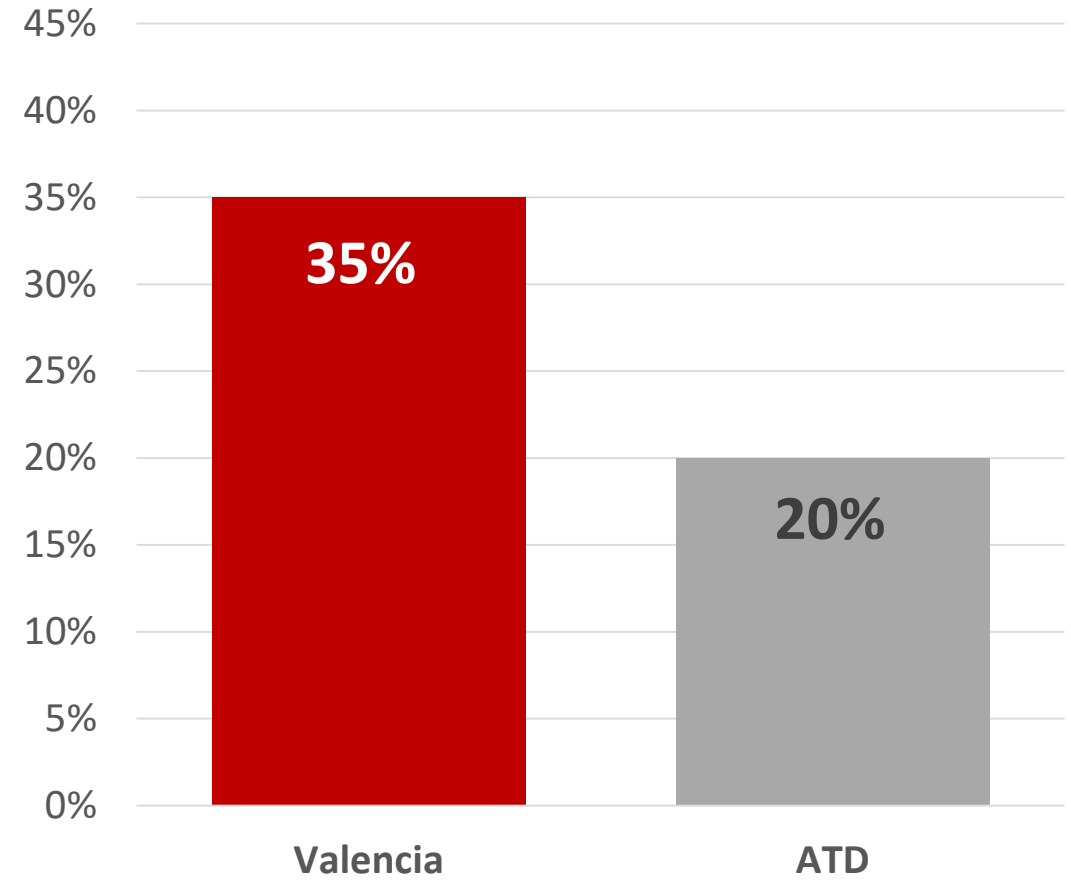
- Close performance gaps among students from diverse backgrounds.
 - Close gaps in success in top 20 enrolled courses.
 - Include equity in outcomes measures for evaluation of all programs and initiatives.
 - Include initiatives to deliver more equitable outcomes in each campus plan.

Completion Rates

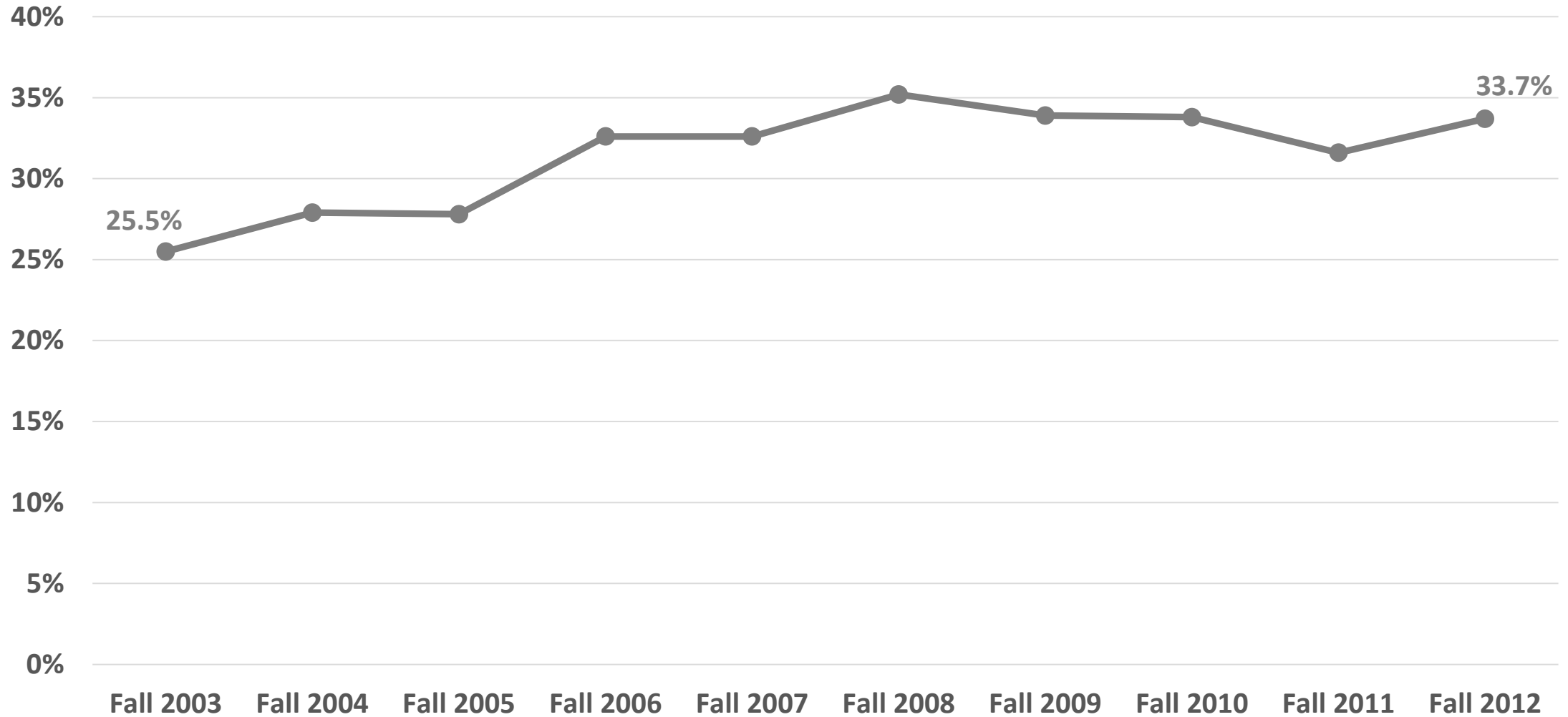
IPEDS Graduation Rate
Fall 2010 Cohort



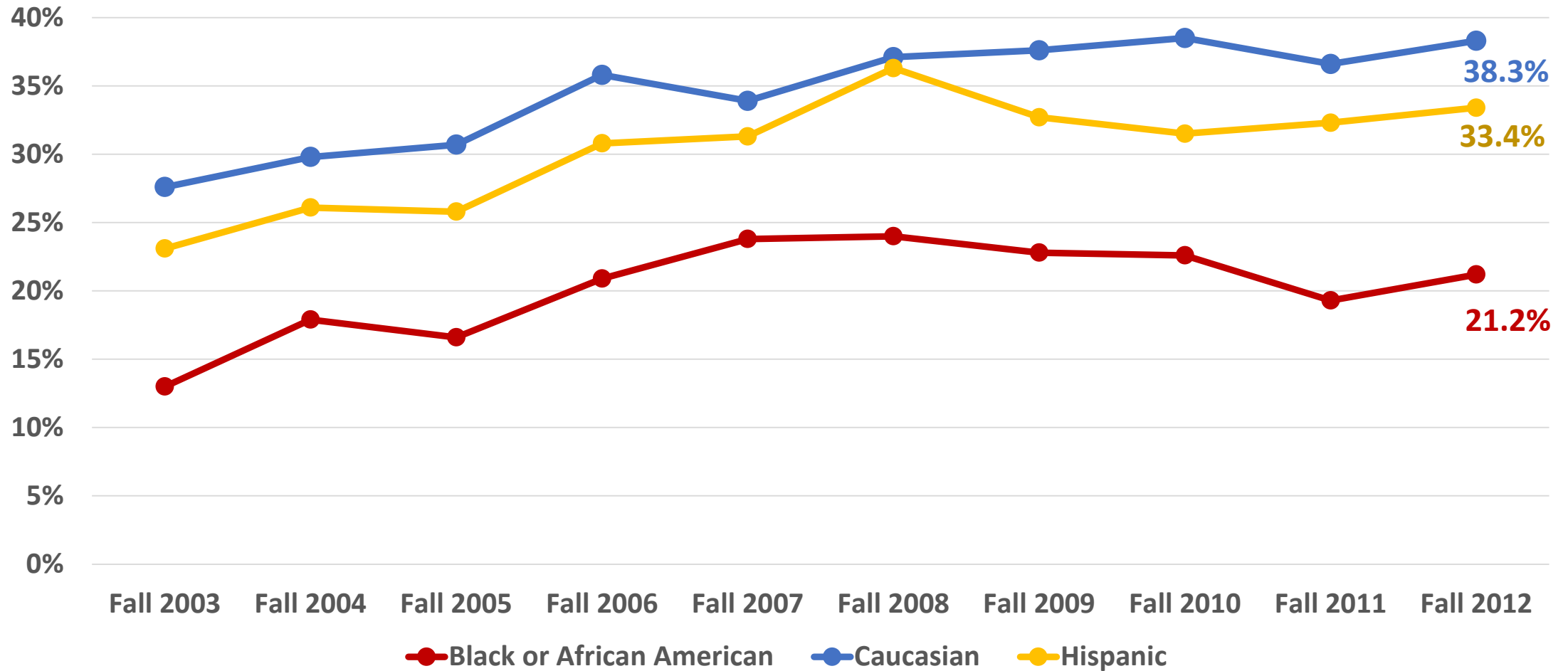
Achieving the Dream Completion Rate
Fall 2012 Cohort – At End of 4th Year



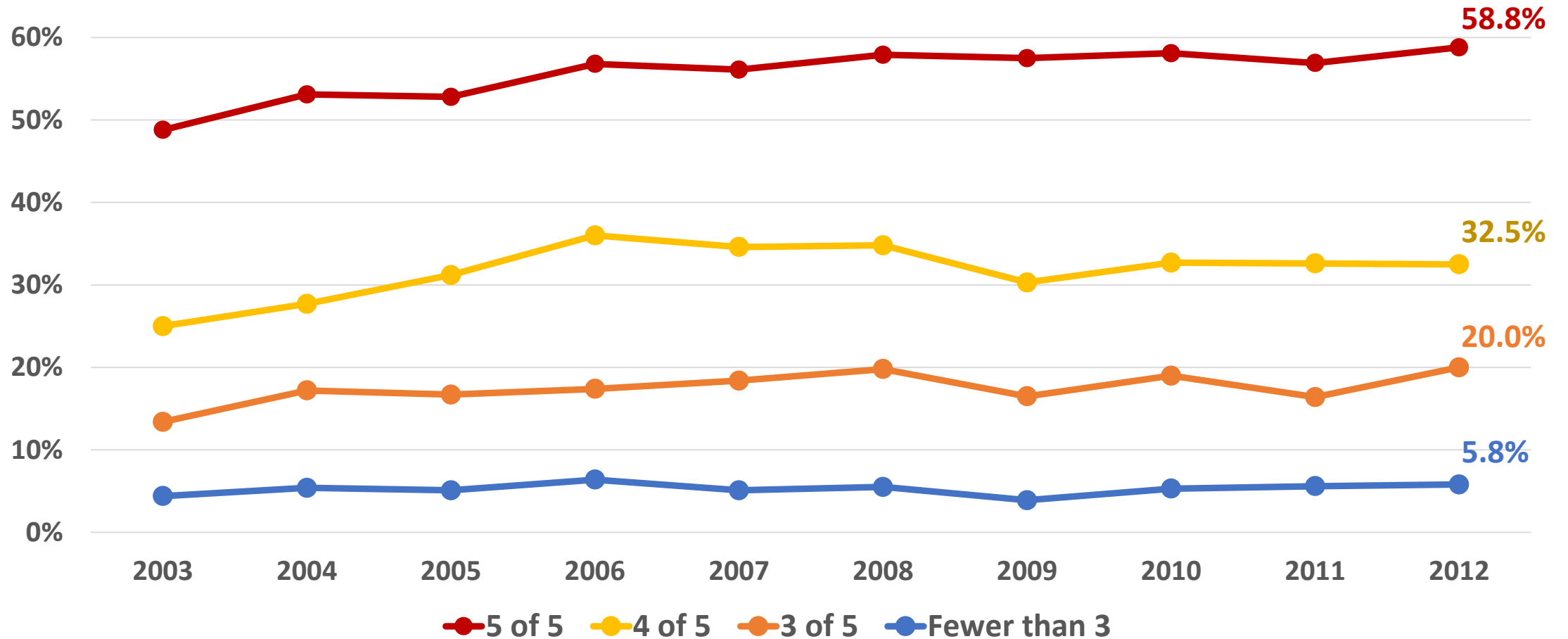
Five-Year Graduation Rate



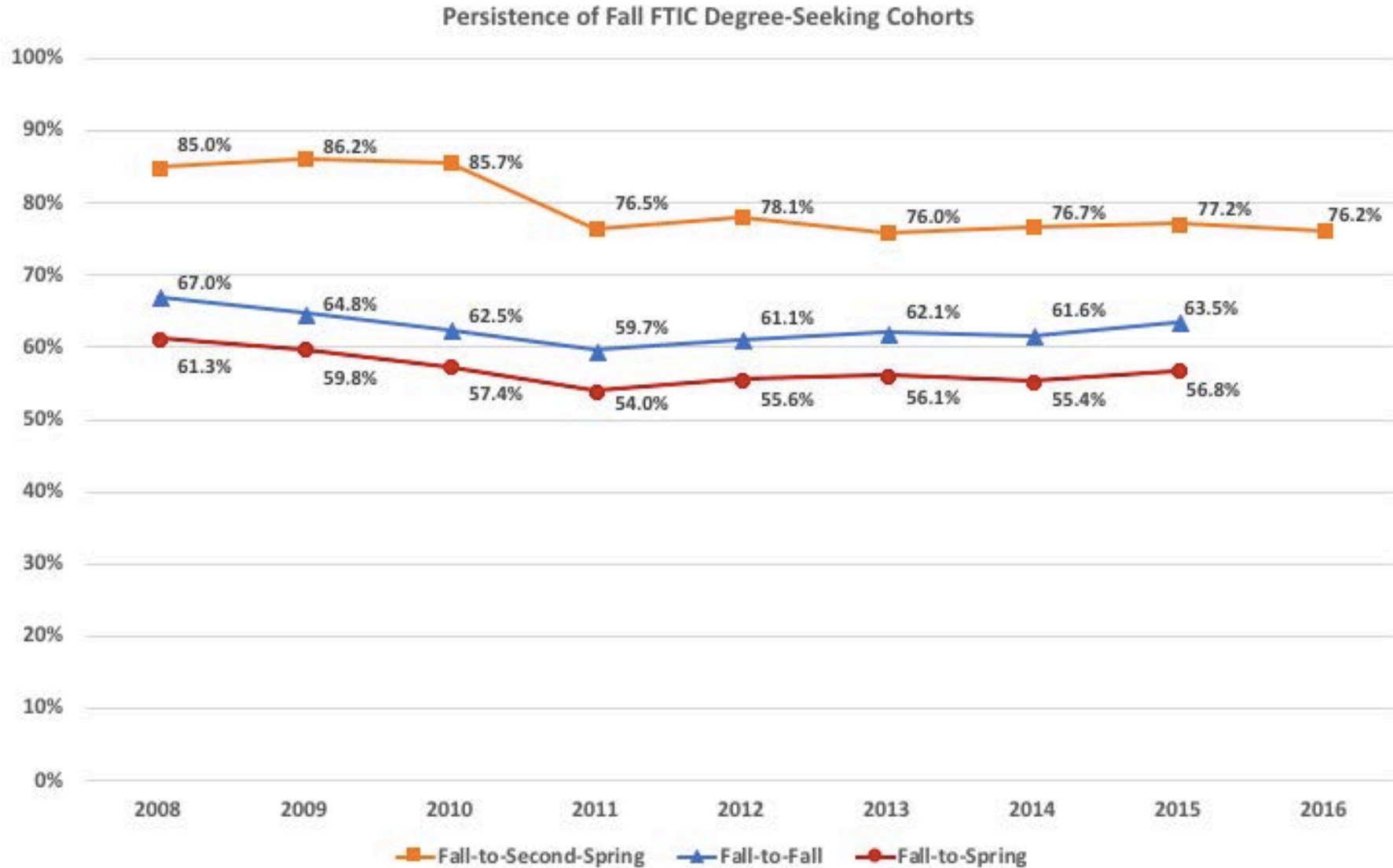
Five-Year Graduation Rates Disaggregated by Race/Ethnicity



Five-Year Graduation Rate by Success in First Five Courses



Persistence of Fall FTIC Degree-Seeking Cohorts



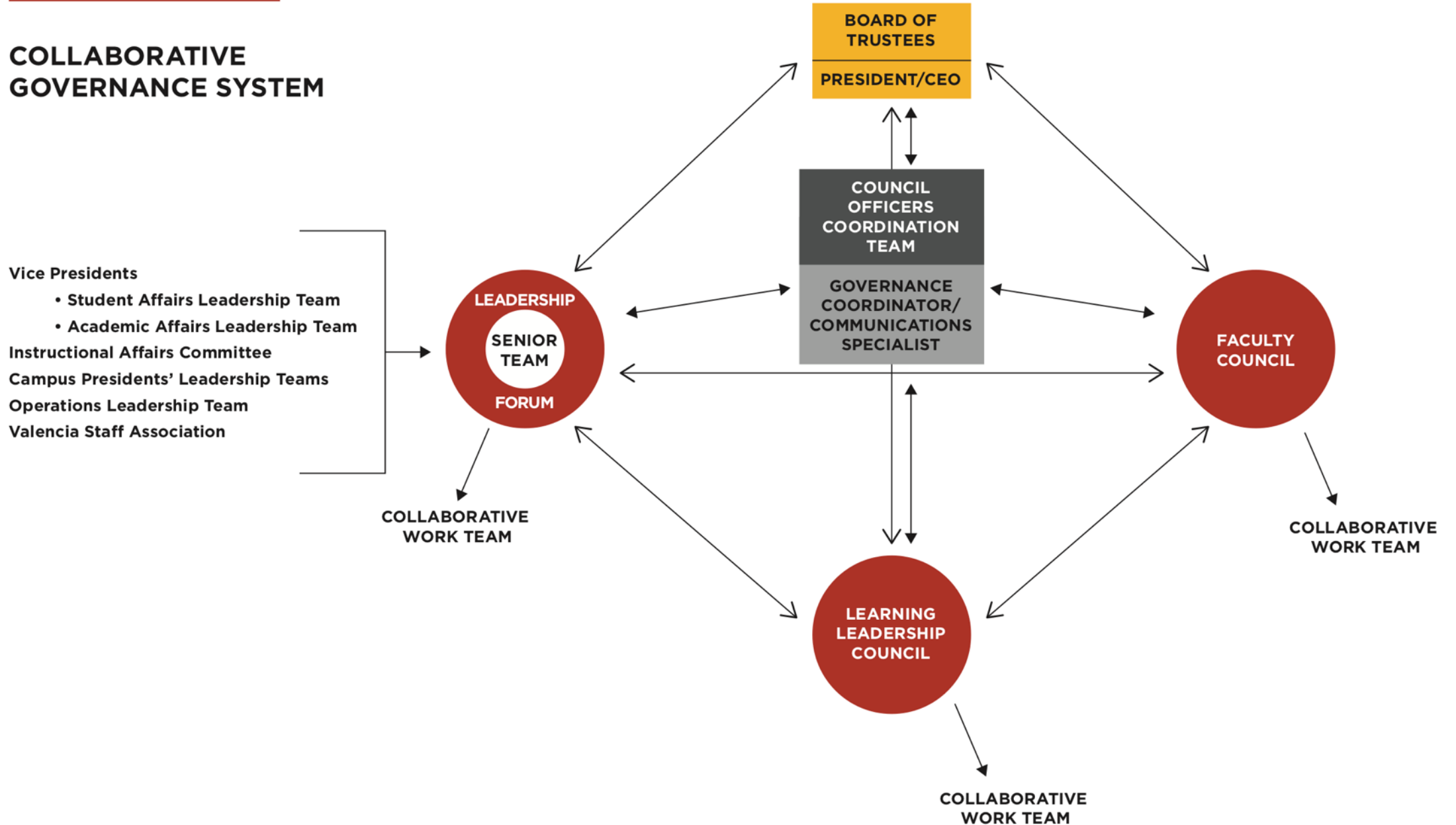
Achieving the Dream – Annual Report

What are your college's student success goals for the 2018-2019 academic year?

Senior Team Draft Goals:

- Understand and reduce gaps in student performance that have re-opened over time.
- Recover 2009-level rates of student persistence (fall-to-spring, fall-to-fall, fall-to-second-spring).
- Increase the percentage of students who succeed in all five of their first five classes at Valencia.

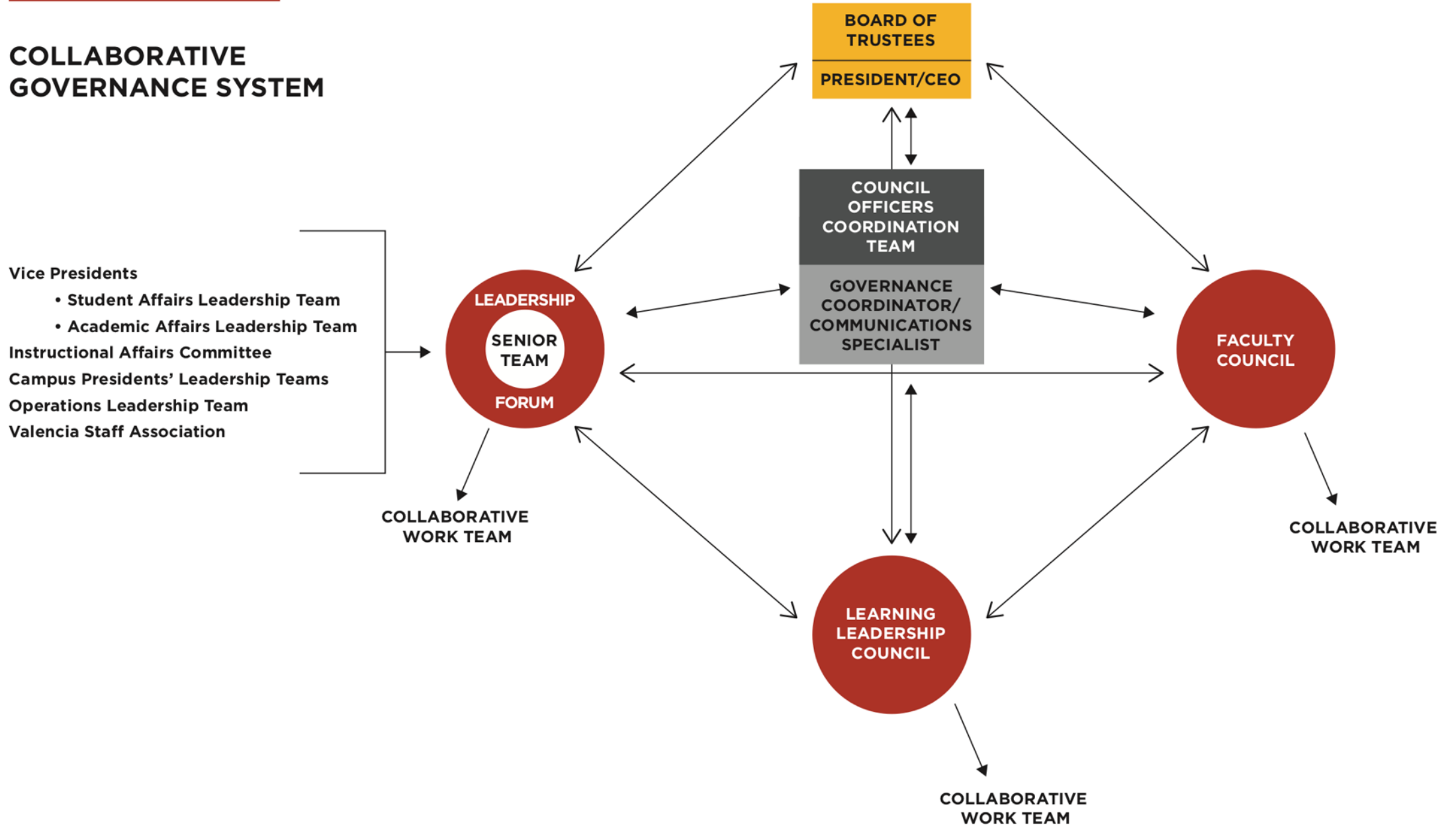
COLLABORATIVE GOVERNANCE SYSTEM



Draft Objectives

- By 2025, the five-year graduation rate for first-time-in-college, degree-seeking students of all races and ethnicities will exceed 50%.
- By 2021, 75% of FTIC degree-seeking students will successfully complete 15 credit hours within two years.
- By 2023, 50% of FTIC degree-seeking students will successfully complete all five of their first five classes at Valencia.

COLLABORATIVE GOVERNANCE SYSTEM



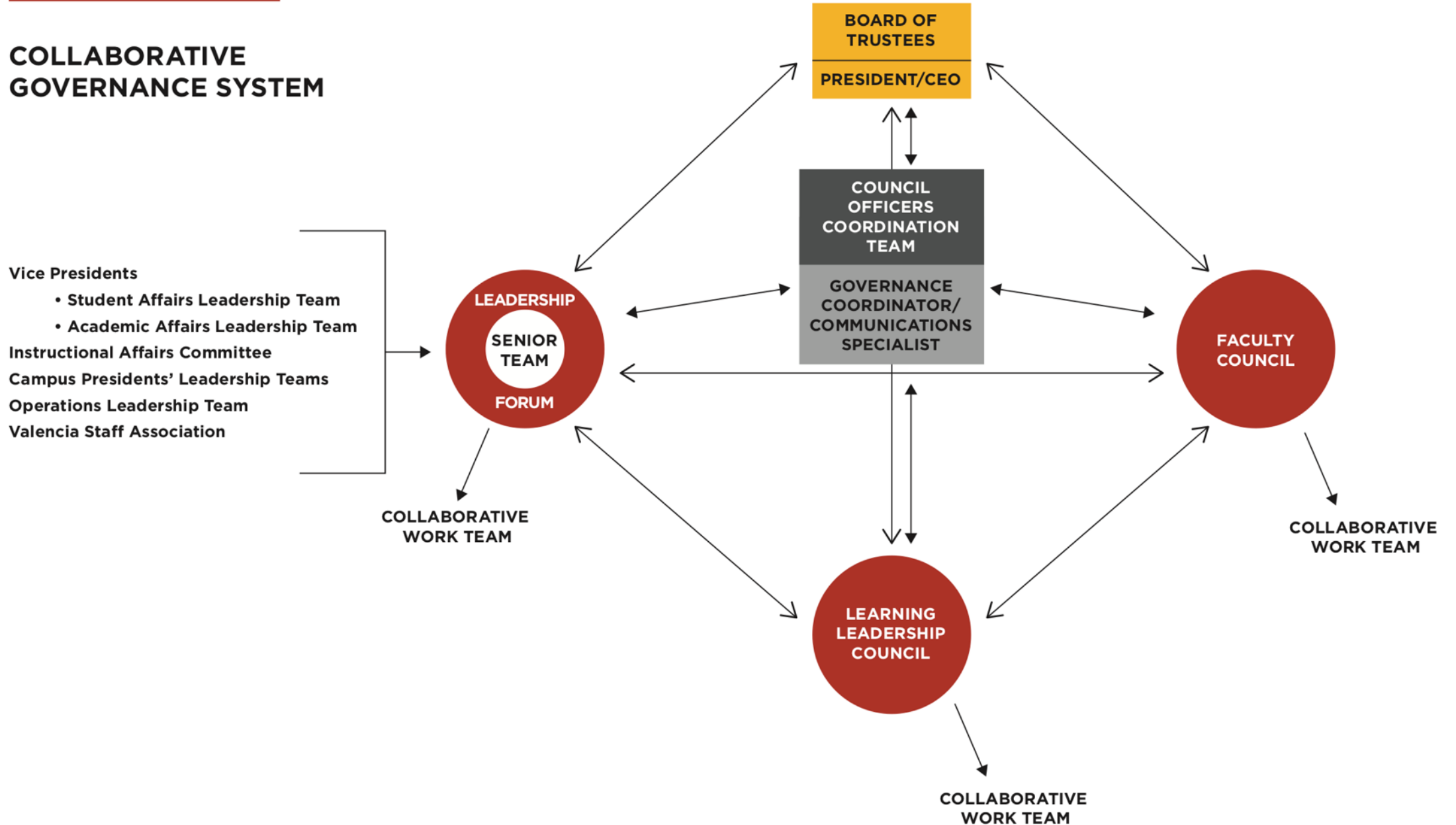
Student Outcomes Objectives

- **Graduation Rate:** The five-year disaggregated graduation rates for first-time-in-college (FTIC), degree-seeking students of each race/ethnicity will exceed 50% so that more than half of all FTIC, degree-seeking students of each race/ethnicity who first enroll at Valencia in the Fall 2025 term will complete an associate degree from Valencia by Summer 2030.
- **Academic Momentum:** As a leading indicator of Valencia's graduation rate, more than 75% of all FTIC, degree-seeking students who first enroll at Valencia in Fall 2021 will earn at least 15 college-level credit hours by Summer 2023.
- **Early Course Success:** As a leading indicator of Valencia's graduation rate, more than 50% of all FTIC, degree-seeking students who first enroll at Valencia in Fall 2023 will earn all attempted credit hours in their first five courses at Valencia as defined by earning an A, B, or C in each course.

Development of Hypotheses

- Name a condition that promotes student learning and success at Valencia.
- Name a condition that has contributed to disparate outcomes among students from varied backgrounds.

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Selection of Hypotheses

Hypothesis	Impact Average	Feasibility Average	Combined
Course attendance and withdrawal policies may have unintended consequences; students who are withdrawn may not experience a sense of belonging and may withdraw from courses on their own when it may not be advisable to do so.	7.71	7.63	15.35
Requirements for financial aid verification are cumbersome and lead students to withdraw, disproportionately affecting low-income students.	7.86	7.05	14.91
Many students would benefit from an opportunity to develop the non-cognitive skills and abilities necessary for success in college.	7.52	6.79	14.31
Students may benefit from more diverse pedagogical approaches to create a more inclusive learning environment that fosters a sense of belonging.	7.14	7.16	14.30
New students who attend New Student Orientation near the start of a term (or after a term starts) enroll in part-of-term courses or in course modalities that do not have a high likelihood of success.	6.76	7.37	14.13
Students are unable to obtain instructional materials prior to the start of the term either due to a lack of financial resources or lack of physical access.	7.14	6.79	13.93
Students' opportunities to engage with faculty and staff may be limited due to hours of availability of services, some services not offered at smaller campuses, and varying availability of faculty (full-time and part-time) outside of the classroom.	7.29	6.16	13.44

Insight Teams

- Development of research questions
- Review of the literature
- Review of quantitative data and qualitative student focus group and phone interview data
- Development of recommendation

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