

# VALENCIA

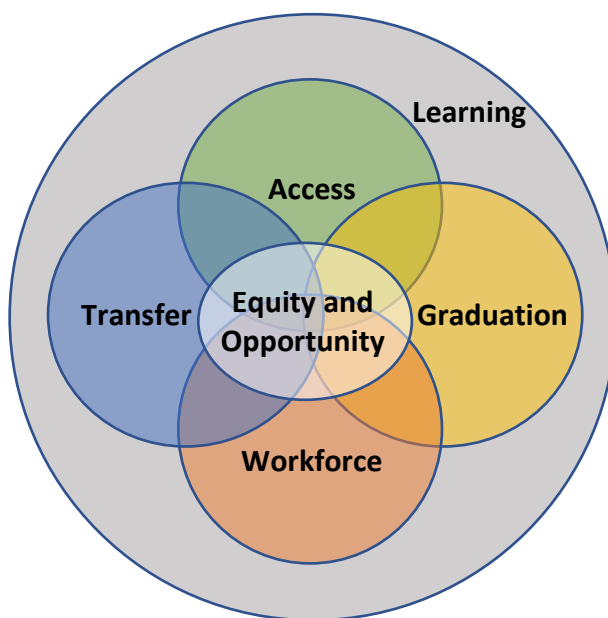
**DATE:** July 22, 2020  
**TO:** District Board of Trustees  
**FROM:** Sanford C. Shugart, President  
**RE:** Valencia College's Strategic Impact Plan

Valencia's current Strategic Impact Plan was designed to cover the years 2016-2021. To position the college to launch its next Strategic Impact Plan in Fall 2021, we are beginning the process of convening conversations about major areas of mission that will serve as organizing frames for our most critical work over the next five years.

We are considering organizing our next Strategic Impact Plan around four major areas of mission, building on our foundation as a learning-centered college and using equity and opportunity as a lens by which we examine our success in all areas.

We envision that the Impact Plan will be a relatively concise document that describes the importance of each of these areas (the "why") and sets aspirational targets for each (the "what"). We anticipate presenting the Impact Plan to the Board of Trustees for approval in January 2021. Following approval of the Impact Plan, the college will develop a collection of institutional plans, which will describe the strategies and tactics (the "how") that the college will implement to reach the aspirational targets outlined in the Impact Plan.

In the documents that follow, you will find a brief overview of the current status of each of the areas of focus proposed for our Impact Plan, historical trends that are relevant to the area of focus, and an analysis of the area of focus viewed through an equity lens.



At the July 22 Board of Trustees meeting, we will provide a short presentation of each of these areas. To facilitate Board discussion, we plan to ask the following questions about each area:

- What surprised you in the data?
- Is there more that you would like to know about this area?
- While there are collegewide conversations that still need to be convened in order to establish the aspirational target for each area, does the recommended measure seem reasonable? Are there other measures that you would recommend?

After reviewing each of the four areas, we will ask the Board to engage in a discussion to address the following questions:

- Are there other major areas of mission that you believe should be reflected in our next Strategic Impact Plan?
- Would a regular review of these measures provide the Board with a good sense of how the college is meeting its mission, vision, and values?

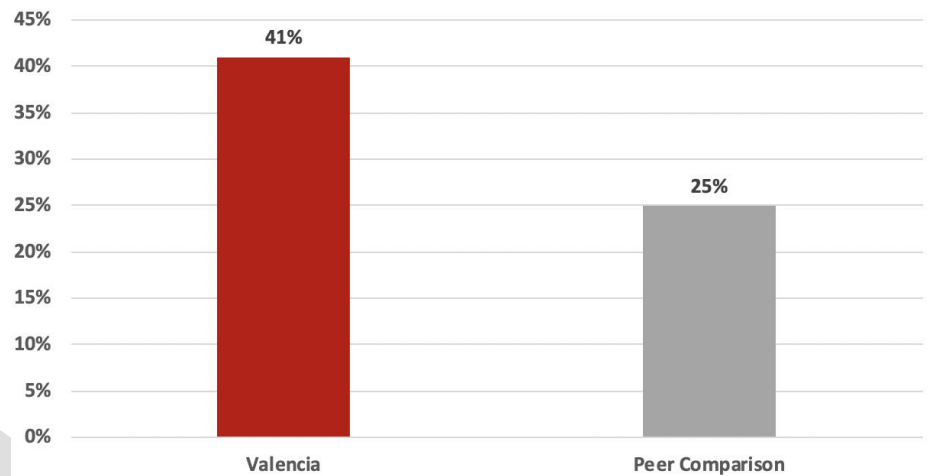
## Strategic Planning Goal: Graduation

Valencia College understands that providing access alone to our students does not fulfill our commitment to our community. We believe that setting ambitious goals for student graduation orients our institution toward strategies and tactics that support students in pursuit of their A.A. or A.S degree, in alignment with our Big Idea that “Anyone can learn anything, under the right conditions.” We also recognize the importance of supporting equitable outcomes for all students and how this challenges us to evaluate and improve our instruction, services, and culture.

### Current Status

Valencia College has considerably higher graduation rates compared to its peers. Figure 1 displays Valencia’s graduation rates and that of our peer institutions matched on student demographics and size as calculated by the Integrated Postsecondary Education Data System (IPEDS). The IPEDS graduation rate is calculated by measuring the percentage of students who enrolled as first-time-in-college students in the Fall term on a full-time (12 credit hours or more) basis. The college in our IPEDS peer comparison group with the highest graduation rate is Foothill College in Los Altos Hills, California, with a graduation rate of 61%.

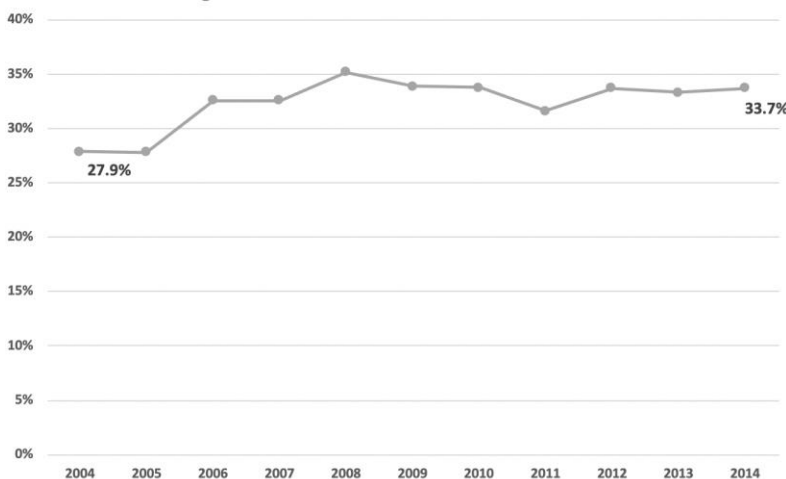
**Figure 1. IPEDS Graduation Rate  
Fall 2011 Cohort (At End of 6th Year)**



### Changes in Graduation Rates Over Time

Valencia regularly evaluates its five-year graduation rate which measures the percentage of new, degree-seeking students who first enroll at Valencia in the Fall term (on either a full-time or part-time basis) and who receive their associate’s degree within five years. As is evident in Figure 2, Valencia’s five-year graduation rate has increased over time, from 27.9% for students who first enrolled in Fall 2004 to 33.7% for students who first enrolled in Fall 2014. The five-year graduation rate reached a peak (35.2%) for students who first enrolled in Fall 2008. It has been relatively stable for the three most recent cohorts.

**Figure 2. Valencia's Five-Year Graduation Rate**



### Equity in Graduation Rates

An examination of Valencia’s graduation rates disaggregated by race and ethnicity reveal differences across student groups. Our IPEDS 2011 Cohort data reveal that graduation rates of students from each race and ethnicity far surpass those of our peer institutions (Figure 3). However, while the graduation rate for students of each race and ethnicity have increased over the last ten years, significant differences in graduation rates have persisted over time (Figure 4).

Figure 3. IPEDS Graduation Rates of FTIC, Full-Time Degree-Seeking Students Within 150% of Normal Time to Program Completion (2011 Cohort)

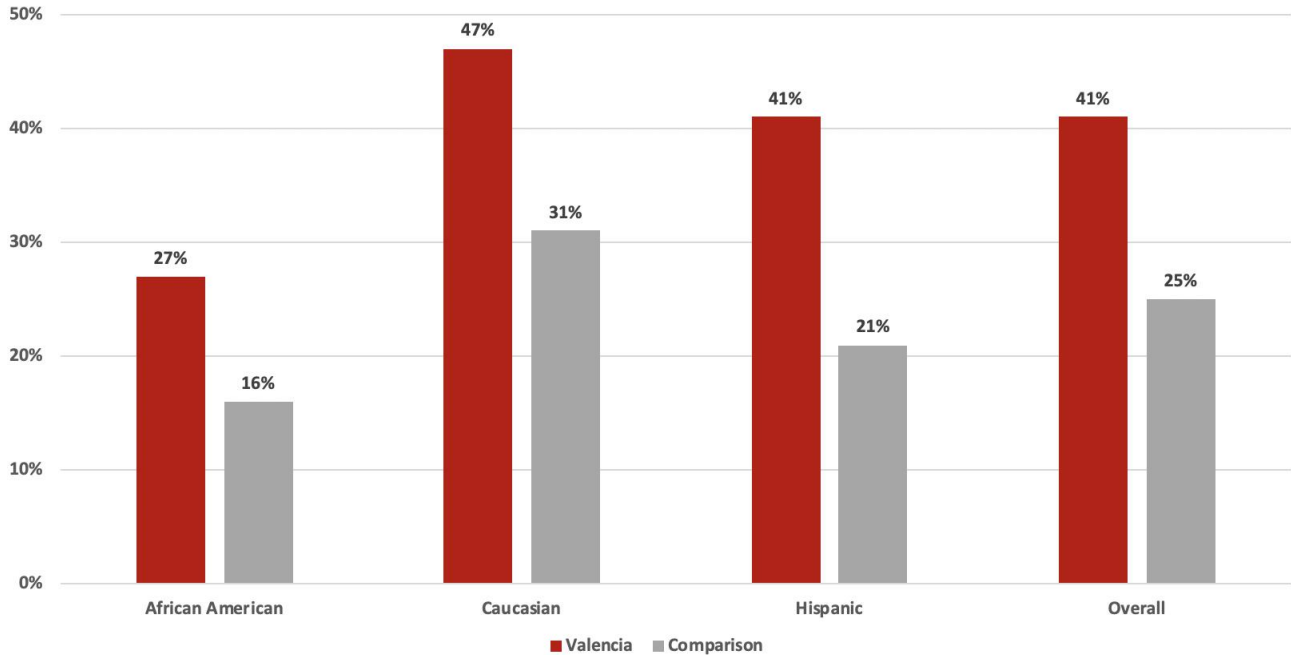
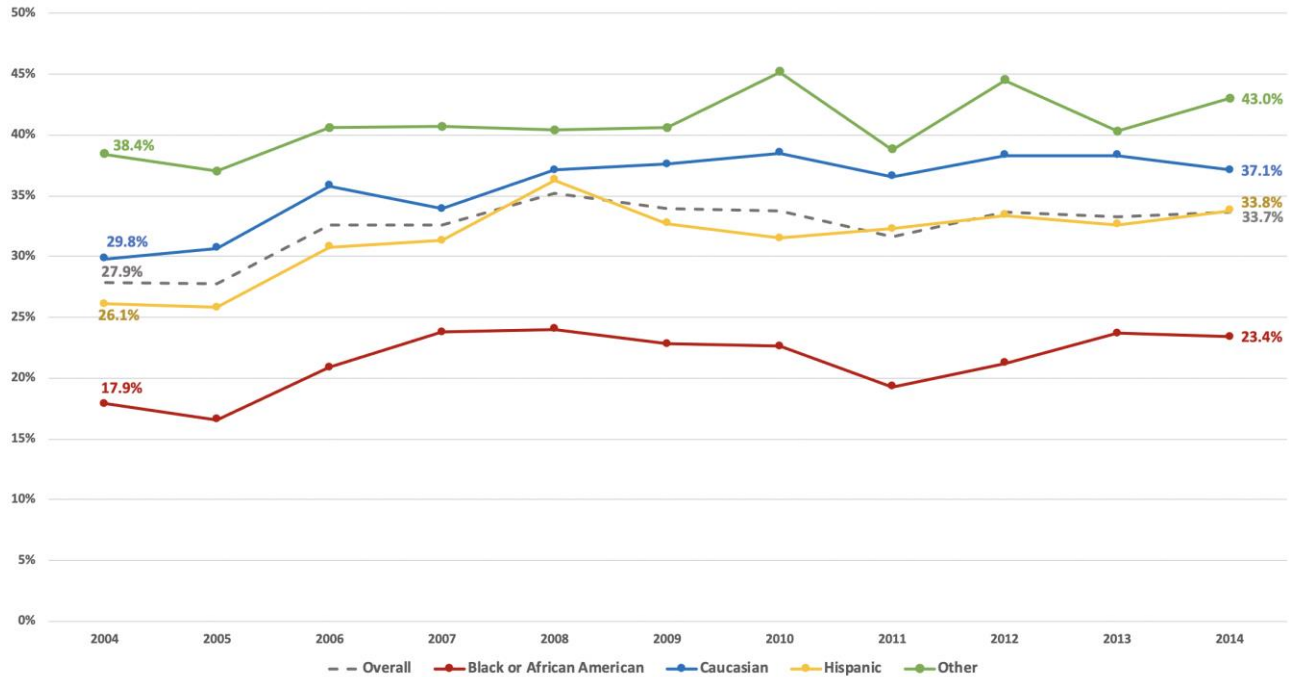
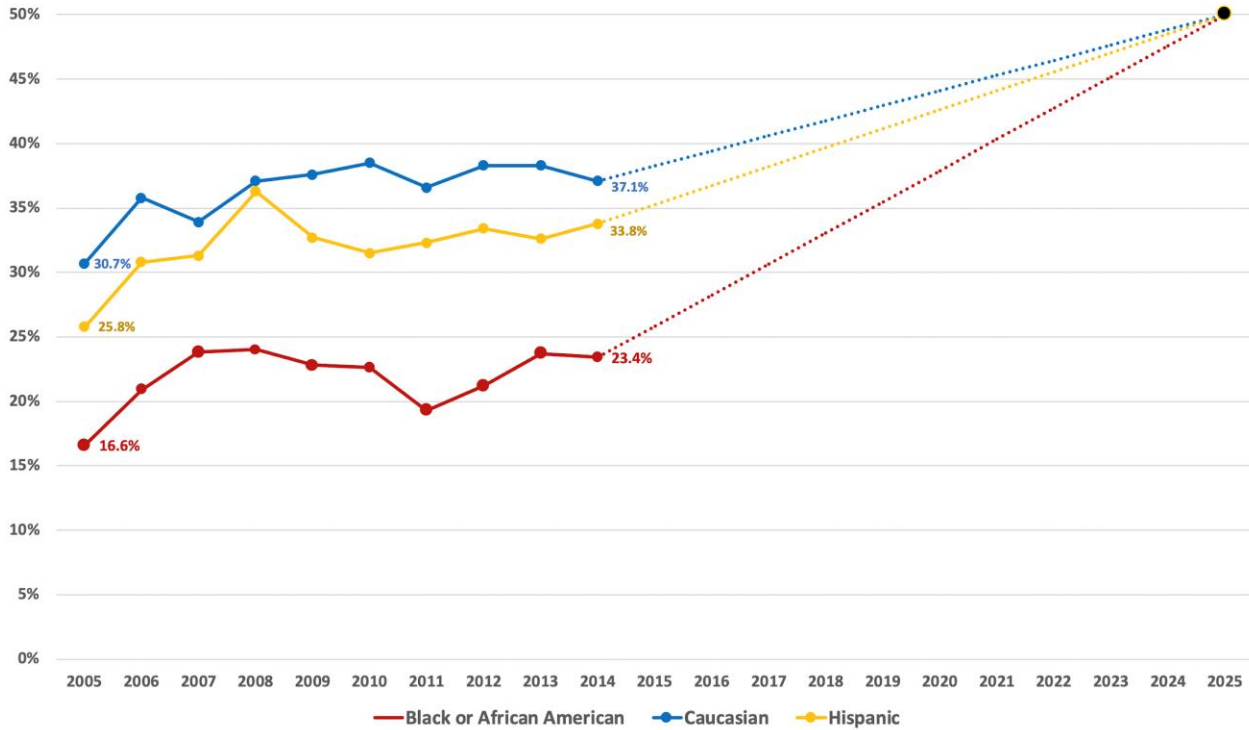


Figure 4. Five-Year Graduation Rate for FTIC Fall Cohorts by Race and Ethnicity



In Fall 2018, Valencia established as a goal that 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 (Figure 5).

Figure 5. Five-Year Graduation Rate for FTIC Fall Cohorts by Race and Ethnicity



As we continue to work on improving the five-year graduation rate for students of all races and ethnicities, it is important to note that the number of associate degrees awarded overall per incoming cohort has doubled over the last ten years, and the number of associate degrees awarded to Black and Hispanic students has more than tripled over that same timeframe (see Table 1).

Table 1. Number of Students Who Completed an Associate’s Degree Within Five Years of Starting at Valencia

| Entering Cohort Year | Total Graduates | Black or African American | Caucasian | Hispanic | Other |
|----------------------|-----------------|---------------------------|-----------|----------|-------|
| Fall 2004            | 1,009           | 103                       | 476       | 262      | 168   |
| Fall 2005            | 1,160           | 111                       | 562       | 301      | 186   |
| Fall 2006            | 1,473           | 158                       | 625       | 405      | 285   |
| Fall 2007            | 1,799           | 209                       | 701       | 530      | 359   |
| Fall 2008            | 1,937           | 222                       | 718       | 636      | 361   |
| Fall 2009            | 2,008           | 234                       | 757       | 644      | 373   |
| Fall 2010            | 2,012           | 250                       | 795       | 673      | 294   |
| Fall 2011            | 2,053           | 264                       | 770       | 769      | 250   |
| Fall 2012            | 2,156           | 269                       | 771       | 809      | 307   |
| Fall 2013            | 2,192           | 326                       | 753       | 818      | 295   |
| Fall 2014            | 2,325           | 325                       | 709       | 956      | 335   |

**Proposed Measures for Strategic Impact Plan**

- Five-Year Graduation Rate
  - Disaggregated by full-time and part-time status
  - Disaggregated by race/ethnicity

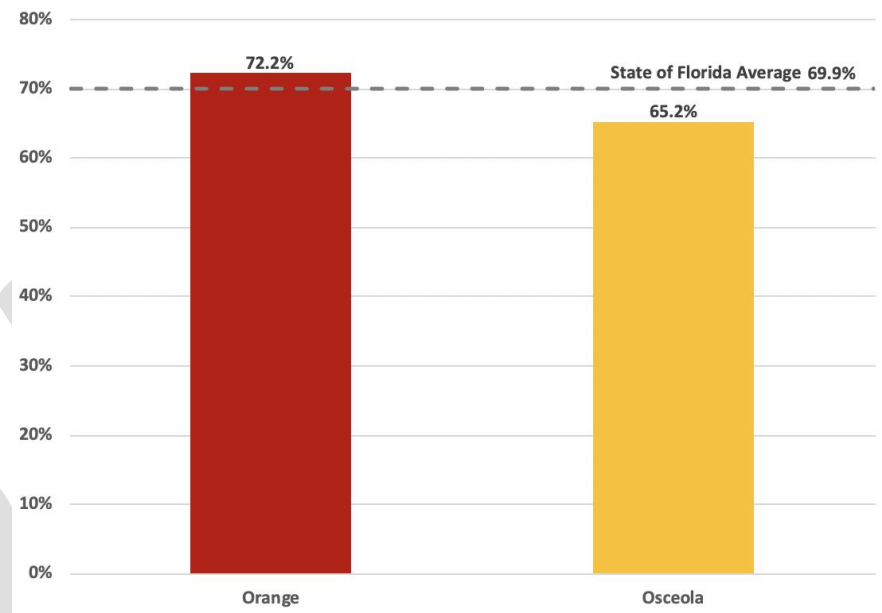
## Strategic Planning Goal: Access

As an open access institution, Valencia College exists to provide educational pathways that help students transition directly into future educational opportunities or into high-quality, family-sustaining jobs. We recognize that providing economic mobility and stability for many in our service area is directly related to our decisions. We work with K-12 students to develop aspirations for higher education and a belief that they are “college material,” and we seek equity in outcomes related to access by how we organize our recruitment efforts and how we structure our admissions, enrollment, and financial aid processes. While access alone does not ensure that students will benefit from increased levels of educational attainment, it is a necessary first step.

### Current Status

Of the graduating class of 2017, 72.2% of graduating seniors from Orange County and 65.2% of graduating seniors from Osceola County who earned a standard high school diploma enrolled in a postsecondary institution within the first academic year following their high school graduation (Figure 1). In the state of Florida overall, 69.9% of seniors earning a standard diploma enrolled in a postsecondary institution within the first academic year following their high school graduation. Orange County’s college-going rate is slightly above the state average while Osceola’s is slightly below the state average. The county with the highest college-going rate in the state of Florida is Leon County, with a college-going rate of 82.2%.

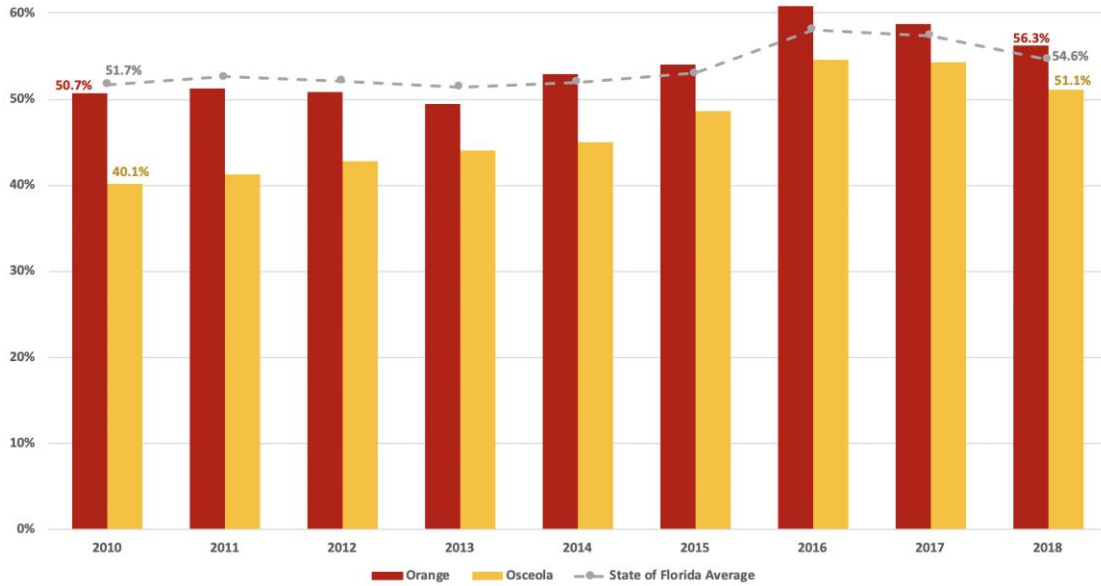
Figure 1. College-Going Rate for 2017 Graduates



### Changes in Access Over Time

Valencia has invested strategically in its partnerships with Orange County Public Schools and the School District of Osceola County to increase the college-going rate of recent high school graduates. As a result of these partnerships, the rates of graduating seniors enrolling in a public, postsecondary institution in Florida from Orange and Osceola counties have increased at a higher rate than the state average, as shown in Figure 2. (While this is an incomplete measure, for it does not include students who enrolled in postsecondary education outside of Florida or at private institutions, it does represent a consistent, long-term data set by which we can measure progress over time.) These data demonstrate that while increasing access to higher education is a shared goal and responsibility, it is an area in which our joint efforts can make a positive impact. Between 2010 to 2018, Orange County increased this measure by more than five percentage points, from 50.7% to 56.3%, and Osceola increased by 11 percentage points, from 40.1% to 51.1%. The state average increased nearly three percentage points over this timeframe.

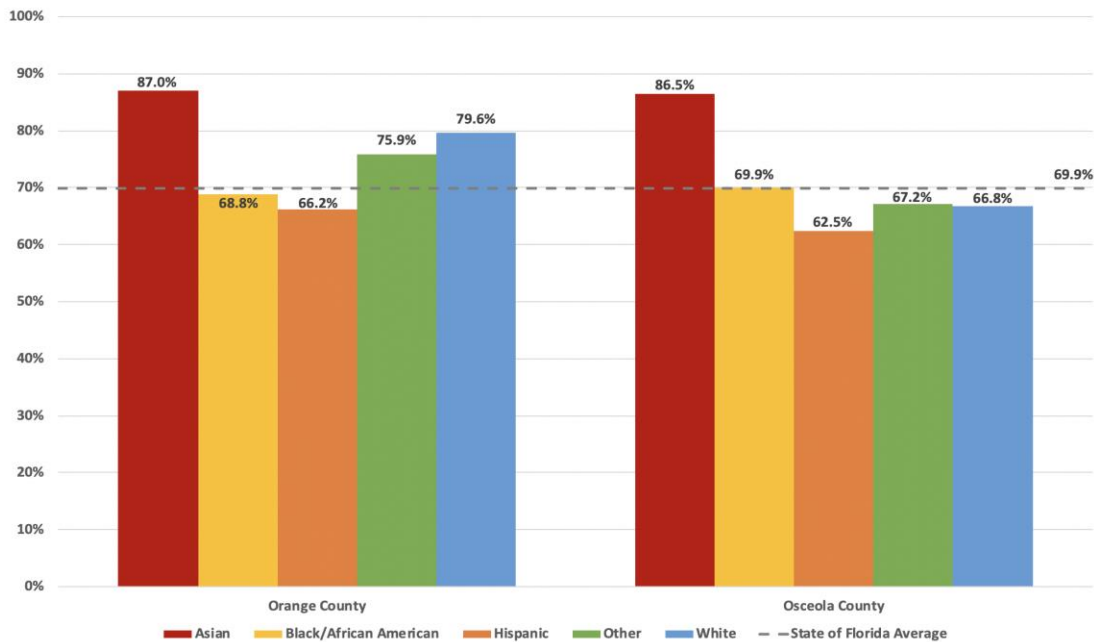
Figure 2. Percentage of High School Graduates Enrolled in a Public Postsecondary Institution in Florida in Fall



### Equity in Access

An examination of the college-going rate disaggregated by race and ethnicity reveals differences across different student groups. In Orange County, Asian students have the highest college-going rate, followed by White students. In Osceola County, Asian students have the highest college-going rate, followed by Black/African American students. In both counties, Hispanic students have the lowest college-going rates overall.

Figure 3. Percentage of 2016-17 High School Graduates Enrolled in Postsecondary Education Disaggregated by Race/Ethnicity



### Proposed Measures for Strategic Impact Plan

- College-going rate of recent high school graduates for Orange and Osceola counties
  - Disaggregated by county
  - Disaggregated by race/ethnicity

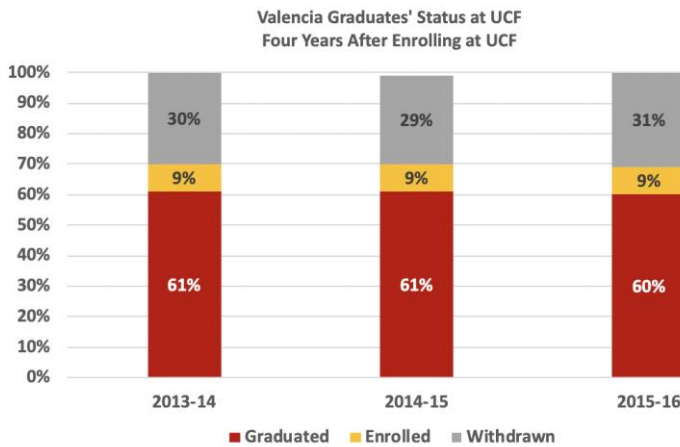
## Strategic Planning Goal: Transfer Success

Most students entering Valencia College aspire to earn their four-degree after receiving their associate’s degree at Valencia. We aspire to provide a strong educational foundation and a clear pathway and academic plan that allows students to successfully complete their four-year degree.

### Current Status

The DirectConnect to UCF pathway was developed more than 15 years ago, guaranteeing admission to UCF for any student who has earned an associate of arts degree or an articulated associate of science degree from a DirectConnect consortium institution (Daytona State College, Eastern Florida State College, Lake-Sumter State College, Valencia College, Seminole State College of Florida, and the College of Central Florida in Ocala). In Fall 2019, Valencia graduates represented 61% of DirectConnect transfer students who enrolled at UCF, and 22% of all newly enrolled students at UCF.

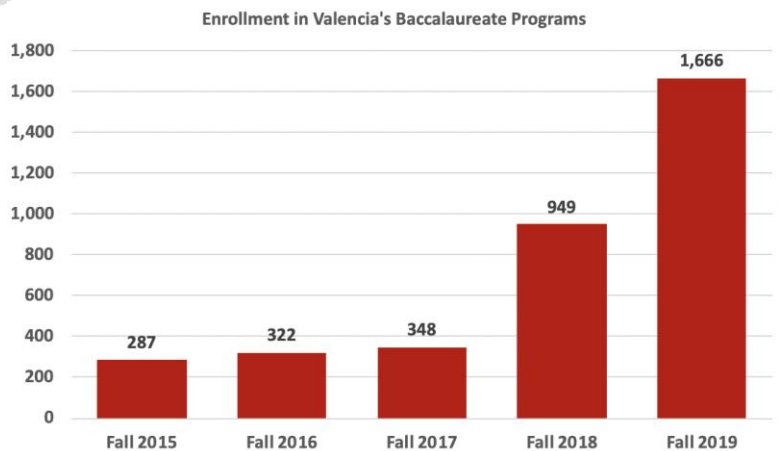
**Figure 1: Percent of Valencia Graduates Receiving a Bachelor’s Degree at UCF within Four Years after Transfer**



Approximately 60% of Valencia graduates who transfer to UCF earn their bachelor’s degree in four years or fewer following transfer (Figure 1). In the cohort of students who enrolled at UCF in 2015-16 after having graduated from Valencia, 60% graduated with their bachelor’s degree within four years. An additional 9% of students were still enrolled at UCF after four years, and 31% of students had withdrawn. The DirectConnect to UCF transfer pathway is so successful that of the more than 14,000 undergraduate degrees awarded by UCF in 2018-19, nearly 24% were earned by Valencia alumni.

While most Valencia graduates who choose to pursue a baccalaureate degree do so at UCF, the second-most popular destination for Valencia alumni to pursue a bachelor’s degree is at Valencia. Valencia College began offering baccalaureate degrees in 2011; enrollment in Valencia’s bachelor’s degree programs has grown dramatically over the last five years (Figure 2). While the number of students enrolled in Valencia’s baccalaureate programs is much smaller than Valencia’s transfer population to UCF, the large growth in Valencia’s baccalaureate programs suggests that any strategic measure of transfer success should include Valencia’s four-year programs as well.

**Figure 2: Growth in Valencia College Four-Year Degree Programs**

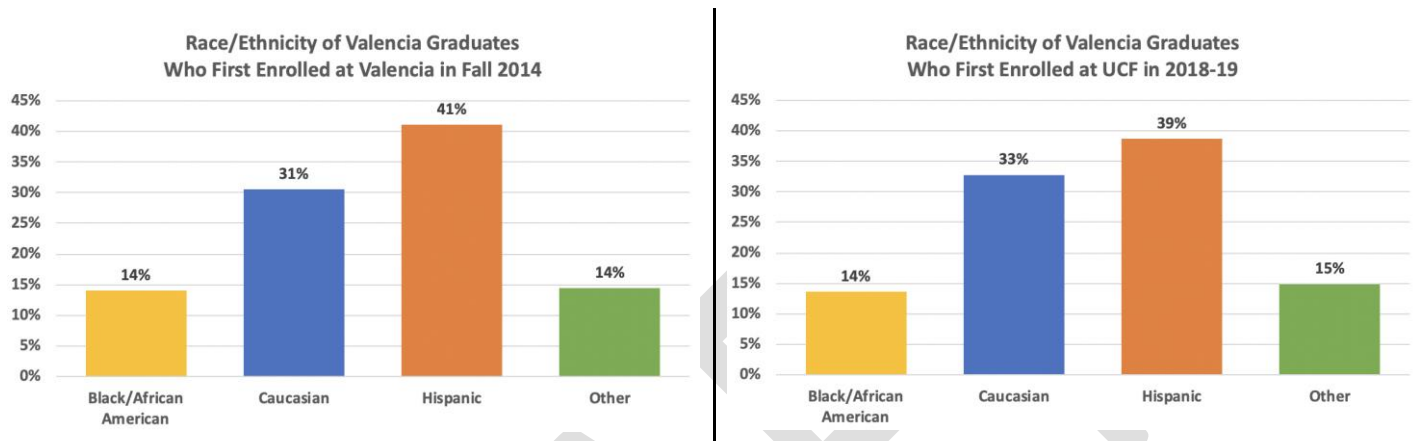




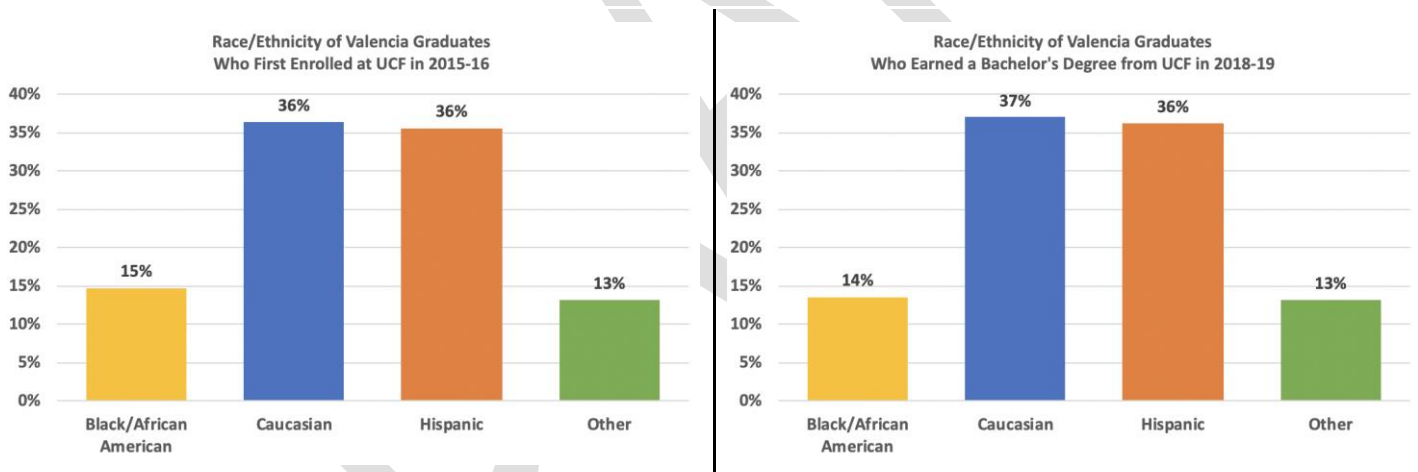
## Equity in Transfer

The race/ethnicity of Valencia graduates who continue their studies at UCF closely mirrors the demographics of Valencia's graduates (see Figure 3). As a result, Valencia graduates contribute significantly to the diversity of UCF's student body. In fact, 32% of all Hispanic students and 30% of all Black/African-American students who enrolled at UCF in Fall 2019 were Valencia graduates. Similarly, the demographics of Valencia alumni who earn a bachelor's degree at UCF closely mirror the demographics of Valencia graduates who choose to continue their studies at UCF (see Figure 4).

**Figure 3. Race/Ethnicity of Valencia Graduates and of Valencia Graduates Who Enroll at UCF**



**Figure 4. Race/Ethnicity of Valencia Graduates Who Enroll at UCF and of Valencia Graduates Who Graduate from UCF**



## Proposed Measures for Strategic Impact Plan

- Percentage of students who complete a bachelor's degree within four years
  - Disaggregated by race/ethnicity
  - Disaggregated by major program area



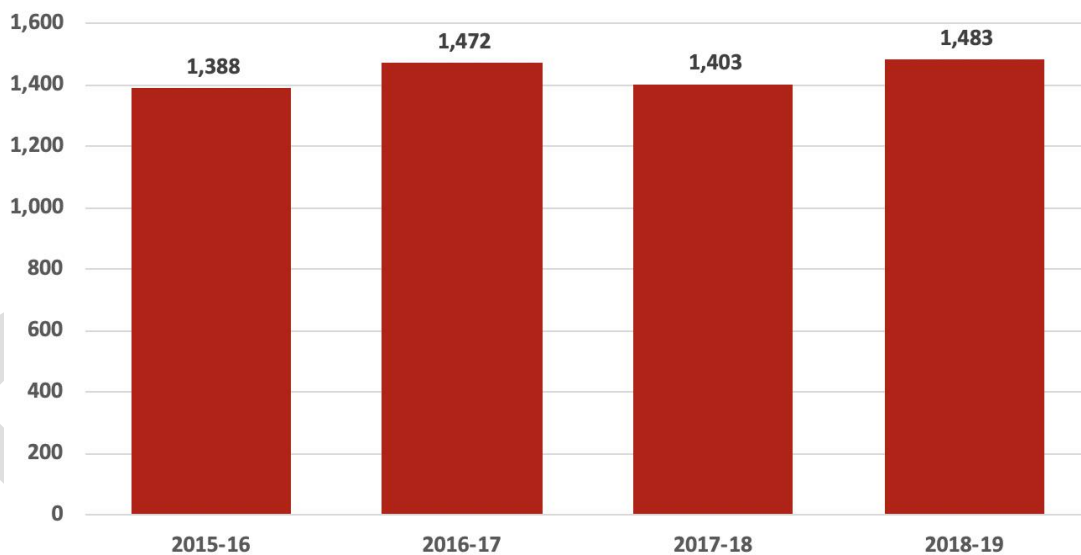
## Strategic Planning Goal: Workforce Success

Through open access workforce education, Valencia College provides pathways that help students transition directly and quickly into high-quality jobs. These offerings—from Accelerated Skills Training to more than 40 Associate in Science (A.S.) degrees—are developed in collaboration with our community partners, responding to both the economic development needs of Central Florida and our students’ interests and need for employment. Workforce education is recognized as a crucial lever for addressing employment, income, and wealth disparities.

### Current Status

Valencia offers a variety of two-year associate in science (A.S.) degree programs in areas such as allied health; arts, entertainment, and communication; business, management, and administration; criminal justice and paralegal studies; engineering technology; fire services; hospitality and culinary; information technology; plant science and agricultural technology; and nursing. These degree programs are designed to prepare students for immediate employment in a specialized career. Over the last four years, the number of A.S. degrees earned by students has grown (Figure 1), with 1,483 A.S. graduates in the 2018-19 academic year. According to our most recent data provided by the Florida Department of Education, 96% of these graduates were employed following graduation with an average salary of \$44,420.

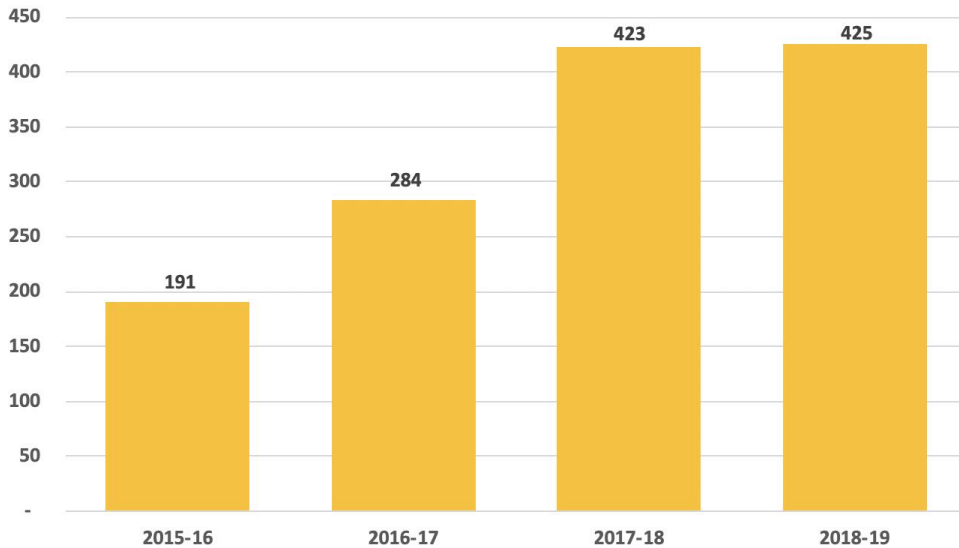
**Figure 1. Number of Valencia Graduates Earning an Associate in Science Degree by Academic Year**



Our workforce impact is further amplified by our Accelerated Skills Training (AST) programs. These programs provide intensive, hands-on training to prepare students for jobs and careers in the areas of advanced manufacturing, construction, healthcare, and transportation and logistics. Importantly, these programs are completed in a short amount of time and are aligned with industries that CareerSource Central Florida has identified as high-growth and in high-demand. This provides a direct and rapid path to expanded economic opportunities for our students.

There has been strong enrollment growth in these programs, from 191 enrollments in the 2015-16 academic year to 425 in the 2018-19 academic year as shown in Figure 2 below. In 2018-19, our AST programs had a 95% completion rate and graduates had an 81% placement rate.

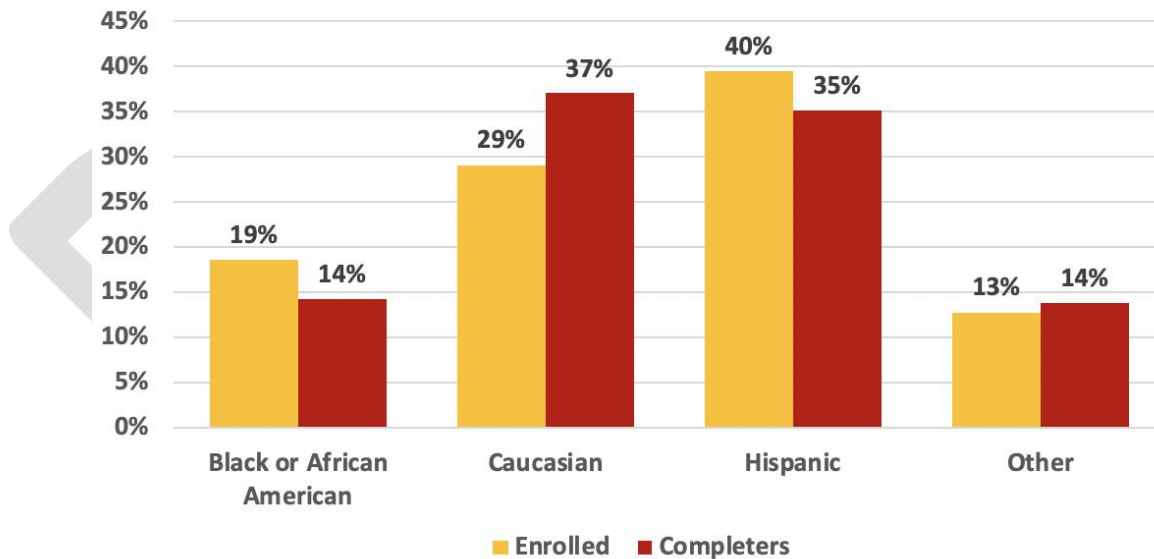
Figure 2. Enrollment in Accelerated Skills Training Programs by Academic Year



**Equity in Workforce**

Our annual A.S. program review process disaggregates enrollment and outcomes by race and ethnicity, revealing differences at the industry and program level. Future efforts will strive to increase the participation of minoritized groups in career fields in which they are traditionally underrepresented and in the highest-wage fields, while ensuring that students who choose to pursue an A.S. degree have the strong educational foundation needed in an evolving economy and for engaged citizenship.

Figure 3. Demographics of A.S. Program Majors and A.S. Program Completers in 2018-19



**Proposed Measures for Strategic Impact Plan**

- Access: Enrollment in workforce education programs
  - Disaggregated by race/ethnicity
- Success: Completion and employment outcomes (including starting salary)
  - Disaggregated by race/ethnicity
  - Race/ethnicity in relation to employment outcomes

Preparing for Valencia's Next  
**Strategic Impact Plan**

July 22, 2020

VALENCIA COLLEGE

Describes our major goals, why we chose these goals, and provides institutional metrics for these goals



## Impact Plan



Learning Plan

Student Experience Plan

Equity Plan

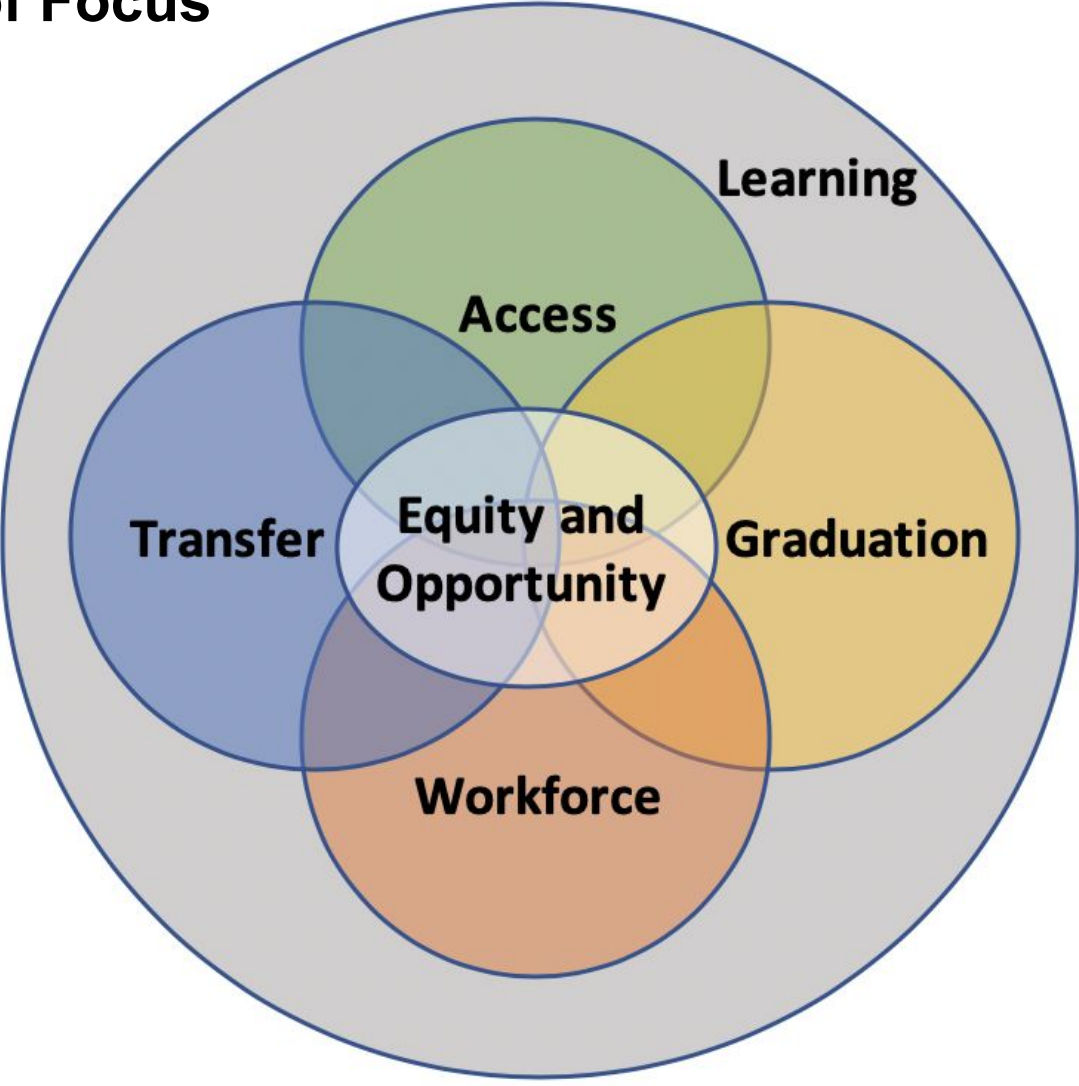
Academic Program Plan

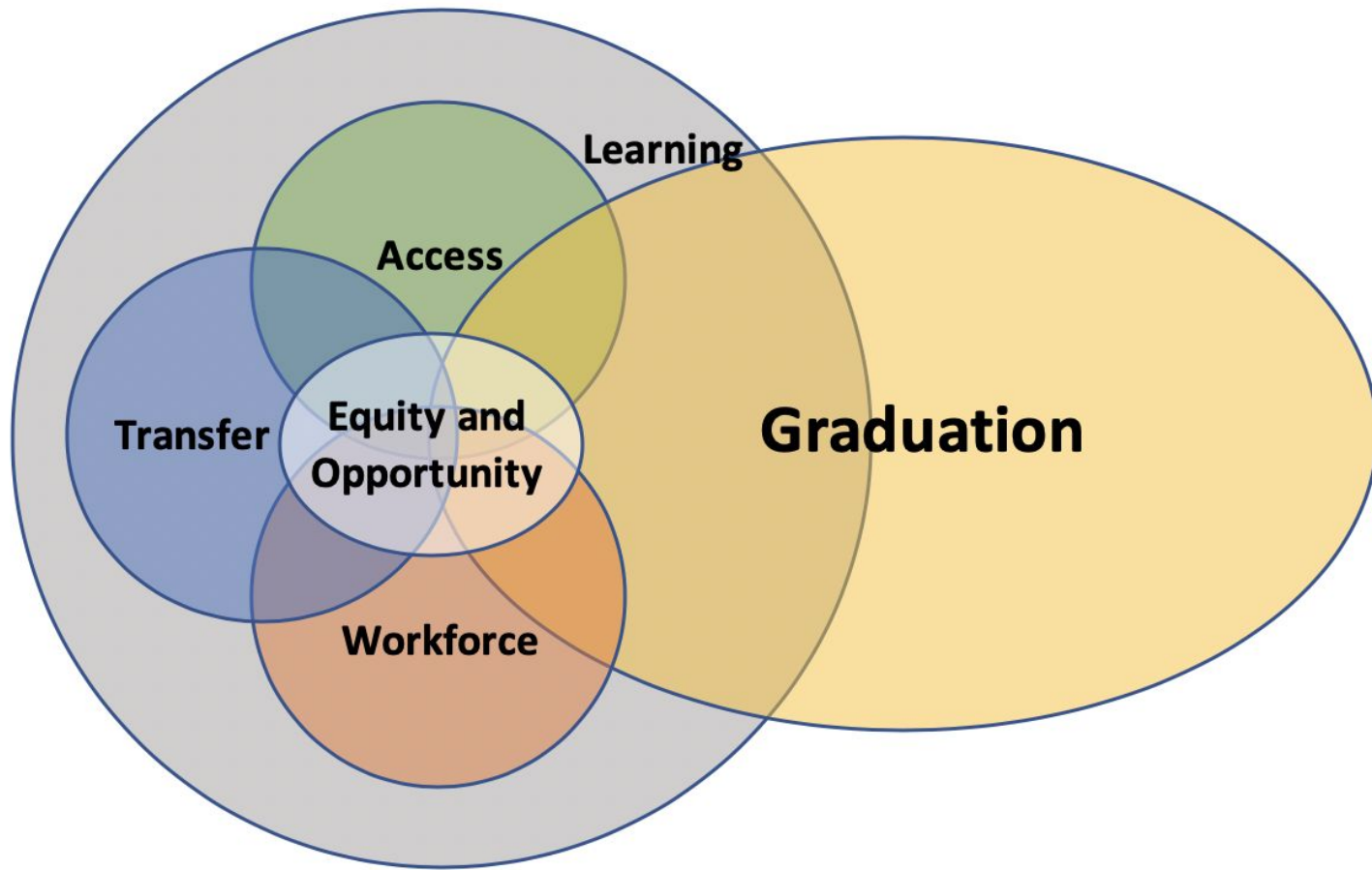
Community Impact Plan



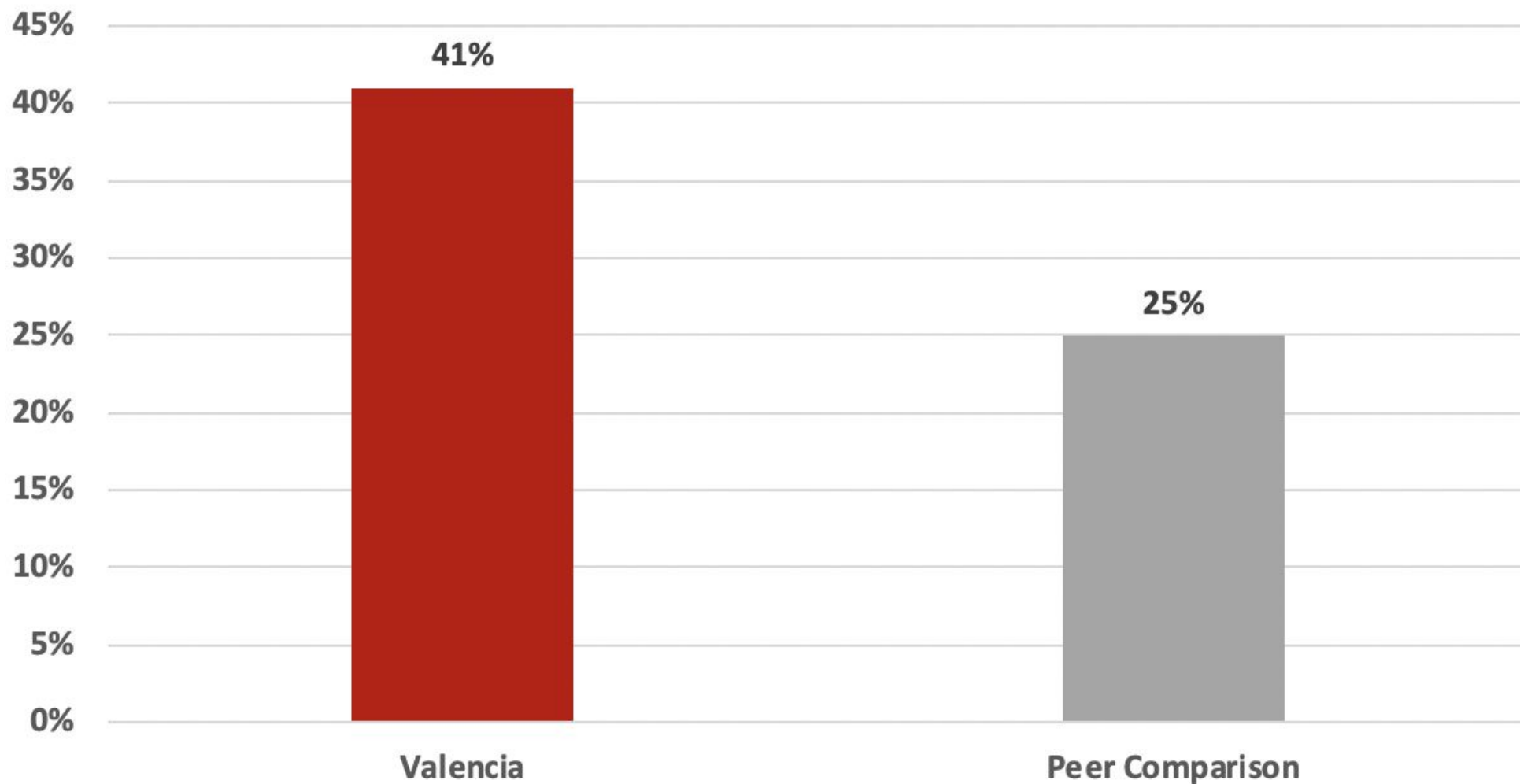
Our five Institutional Plans describe the strategies that we will use to achieve our institutional goals in the Impact Plan

**Proposed Areas of Focus**



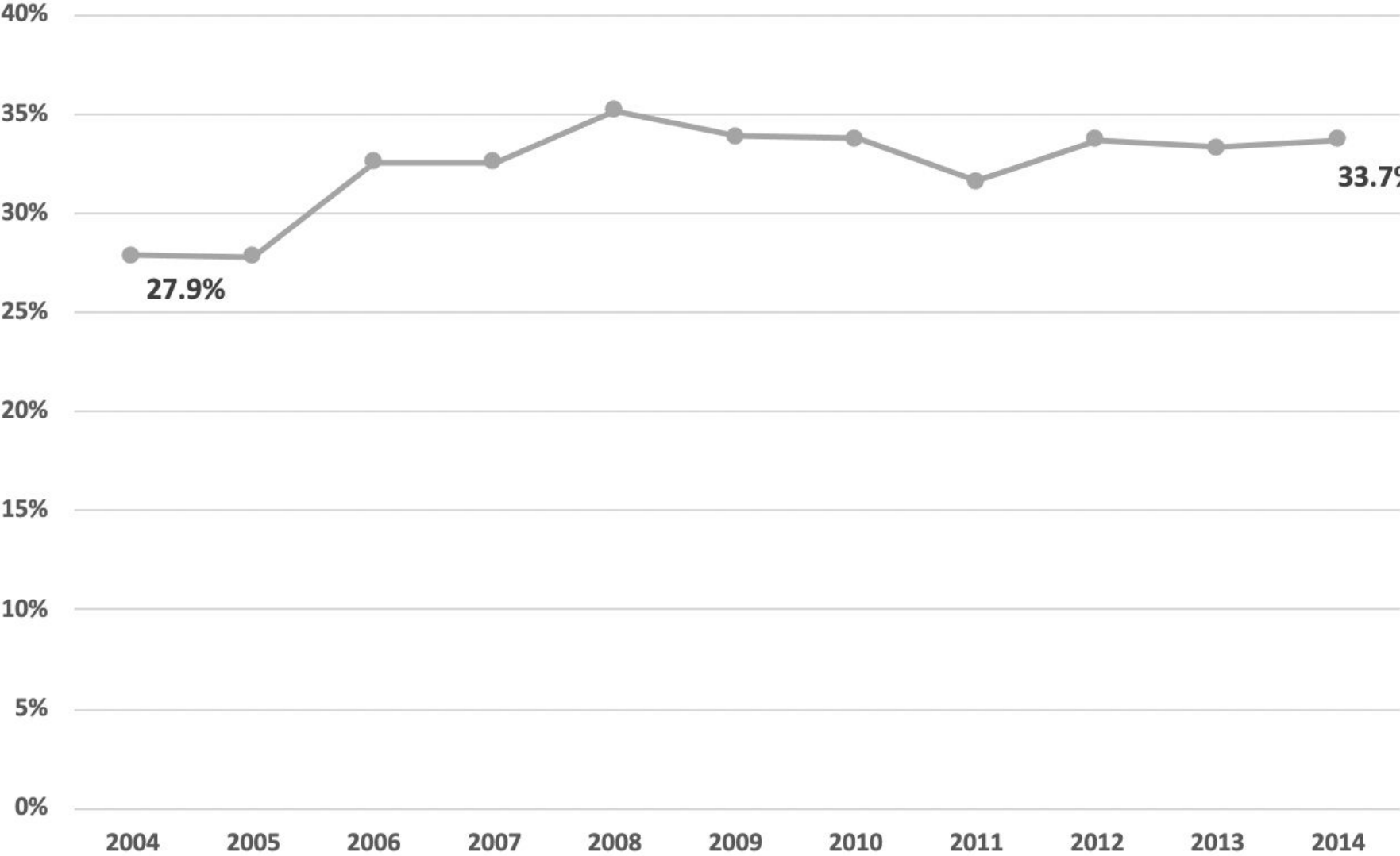


## IPEDS Graduation Rate Fall 2011 Cohort (At End of 6th Year)

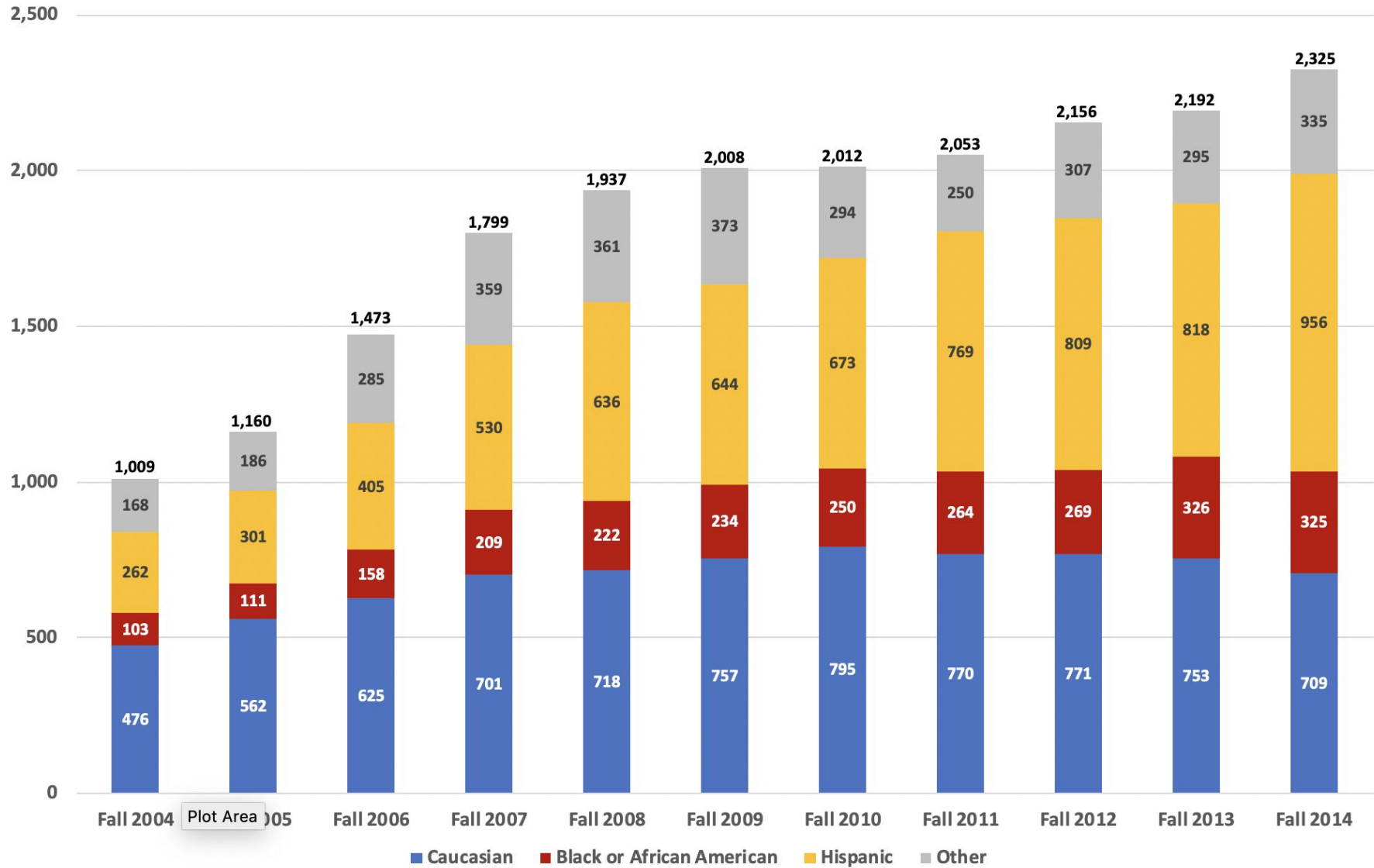




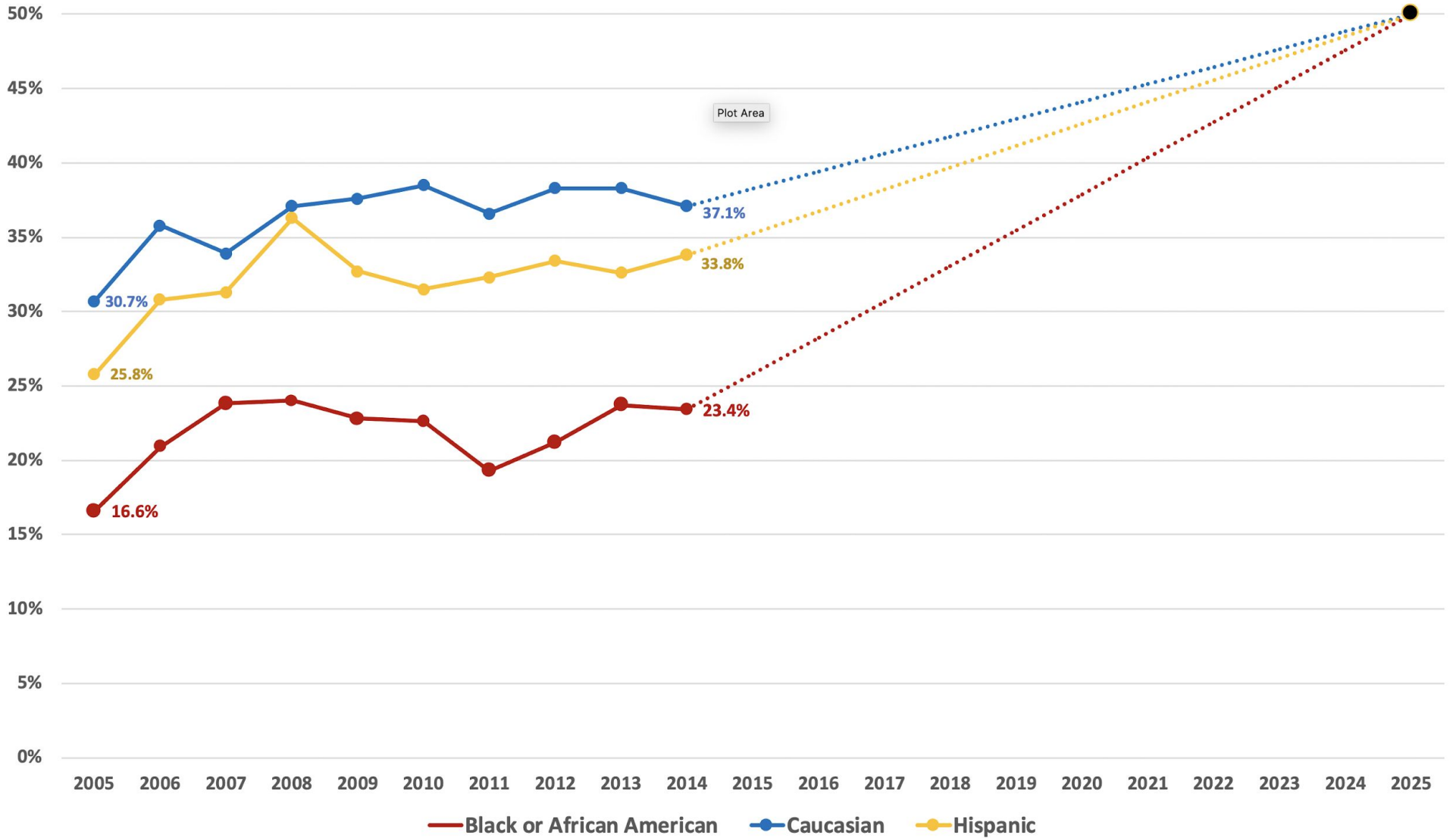
### Valencia's Five-Year Graduation Rate



Number of Valencia Graduates by Incoming Cohort Year by Race/Ethnicity



### Five-Year Graduation Rate for FTIC Fall Cohorts by Race and Ethnicity

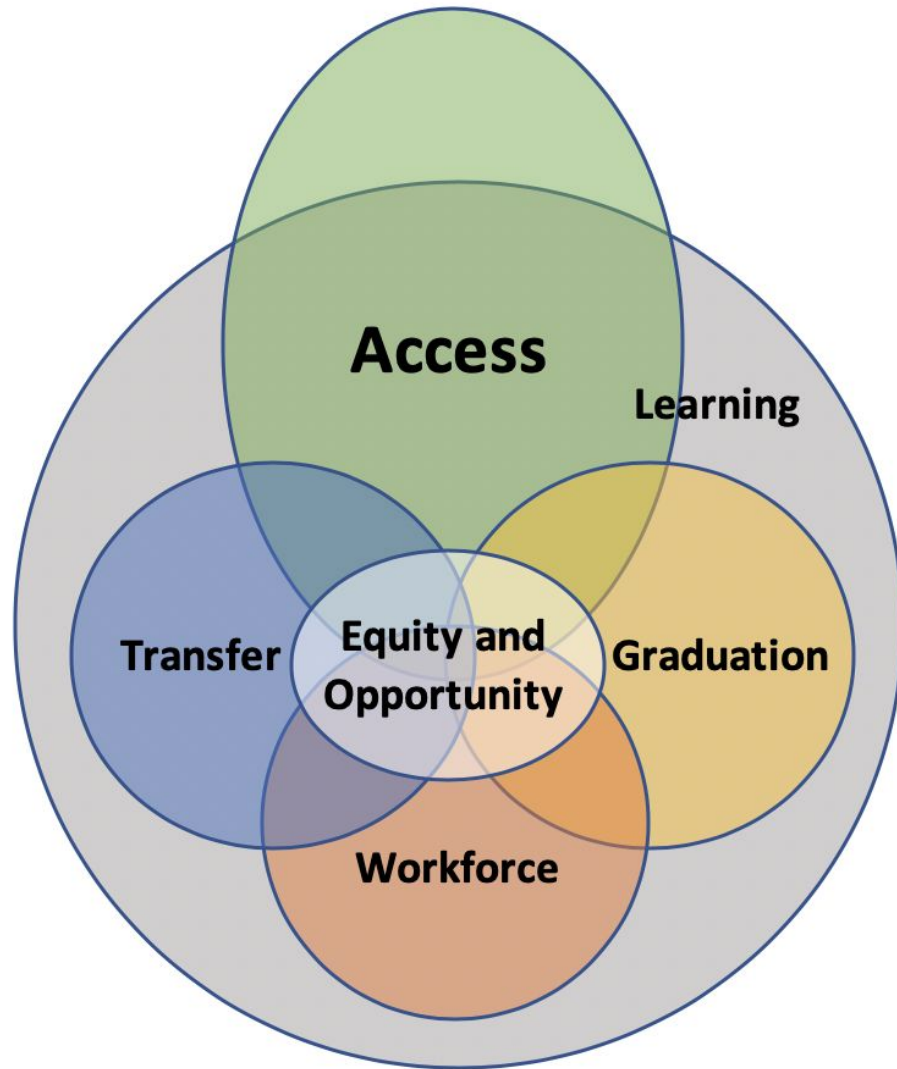


# Key Takeaways

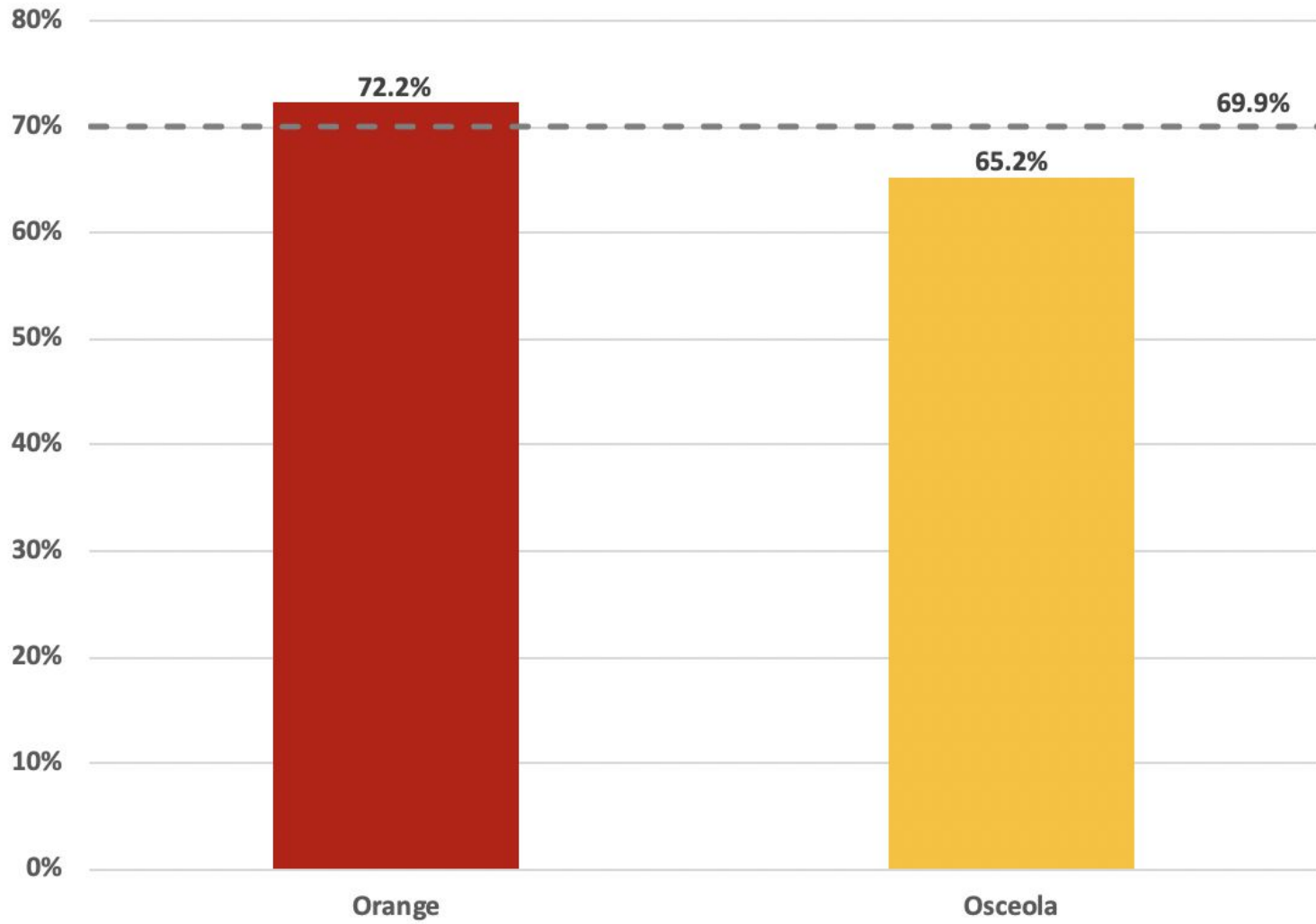
- Our graduation rates exceed those of our peer comparison institutions.
- During the last decade, the number of associate degrees awarded overall per incoming cohort has doubled, and those earned by our Black and Hispanic students has more than tripled.
- Not satisfied by these successes, we have established ambitious, equitable graduation outcomes: 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 by Summer 2030.

# Recommended Measure

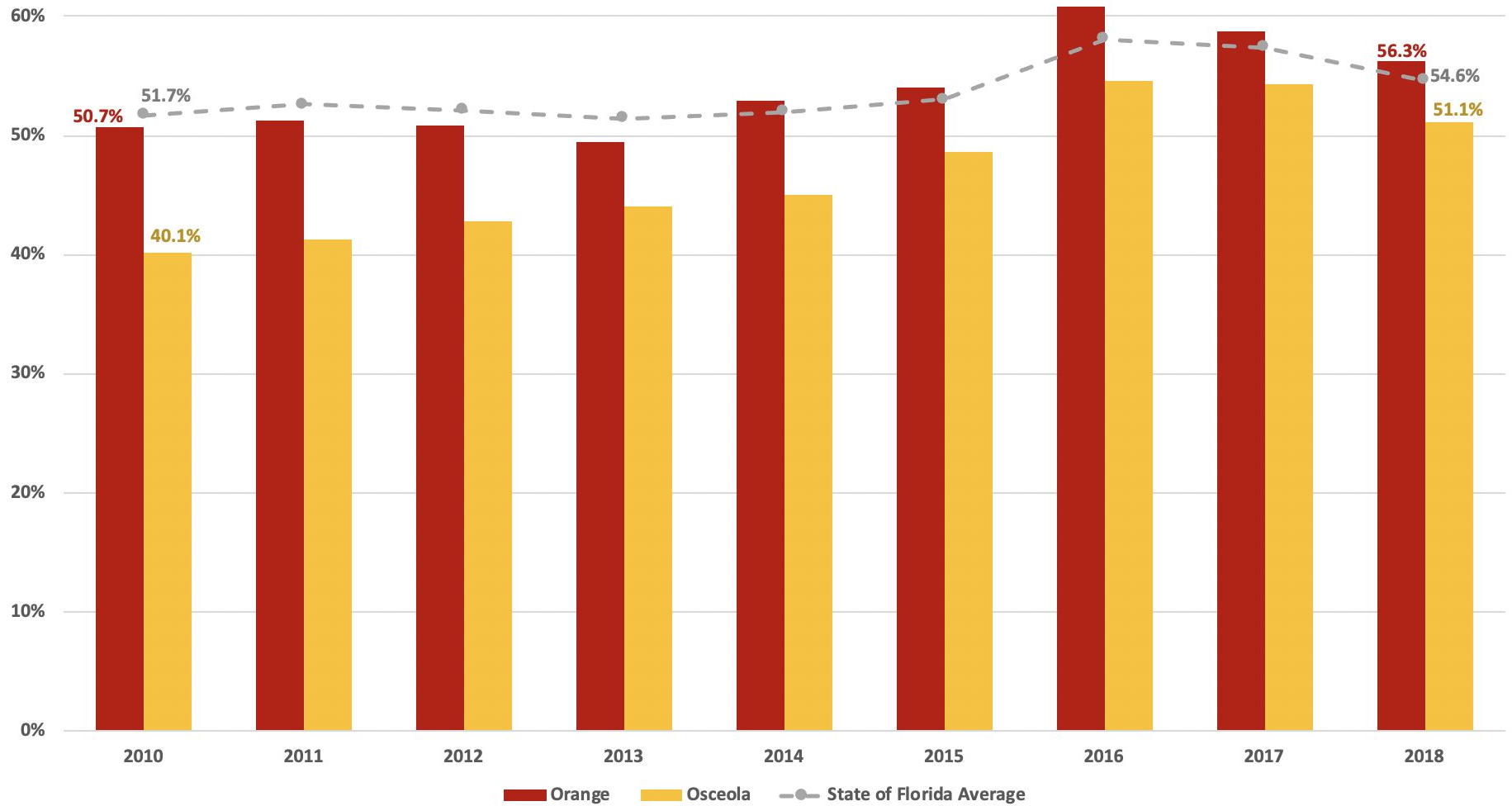
- Five-Year Graduation Rate
  - Disaggregated by race/ethnicity



### College-Going Rate for 2017 Graduates

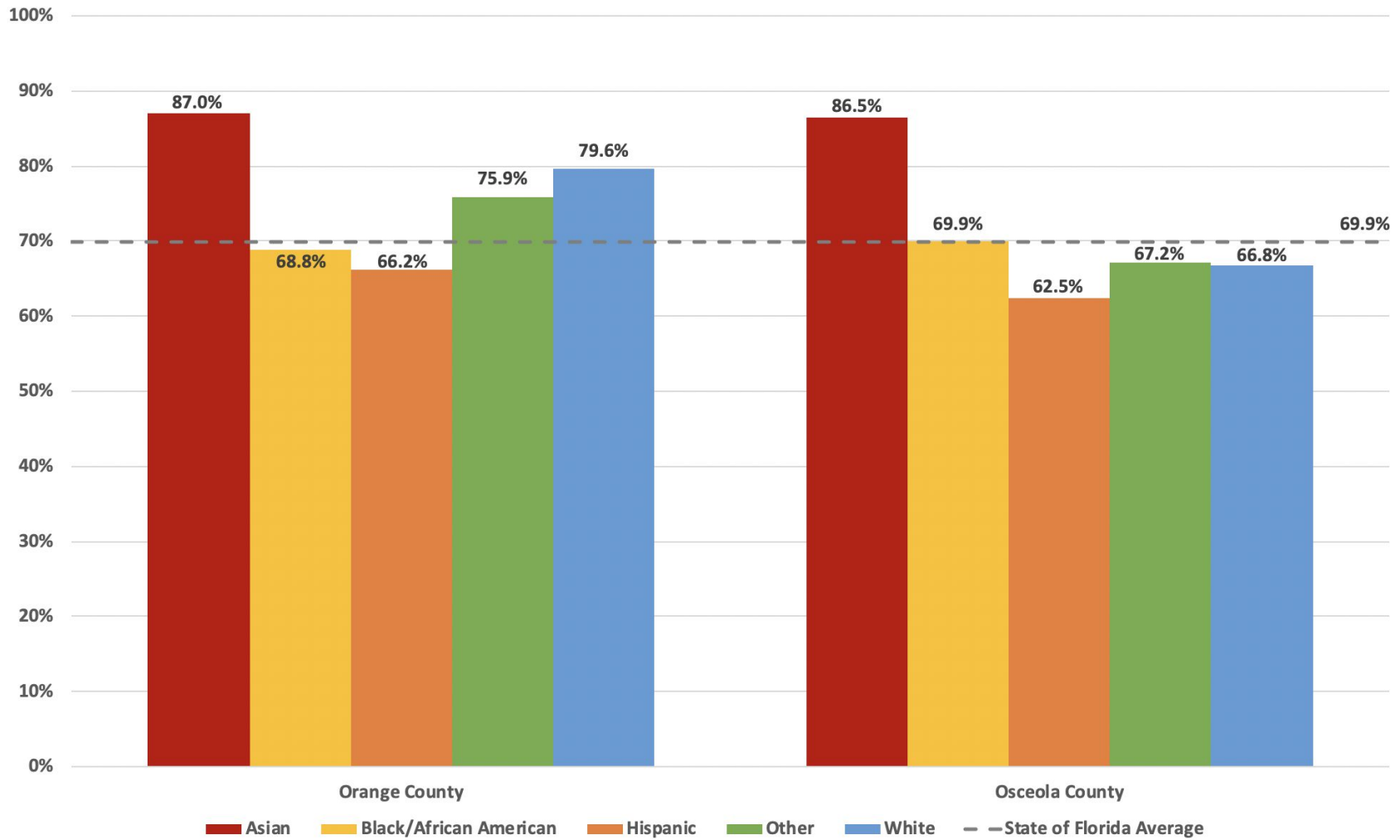


Percentage of High School Graduates Enrolled in a Public Postsecondary Institution in Florida in Fall





Percentage of 2016-17 High School Graduates Enrolled in Postsecondary Education Disaggregated by Race/Ethnicity

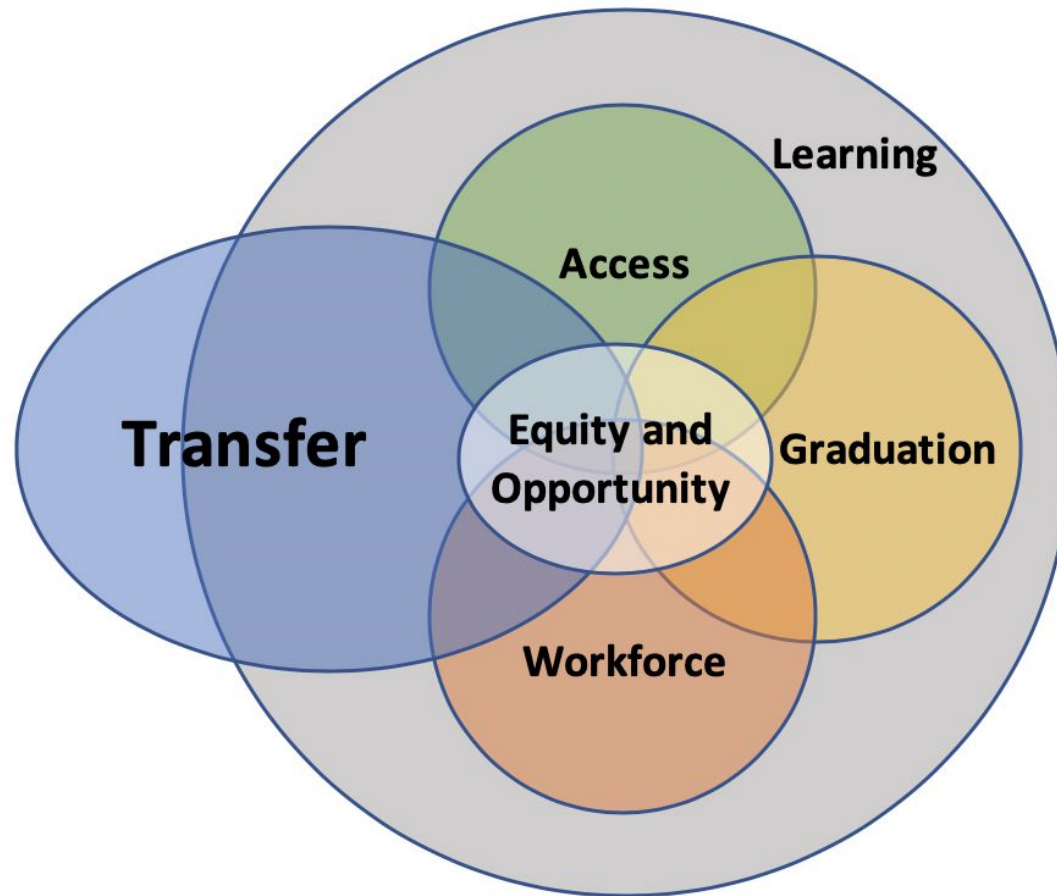


## Key Takeaways

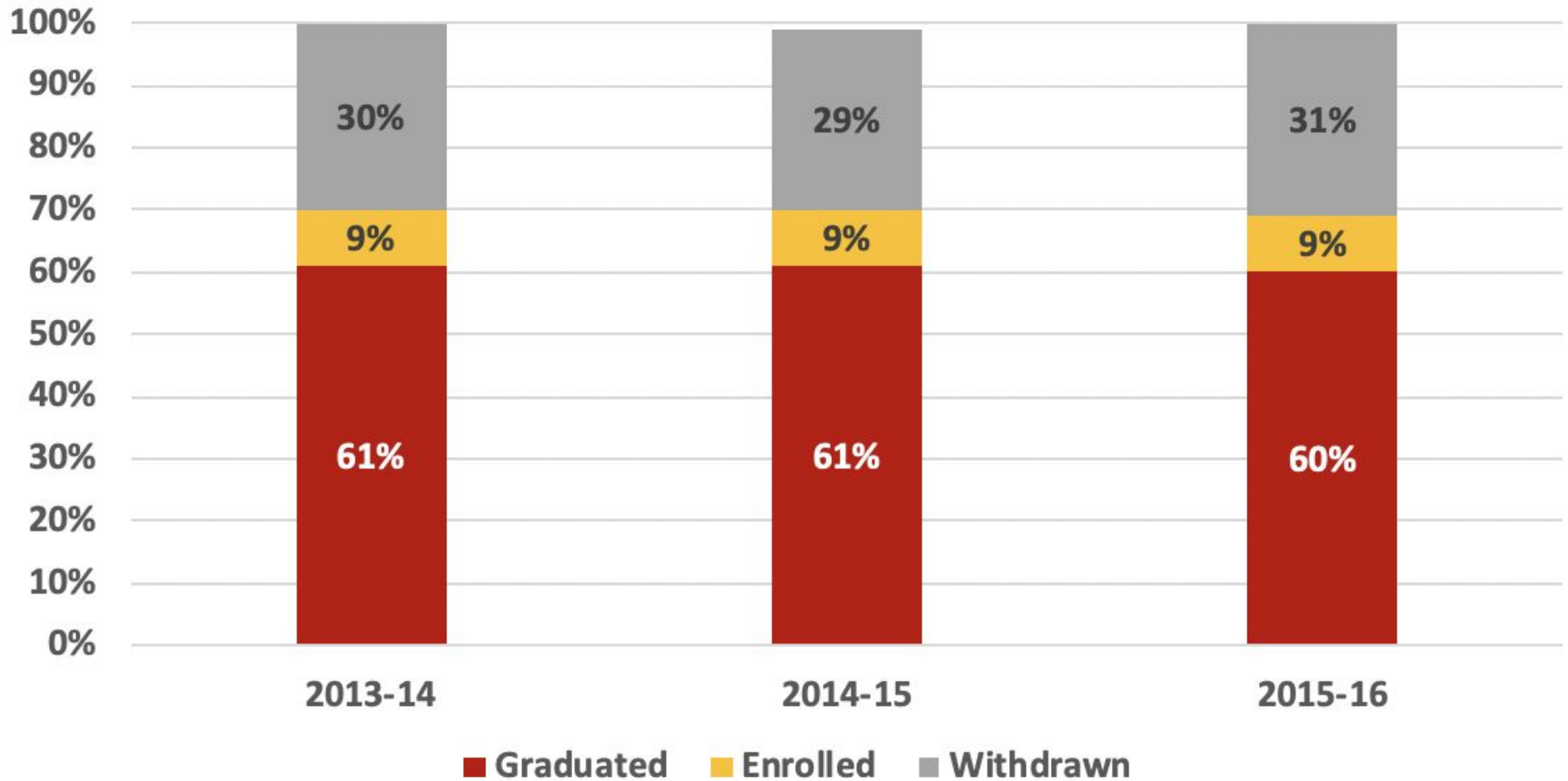
- Orange County's college-going rate is slightly above the state average; Osceola County's college-going rate is slightly below the state average.
- Through intentional partnerships with both school districts, we have been able to work together to increase the college-going rate of both counties.
- Examining the data by race and ethnicity reveals differences in the college-going rate across different groups of students - in both counties, our Hispanic students have the lowest college-going rate.

## Recommended Measure

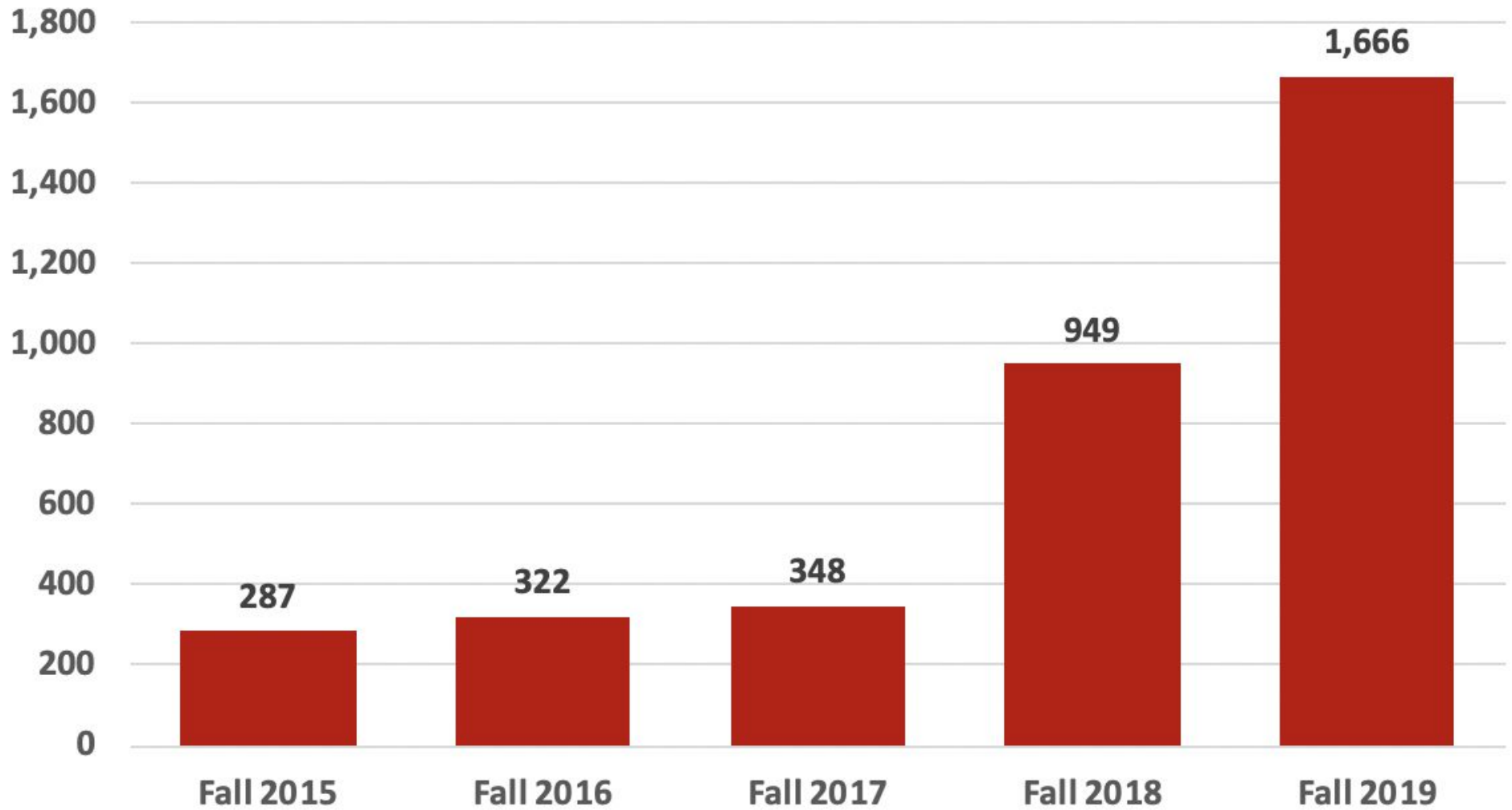
- College-going rate of recent high school graduates for Orange and Osceola
  - Disaggregated by county
  - Disaggregated by race/ethnicity



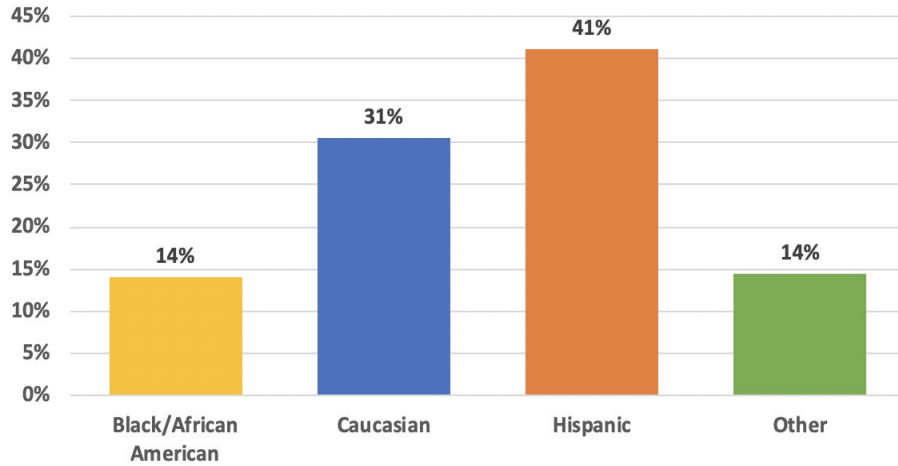
### Valencia Graduates' Status at UCF Four Years After Enrolling at UCF



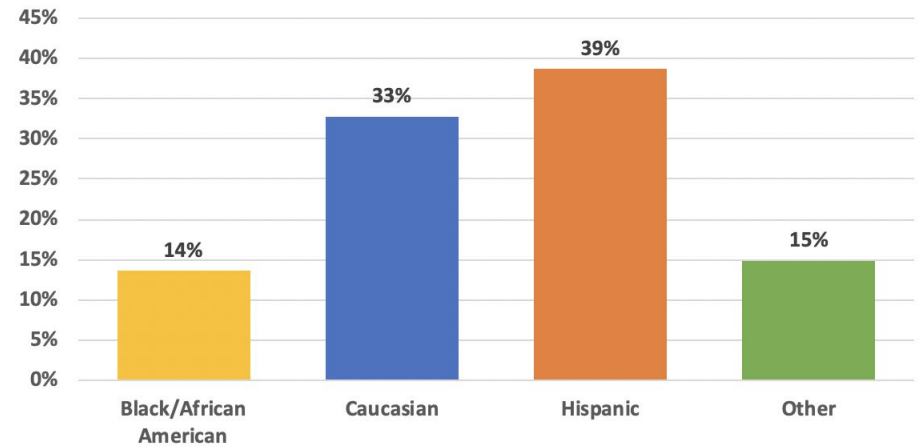
## Enrollment in Valencia's Baccalaureate Programs



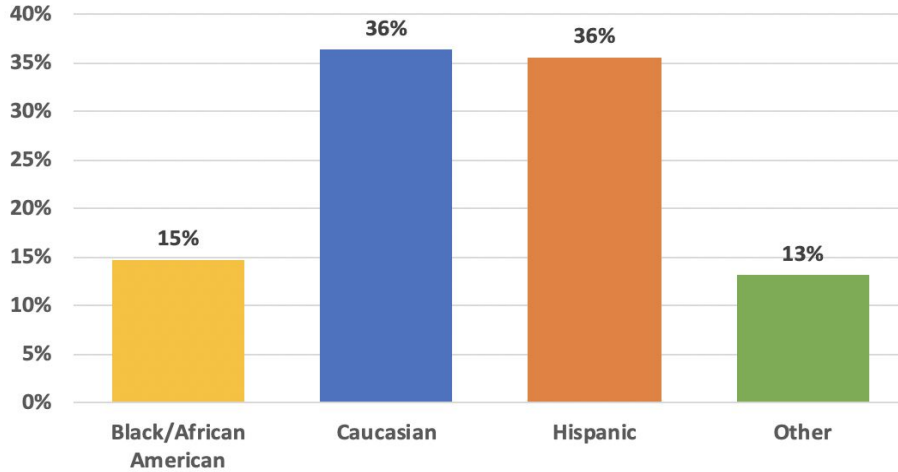
**Race/Ethnicity of Valencia Graduates  
Who First Enrolled at Valencia in Fall 2014**



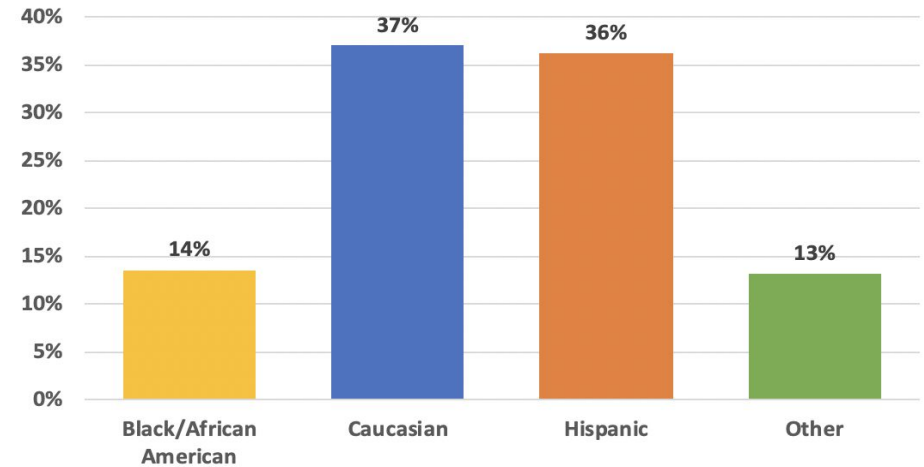
**Race/Ethnicity of Valencia Graduates  
Who First Enrolled at UCF in 2018-19**



**Race/Ethnicity of Valencia Graduates  
Who First Enrolled at UCF in 2015-16**



**Race/Ethnicity of Valencia Graduates  
Who Earned a Bachelor's Degree from UCF in 2018-19**



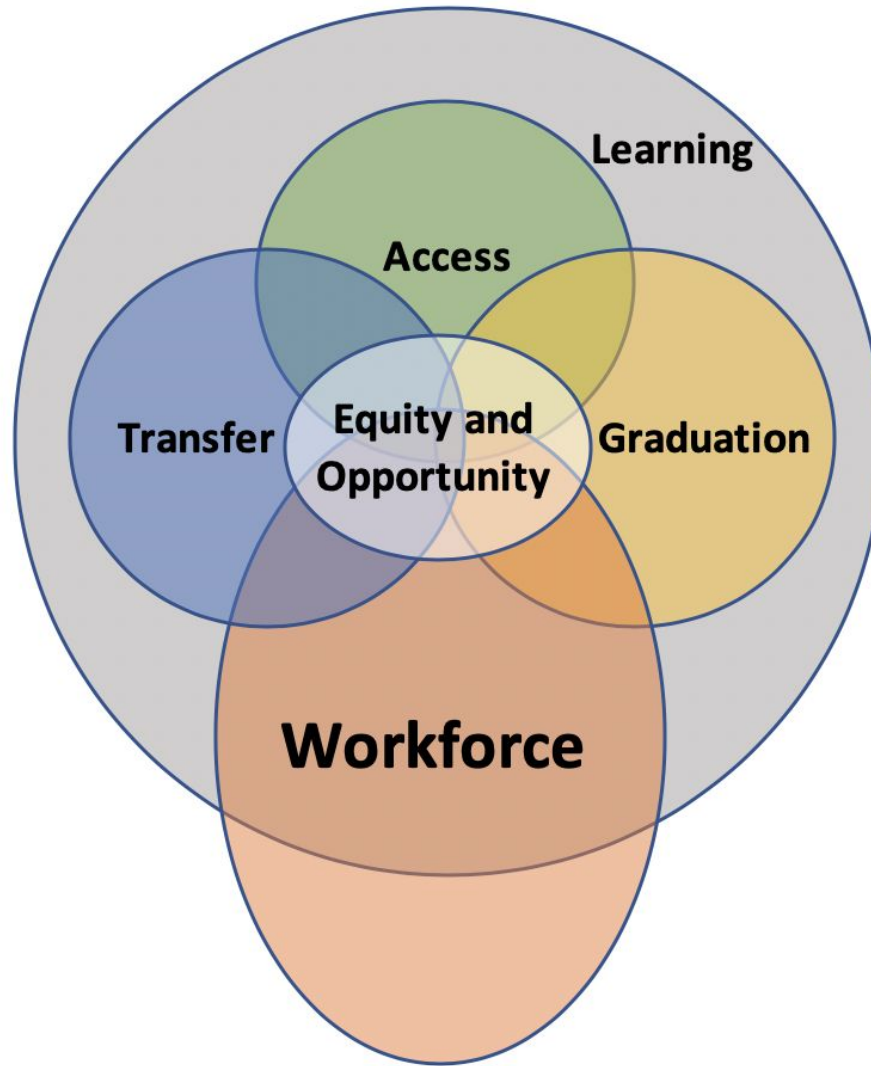
## **Key Takeaways**

- The percentage of Valencia graduates receiving a bachelor's degree at UCF within four years after transfer has been stable at approximately 60%.
- As we continue to see tremendous enrollment growth in Valencia's baccalaureate programs, we will include these programs as we strategically measure transfer success.
- The race and ethnicity of Valencia graduates who transfer to UCF to continue their studies and graduate with their bachelor's degree mirrors the demographics of our Valencia graduates thus positioning Valencia to not only continue to diversify the UCF student body but to significantly increase the diversity of baccalaureate graduates in our region.

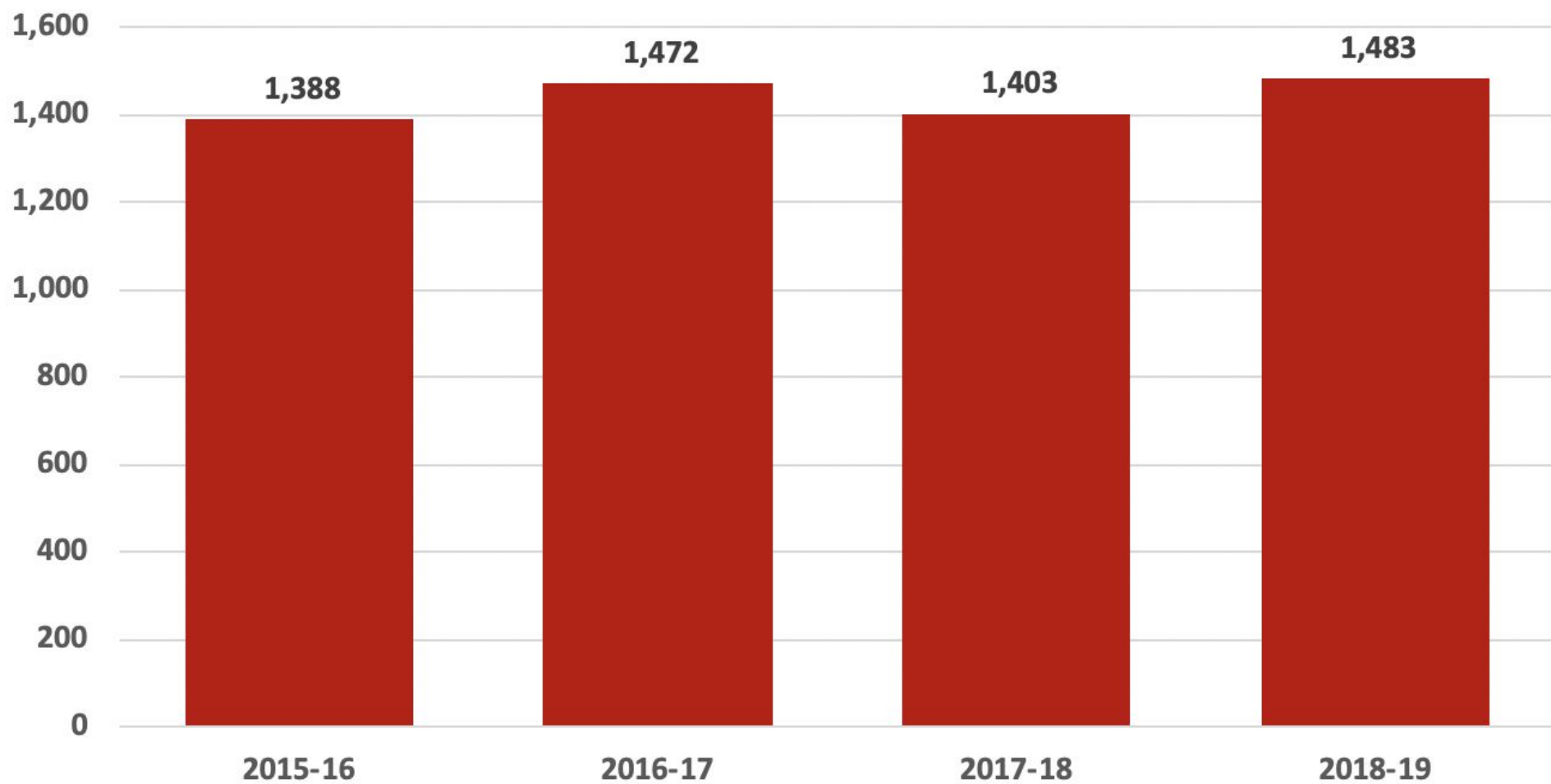
## **Recommended Measure**

- Percentage of students who complete a bachelor's degree within four years
  - Disaggregated by race/ethnicity
  - Disaggregated by major program area

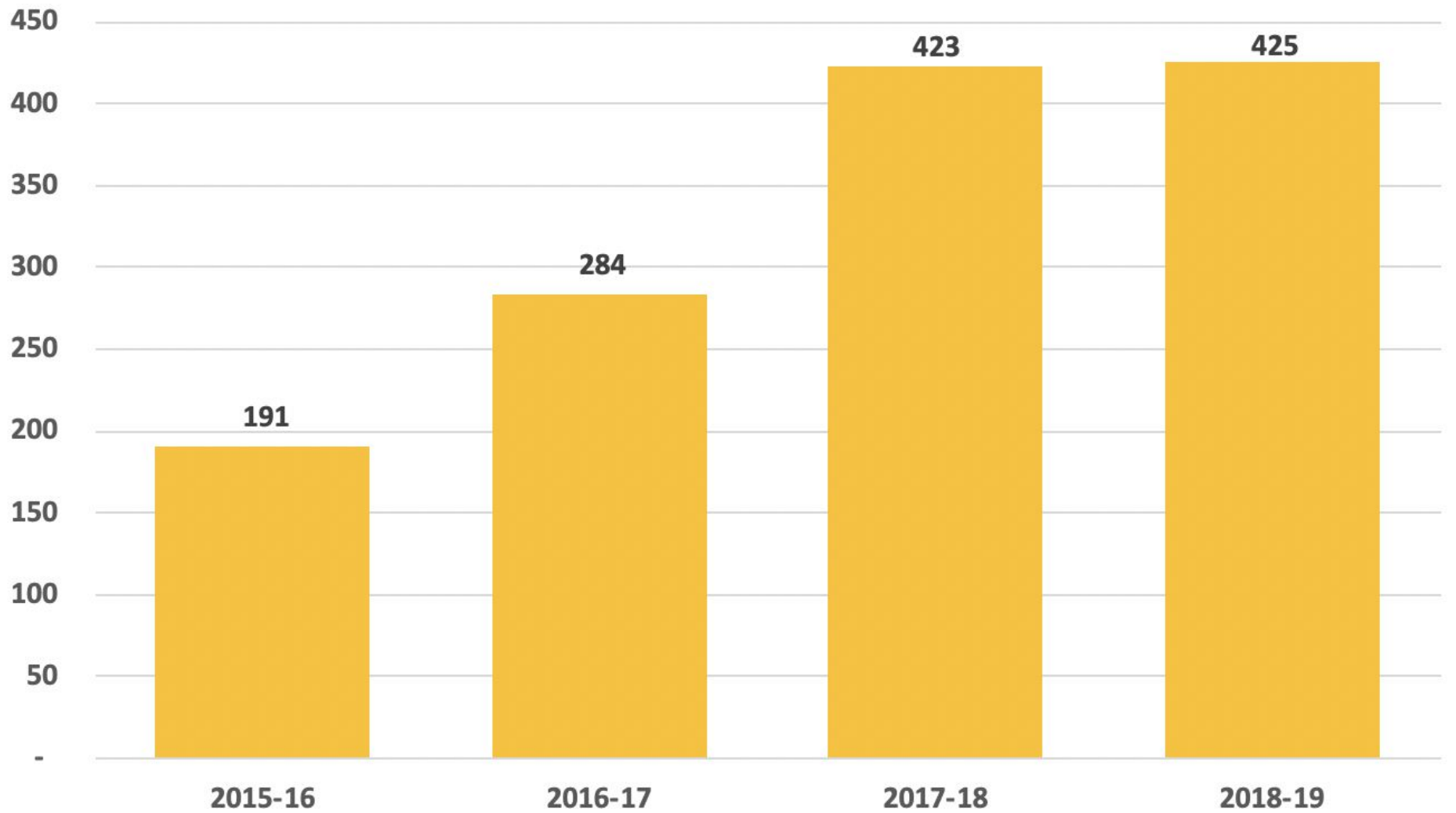




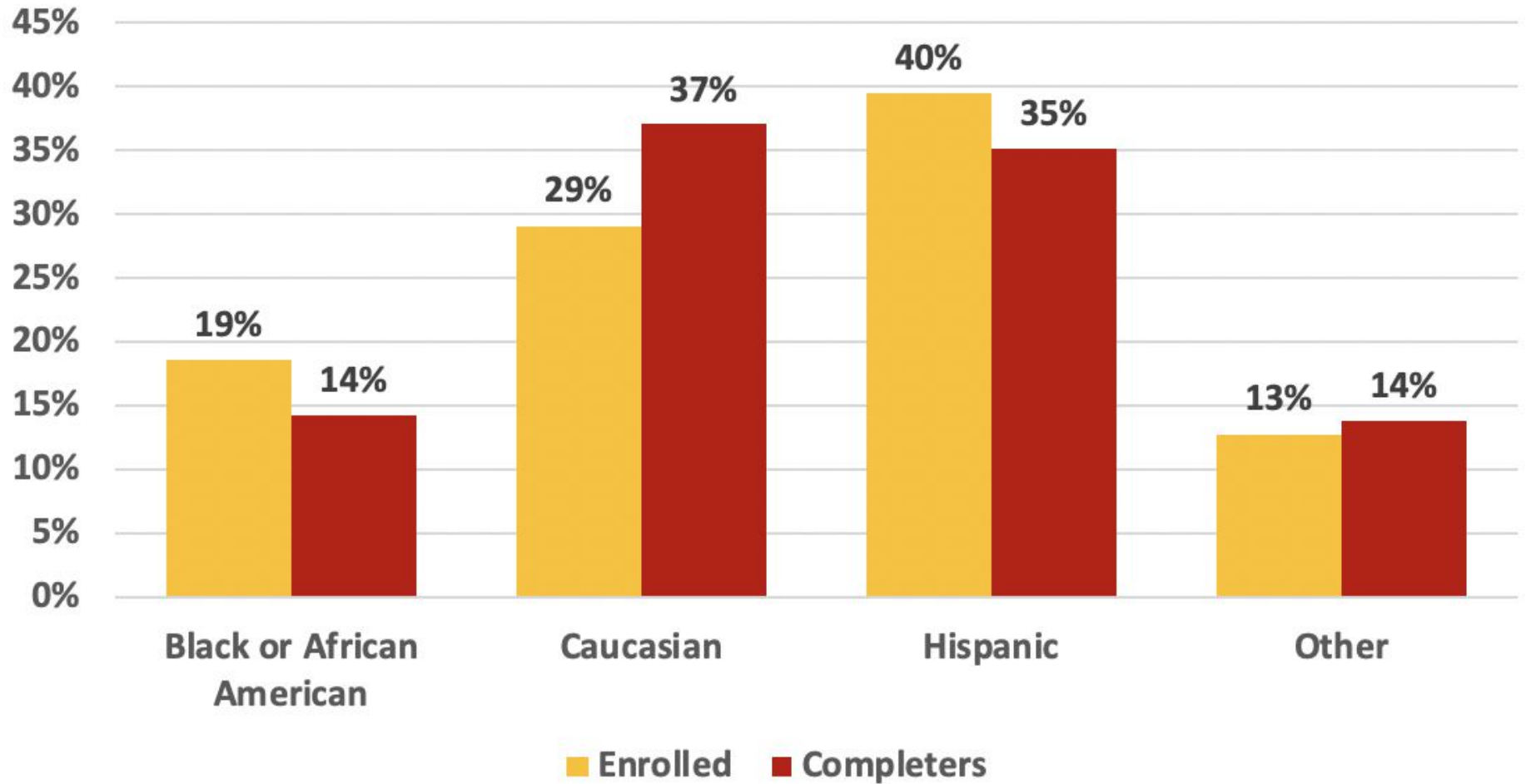
### Number of Valencia Graduates Earning an Associate in Science Degree by Academic Year



## Enrollment in Accelerated Skills Training Programs by Academic Year



### Demographics of A.S. Program Majors and A.S. Program Completers in 2018-19

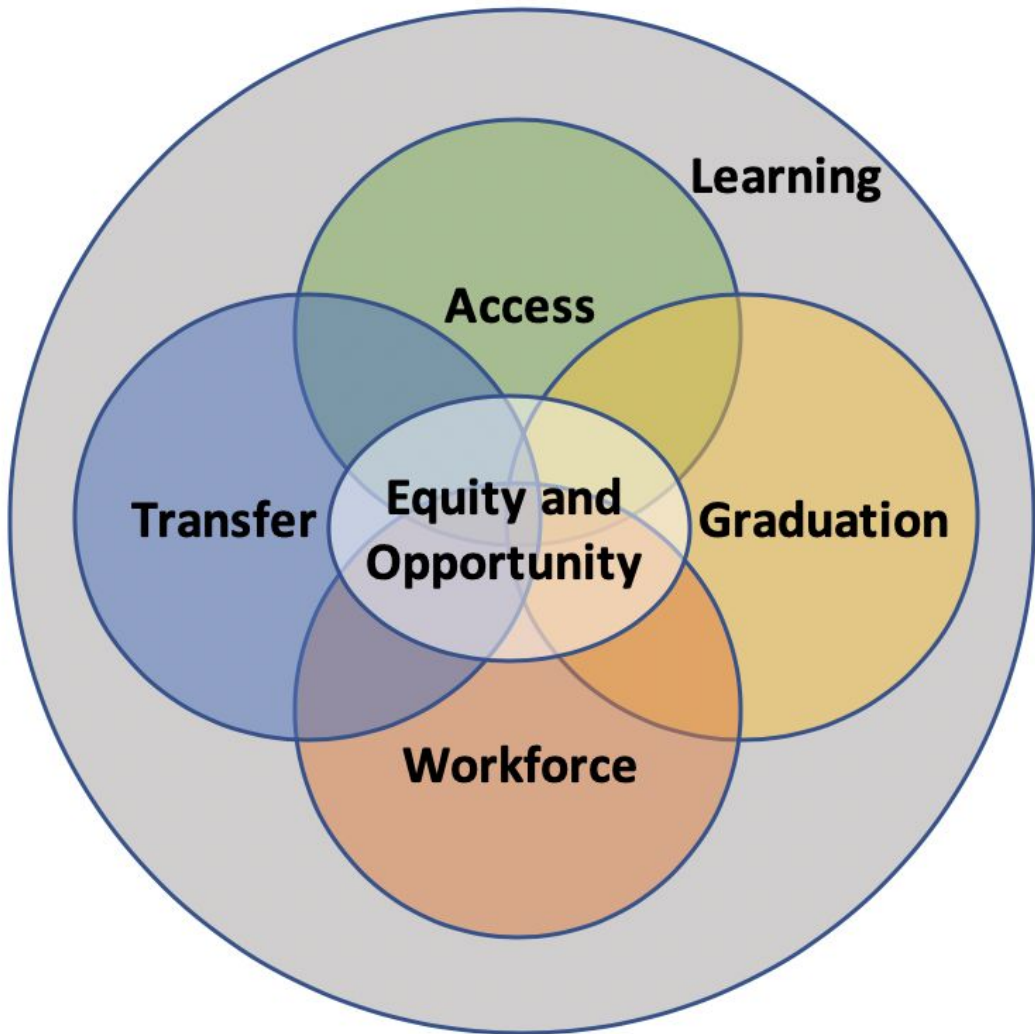


# Key Takeaways

- Robust offering of A.S. degrees to meet workforce demand with stable enrollment and completion over time.
- Growth in Accelerated Skills Training programs providing unique opportunities for non-traditional students and economic mobility.
- Students of different races and ethnicities have different completion rates in our A.S. programs.
- Currently, approximately 2,000 students complete A.S. degrees or Accelerated Skills Training each year.

# Recommended Measures

- Number of workforce credentials awarded annually that lead to family-sustaining wage
  - Disaggregated by race/ethnicity



- Are there other major areas of mission that you believe should be reflected in our next Strategic Impact Plan?
- Would a regular review of these measures provide the Board with a good sense of how the college is meeting its mission, vision, and values?

**Proposed Areas of Focus**

