FIRST   DRAFT

VALENCIA COMMUNITY COLLEGE

REPORT TO THE DISTRICT BOARD OF TRUSTEES

2001-2004 Strategic Learning Plan

ACTION AGENDA
PROGRESS REPORT

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June, 2002

AN OVERVIEW OF THE PLANNING PROCESS

Valencia's 2001-2004 Strategic Learning Plan (SLP) is the outgrowth of the "Learning-Centered Initiative," a seven-year deliberate process to institutionalize effective innovations and to focus on improving measurable learning outcomes. Development of the SLP has been and continues to be the work of a large number of college employees, students, and community members.

The seven strategic learning goals were developed with enhanced student learning as the central driving force. It was acknowledged early on that these goals won't be achieved if the plan gets filed away or added to a crowded bookshelf. To avoid that trap, an intentional component of the collaborative process that created the plan was the development of outcomes, strategies, and action agenda items for each goal. The following specific steps have been identified and implemented in order to continually move the College's learning-centered journey forward.

- Each action item related to the goals has an individual assigned to lead the action, a governing council responsible for oversight of the activity, and a deadline for the completion of the action. **The input for this report on each action agenda item was provided by the primus or co-primuses, the individual(s) assigned to lead the action.**

- The method for assessing performance related to the SLP will include the preparation of periodic and annual reports to be published as data are available and relevant to decisions throughout the academic year. A major focus of these data will be the Indicators of Progress that have been identified and approved.

- **Oral and written presentations will be made each year to the District Board of Trustees on overall institutional effectiveness as a learning college and on progress toward attainment of the seven strategic learning goals. (This document is one such report.)** A key element of this reporting process is the utilization of a Goal Team for each of the seven learning goals. Goal Teams are staffed from within the College to report to the District Board of Trustees and the larger College community. The Goal Teams also have responsibility for the following actions related to their assigned goal: assess Indicators of Progress data; identify other data needed for review; secure feedback from stakeholders as appropriate; evaluate progress on goal based on findings; prepare a report on the goal for submission to District Board of Trustees; respond to questions from the District Board of Trustees; make recommendations for revising goal/outcomes/strategies/action agenda items; and disseminate findings to stakeholders.

- The SLP is a living document and will be regularly reviewed and updated.

- The College Planning Council will provide oversight for the implementation of the plan, its evaluation, and leadership in the revision process.

2001-2004 STRATEGIC LEARNING GOALS

Goal 1: Learning First

Shape Valencia's culture by making learning the chief value and design principle in every College policy, procedure, plan, and initiative.

Outcomes

- In every decision, two questions are consciously asked: "How does this enhance student learning?" and "How do we know?"
- Valencia becomes a dynamic learning community where engagement, development, and leadership are evident throughout the organization.
- Resources, plans, and energy are clearly focused on achieving improved student learning.
- College develops a "culture of evidence" in which both qualitative and quantitative information routinely reflects results and guides improvement.

Strategies	
1-A	Consistently evaluate and communicate learning results.
1-B	Create a new planning and budgeting system to emphasize meeting learning goals through collaboration.
1-C	Shift the College's emphasis from "growth" to "quality with planned growth."
1-D	Create new College and campus master plans to support our learning mission.
1-E	Renew the College's governance structure, procedures, policies, and practices to achieve our learning goals through collaboration.

Action Agenda

1. Design and publish annually a collegewide learning indicators report.

Numerous reports have been issued to chart the College's progress in meeting its strategic goals for many years. However, the content and focus of those reports have changed to reflect the emphasis on learning, rather than on inputs and outputs. Many elements of periodic reports such as the Collegewide Indicators Report (published primarily for the College community and focusing on institutional issues) and the Strategic Indicators Report (published primarily for the District Board of Trustees for its annual evaluation of the President) will be included in the new Learning Indicators Report. However, more specific information on student performance has been compiled for Goal Teams 2 (Start Right) and 4 (Learning by Design). Parts of these reports will be included, as well as some additions such as the following: enrollments, completions and placements in all majors; benchmarks of progress (15, 30, 45, and 60 credit hours); enrollment in the state university system (SUS); and performance in selected gateway courses. An editorial board consisting of the individuals who served on the committee to identify outcome measures for the Strategic Learning Plan will review the measures selected for the Learning Indicators Report.

2. Develop and publish an annual enrollment plan to meet the learning needs of our community within the resources available to the College.

Work on this action item was initiated in May 2002. During the summer a group of individuals that have been involved in the creation of the strategic learning plan will be working to further define "enrollment plan" based upon the input received from the College and perceptions of the administration and faculty. This group will also be creating a work plan for the design process of this annual enrollment plan. The actual design process should begin in the Fall and be complete by the beginning of 2003. The designed process will be implemented for the first time in the manner prescribed by the design team and approved by the College Learning Council.

3. Adopt a precision scheduling model based on the annual enrollment plan.

In March 2001, Dr. Bill Law, President of Montgomery College (Texas), was invited to explore the concept of precision scheduling with the Expanded Executive Council over a two-day period. After additional research and discussion, the Expanded Executive Council created strategies for the adoption of a precision scheduling model. The deans used this precision scheduling model to develop the Term 1, 2001-02 credit schedule. An analysis was conducted to determine its effectiveness and modifications were made for Term 2, 2001-02. The number of course sections added or canceled in the last two weeks of registration for both Term 1, 2001-02 and Term 2, 2001-02 was significantly reduced. The Instructional Affairs Committee is continuing to work with the Institutional Research Department to further refine and implement the precision scheduling model with an emphasis on learning-centered outcomes.

4. Adopt a more flexible course section management strategy with responsibility for discipline averages at the department level.

In the interest of implementing the Start Right philosophy, provosts and deans were asked to develop course schedules using the guideline of a 2 to 4% increase in the number of sections offered in Term 1, 2002-03. Data from previous Terms 1 and 2 were used to predict enrollment trends and average section sizes, by department and by campus. Specific attention was given to collegewide initiatives in Information Technology and Health. The outcome of this assessment and scheduling process is an additional 149 sections being offered in Term 1, 2002-03. Future scheduling will be principle-based, focused on the "start right" philosophy, and geared toward a "guaranteed schedule" where no course will be cancelled.

5. Conduct and follow up on regular campus reviews to evaluate and improve the physical learning environment.

Each campus has developed communication systems and governance structures that include faculty, staff, students, and administration to determine the appropriate environment for student success. Leadership teams on each campus are working with facilities staff to prioritize campus requests. Starting Right has become the theme for each campus as it evaluates classrooms, computer labs, learning resources centers, student common areas, and outside space.

6. Publish the new strategic plan and implement department and campus planning models to align with the new goals.

The Strategic Learning Plan (SLP) was distributed throughout the College electronically and posted on the Valencia website. Printed copies of the SLP were intentionally provided to members of the governing councils, goal team co-chairs, action agenda item primuses, and the Alumni Association Board of Directors. When requested, other groups and individuals have been provided with copies of the document. A collegewide Planning Day was held in September 2001 in order to foster a sense of College community inclusiveness in Valencia's learning mission and to discuss the new infrastructure architecture needed in such a community. A campus-based follow-up Planning Day was held in October 2001 in order for the four campuses and their departments to focus on specific planning strategies at the local level to support the College's strategic learning goals.

7. **Adopt a new College district facilities strategy.**

   In March 2002, the President reported to the District Board of Trustees on the College's facilities strategy, including the space and growth challenges of the College, the assets and opportunities available, the principles in which Valencia, as a learning-centered college, will be rooted, and state level strategies, partnering, land acquisition and exploration strategies and actions.

8. **Implement a governance structure promoting collaborative decision making and a sharper focus on learning through a new council structure.**

   Discussions of shared governance and the existing models of decision making began in earnest with the senior leadership team and the Faculty Association Board, among others, in the Spring of 2001. Based on these conversations, the President produced in collaboration with the Faculty Association President and Vice President a draft set of principles for shared governance. These received significant review from the Faculty Association Board and their comments were incorporated in a subsequent draft which received their approval in the Fall of 2001. The Executive Council assisted the President in the development of a model of governance that divided the responsibilities among several governing councils (College Learning Council, College Planning Council, Executive Council, and Faculty Association) and their working committees. The charge, membership, and issue set for each council was described in some detail. All of this was approved by the President and communicated to the entire College by e-mail on September 15, 2001. The governing councils are well into their first year of operation and their issues have been assigned in accordance with the Strategic Learning Plan. There will be ongoing refinements to this model.

9. **Conduct a systematic review of the College's policies and procedures to promote learning.**

   In collaboration with the Faculty Association Board of Directors and the other respective College governing councils, the review of policies began with the governance policies and information technology policies clusters which were considered and approved by the District Board of Trustees. Other policy clusters now being reviewed, with specific regard to learning-centeredness, for presentation to the Board include non-discrimination, grievances, and intellectual property. Remaining policy clusters to be considered include administrative and fiscal, academic, human resources, benefits and compensation, property, facilities, safety and security, and students. In addition, routine miscellaneous policy revisions necessary for the efficient operation of the College are ongoing, and the recent School Code Rewrite legislation will require extensive technical (and some substantive) revisions of College policy.

10. **Create and oversee an ongoing process to evaluate progress toward infusion of learning as the chief value and design principle at the College.**

    Following adoption of the Strategic Learning Plan (SLP) by the Board of Trustees, the College Planning Council (CPC) approved a Goal Teams Concept to help provide ongoing comprehensive oversight and evaluation of the College's infusion of learning throughout the institution. The CPC, the governing council responsible for oversight of implementation and revision of the SLP, took this action in order to ensure that a collegewide assessment and evaluation component would help inform the College of the outcomes associated with the multiplicity of actions envisioned in the SLP. The CPC also created a subcommittee to oversee the staffing of the goal teams. As a key component of the implementation of the SLP, one or more person has been designated as "primus" to ensure the collaborative design and implementation of recommendations related to each action item for each strategic learning goal. A more global view of progress (or lack thereof) toward the attainment of each of the seven goals is the work of the goal teams. The goal team for a goal contrasts with the numerous work teams working on specific action items within the goal. All seven goal teams will be systematically reporting to the Board and the College community before the end of the calendar year. The goal team reports are significant elements of a comprehensive review of the Strategic Learning Plan that will be presented to the Board in December 2002.

Goal 2: Start Right

Ensure that students experience extraordinary learning success in their earliest encounters with the College and establish a solid foundation for success in future learning.

Outcomes

- Students successfully complete courses and programs "at the front door" at dramatically improved rates.
- All cohorts of students achieve comparably high success rates throughout the College.
- Students become responsible partners in their learning as early as possible.

Strategies	
2-A	Ensure that new students develop a meaningful plan for their educations as early as possible in their careers at Valencia.
2-B	Provide learning experiences using a variety of methods, approaches, scheduling options, and technologies that enable students with different learning styles to be successful.
2-C	Partner with the public schools' and the local university's governing boards, executive leadership, and school leadership to achieve increased graduation rates, improved readiness for college, and a seamless K-20 education system for our community.
2-D	Partner with the public schools to increase the quality of dual enrollment opportunities, embedding high academic standards and providing learning conditions that support college-level achievement.
2-E	Firmly establish assessment, placement, prerequisite, and progression policies to ensure students' readiness to learn.
2-F	Align the College's marketing and recruitment messages with its learning mission.

Action Agenda

1. **Continue to increase the percentage of college prep and foundation course sections taught by full-time career faculty.**

   For the past two years Valencia's Faculty Hiring Plan has been driven by the principle that an increasing percentage of college prep and foundation course sections should be taught by full-time faculty and staff. A review of the Instructional Productivity Report (IPR) reveals that the College is approaching the goal of 60% of sections being taught by full-time faculty and staff. It is anticipated that in the next review of the IPR Valencia will be closer to the 60% goal of course sections being taught by full-time faculty and staff.

2. **Review the College's dual enrollment program with our major internal and external partners to achieve learning-centered goals.**

   A Dual Enrollment Work Team with representatives from Orange County Public Schools, Osceola District Schools, and Valencia was assembled this past year to develop an action plan to establish and implement a learning-centered Dual Enrollment Program. As a result of the initial meeting of that Work Team, six subcommittees and six action plans were formulated to address specific areas of concern. By January 2002 each subcommittee had met to develop recommendations and compile data relevant to their action plan. A Work Team final report that provided a comprehensive summary of the action items, recommendations,

and implementation timeline was distributed for review internally in February 2002. While each action item and recommendation was deemed to have merit, strategic prioritization of next steps was considered vital to full development of a learning-centered Dual Enrollment Program. The following recommendations were deemed critical for accomplishing the charge of the Dual Enrollment Initiative, thereby warranting immediate action: attract quality faculty willing to establish and maintain a positive working relationship with the high schools; research mechanisms/models to recruit more high school instructors to become credentialed to teach Dual Enrollment courses; devise procedures to accommodate faculty absences, illnesses, and resignations; explore options for alternate class scheduling and instructional delivery modes; employ precision scheduling techniques to establish the annual schedule by the Spring semester (Term 2) of the preceding academic year; review internal evaluation procedures for all instructors teaching dual enrollment courses at the high school; ensure compliance with SACS criteria and utilize learning-centered principles; ensure that dual enrollment courses are known as a potential teaching assignment for new hires; offer contract schedule options for Valencia faculty members teaching dual enrollment courses at the high schools that will provide time off comparable to that of faculty members who teach solely on campus; implement a process for Valencia faculty to securely store and easily access equipment and materials at the high school; and develop a plan to provide ongoing postsecondary advising for dual enrolled students.

3. **Measure and report regularly on the level of preparedness of FTIC students by school and district.**

The Office of Institutional Research has issued an Annual High School Feedback Report for several years. This report is prepared for Orange County, Osceola County, and for the service district. Information is reported for each high school in the service district with respect to enrollment of previous year high school graduates, placement of students in college preparatory courses, participation in Tech Prep, academic performance in the first semester, participation in Dual Enrollment, and other topics. The report for the 2001 graduating classes is available on the Office of Institutional Research website (http://www.irweb.valenciacc.edu).

4. **Reassign the Student Success course to the office of Academic Affairs and engage a broad task force of staff and faculty in a review of the course – its rigor, staffing, content, impact on student learning, connection to academic advising and LifeMap, and level of student participation.**

A task force will be organized in the Fall of 2002 and it is anticipated that the review will be completed in the Spring of 2003.

5. **Implement the new English for Academic Purposes (formerly ESL) curriculum and measure the impact on student learning.**

Considerable progress has been made on implementing the new English for Academic Purposes (EAP) program. Since Term 1, 2001-02 was the first semester of full implementation of the new EAP curriculum, data on the impact of the new curriculum is not available yet. However, student services, counseling, testing, faculty, and deans have all met and will continue to meet to make necessary changes in the program in order to ensure better implementation of the curriculum. Considerable work still remains in implementing the EAP curriculum; however, the following are some of the changes that have been made: an on-line testing program has been created to help facilitate testing; the procedures for testing have been clarified so that there are common standards in place across campuses; East Campus has successfully piloted and the College has adopted a testing process for exempting qualified students from the next level of EAP (that allows students who have made tremendous progress to complete the EAP curriculum at a faster pace); and the course pre-requisites and co-requisites for EAP 0440, 1520, 1540, 1620, and 1640 have been changed so that the requirements are less restrictive on student placement which is expected to result in greater flexibility in placing students in appropriate courses.

6. **Implement an ongoing, learning-centered review process for the College's marketing and recruitment programs and materials.**

    A committee is currently being established to conduct a learning-centered review and evaluation of the College's marketing materials, using the following principles to evaluate the effectiveness of said materials: "Marketing materials must reflect Valencia's vision, values, and mission as a learning-centered community college; the messages conveyed, while creatively shaped and delivered, will be learning-centered, using the goals of the Strategic Learning Plan as a framework for message intent. Marketing materials must make promises to students and to the community that the College will honor, and must be collaboratively reviewed at the conceptual stage to ensure that representatives of internal constituencies (including faculty, students, staff, and administrators) have the opportunity to comment on the concepts in terms of these principles. Review should ensure that internal parties are aware of and understand the rationale for the resulting campaigns, enabling them to respond to inquiries and comments from external audiences." Committee members will include four faculty representatives appointed by the Faculty Association, two student representatives appointed through SGA; one College administrator and one staff member selected by the administration, and one representative of the Valencia Foundation. The tenth member, the Director of Marketing and Media Relations, will chair the committee. It is expected that the committee will meet at least quarterly, and more often as necessary.

7. **Design and implement a learning-centered educational services delivery system to assure that students are assessed and placed in appropriate classes, and develop a meaningful plan for their education as early as possible in their careers at Valencia.**

    A team of staff representing admissions, advising, assessment, enrollment management, financial aid, student accounts, student services, and faculty spent several months (January – July, 2001) to re-design the delivery of educational and student services in a manner that maximizes LifeMap, encourages the use of Atlas, and, ultimately, student success for all students. The Learning-Centered Service Design Team studied and discussed the literature on re-engineering, the learning college, and developmental advising. They identified applications of re-engineering principles in student services at other colleges and made several college visits. They applied two corollaries to the questions asked in the Strategic Learning Plan for Goal 1: Learning First: How does this prepare students to learn? How do we know they are ready to learn? The team presented a design proposal in August 2001 that supports the Strategic Learning Plan in significant ways. The proposal re-designs educational services delivery by creating a streamlined process of admission and enrollment, re-focusing and amplifying staff expertise, improving the ratio of professional advising support for students, expanding and improving assessment processes, establishing on-going feedback systems to students, and establishing student process and performance indicators. Funding for this proposal is included in the proposed 2002-03 College Operating Budget.

8. **Improve student mastery and success in preparatory courses, as measured by course completion, exit assessment scores, and performance in subsequent college-level courses.**

    Initial reports on College Prep Reading, Writing, and Math were presented to the Board of Trustees on March 12, 2002, through the Start Right Goal Team. College Prep faculty are involved on both Title III and Title V grants and in specific budget initiative work, including projects to strengthen reading and writing skills; enhance core competency development within prep courses; develop learning communities through linked courses; and develop and pilot test the Prep Math Institute (a modularization of MAT0012C and MAT0024C). Data on student persistence and completion in targeted courses will be available in the Fall and Spring, 2002-03.

Goal 3: Learning Leaders

Hire, develop, support, and empower learning leaders throughout the organization.

Outcomes

- Valencia provides the finest faculty and staff to support student learning.
- Leadership in the College is authentically shared at every level with faculty and staff committed to learning success.
- The work and learning environment is nourishing, dynamic, challenging, and fulfilling, unleashing the power of committed faculty and staff to achieve unprecedented learning results with students.
- Staff and faculty are renewed and rewarded throughout their careers.

Strategies	
3-A	Create a new recruitment, hiring, induction, and support model for all faculty and staff that reflects learning-centered principles and the value of diversity to learning.
3-B	Increase faculty engagement of students by improving the ratio of full-time career faculty to adjunct and four-month faculty, especially in foundation courses.
3-C	Review and revise performance feedback processes (e.g. student evaluation of instruction; faculty, staff, and administrator evaluation) to reflect learning-centered principles and results.
3-D	Review and redesign College and campus programs for continuing professional development, revitalization, and recognition of all faculty and staff (including SPD, grant programs, reassigned time, sabbaticals, etc.) to reflect learning-centered principles.
3-E	Review and revise the College's compensation systems to reflect learning-centered principles.
3-F	Revise the College's organizational structure including senior management, departments, and learning support, to reflect learning-centered principles; foster leadership at all levels of the organization.
3-G	Support faculty innovation in curriculum, teaching, instructional support, and assessment, especially in foundation courses.

Action Agenda

1. **Create a leadership team to focus on excellence in adjunct faculty support, establish an ongoing adjunct recruitment system, implement a faculty-to-faculty adjunct mentoring program, and identify other alternatives for better supporting the work of adjunct faculty.**

   Budget initiative work this year produced pilots of both on-line and on-ground adjunct faculty development programs and support teams for this academic year (CDTL's TRS Scenario program and Osceola Campus' Faculty-to-Faculty program). Analysis of this work is in progress. The enhanced adjunct recruitment system has been delayed; the recruiter position was frozen in this year's budget, but has been recommended for funding in 2002-03.

2. **Implement an early recruitment program and an accelerated hiring schedule to complete faculty hiring by May 1 each year.**

   This action item was successfully completed by early May 2002. A faculty recruitment plan is currently being developed for 2003-04.

3. Develop a three-year staffing plan for faculty and staff.

A preliminary three-year staffing plan for Valencia faculty and staff was developed. However, with this year's funding shortfall, this action item has been placed on hold. A new three-year staffing plan will be developed when the outlook for funding is more promising.

4. Establish an Evaluation Task Force to revise systems of evaluating instruction and performance feedback.

The Faculty Association Board formed an Evaluation Task Force last year. The Task Force has developed a work plan, conducted town meetings on each campus to gather information from colleagues, and examined the results of those meetings. The results have been shared with the College community this month to provide a basis for additional input. A variety of resources are being examined by the Task Force, including sample evaluation instruments from other institutions. In terms of scholarship on the evaluation of instruction, *Developing a Comprehensive Faculty Evaluation System* by Raoul A. Arreola is one source that has been judged particularly thought provoking. The possibility of participating in a grant to allow the examination of on-line evaluation of instruction is being explored. The Task Force's next critical step is to define exactly what Valencia wishes to accomplish with evaluation of instruction.

5. Establish a Compensation Task Force to recommend learning centered improvements to the faculty compensation system.

The Faculty Association Board formed a Compensation Task Force last year. The Task Force has developed a draft work plan. Members have faced significant challenges in coming to consensus on design principles for their work. They expect to share their draft work plan, including the proposed design principles, with the College community this month. The Task Force has gathered data on faculty salaries at Valencia, as well as faculty salary models at other institutions. They have also begun conversations on what components a learning-centered compensation system might be expected to feature.

6. Establish a Professional Development Task Force to review and recommend improvements to the College's various programs and resources for professional growth and development.

This action item will be initiated in consultation with the new Academic Vice President/Chief Learning Officer in Fall 2002.

7. Implement recommended changes to Faculty Academy.

Last year, the Faculty Association, deans, provosts, student services representatives, the College Learning Council, and the Curriculum Development, Teaching, and Learning staff responded to the Faculty Academy Steering Committee recommendation to revisit the existing faculty development program (the Faculty Academy) for tenure candidates. This group began to look for a new way to initiate new tenure candidates into Valencia's learning-centered culture. From the question "What does Valencia want new tenured faculty members to know, achieve, or accomplish?" the following shared program design principles emerged: focus on teaching and learning issues; anchor in learning outcomes for faculty participants; individually tailor faculty candidates' professional needs; base in research and theory; offer multiple options for the participants; give/receive frequent assessment/feedback to/from participants, and separate faculty development from evaluation for tenure. From those principles, a new faculty initiation process surfaced, now named the Teaching Learning Academy (TLA). At the heart of the new TLA pre-tenure program is the Individualized Learning Plan (ILP). Faculty candidates write an ILP with their deans (perhaps with additional input from tenured faculty) that spells out the learning outcomes they wish to explore over their pre-tenure period. Learning outcomes relate to the Essential Professional Competencies of a Valencia Faculty Educator.* The ILP and Essential Competencies were developed in collaboration with the deans and endorsed by the Faculty Association and approved by the College Learning Council. For most candidates, the ILP includes an action research (AR) project that attempts to provide some insight into how to improve student learning. To answer the question "What evidence demonstrates faculty candidates have learned, achieved, or accomplished their ILP objectives?" the candidates provide artifacts

that document their ILP work. While all candidates must demonstrate the required ILP/Portfolio elements, they possess creative latitude on presenting their work. Assessment Teams (consisting of the dean and tenured faculty), a critically important innovation to this revised process, provide annual formative feedback on the ILP.   ILP/Portfolio work is assessed using the following collegewide Standards of Scholarship for faculty work.* Using these standards, Assessment Teams determine acceptable completion of ILP work, one condition for tenure consideration. The Teaching/Learning Academy (TLA), a support program, helps faculty tenure candidates achieve their ILP goals through a variety of modes. Seminars, based on the core curriculum* developed through grant-funded scholarship, examine the essential competencies and other topics such as action research and technology. TLA advanced seminars, offered in year-2, consider a wide range of support topics. A TLA Support Team consisting of tenured faculty members serve as Campus Facilitators. They provide small-group and individualized ILP support throughout the pre-tenure process. Most important, the Teaching/Learning Academy remains separate from the evaluators of faculty candidates' ILP work.

* For further explanation see: http://faculty.valencia.cc.fl.us/development/Programs/TLA_academy/

8. Redefine the leadership roles of deans as learning leaders.

This action item was to a large extent accomplished by the DACUM process conducted September 20 - October 8, 2001. An extensive matrix outlining the duties and tasks of instructional deans was developed by a representative group selected from the Instructional Affairs Committee (IAC). The Workforce Development Office facilitated the process. After review of progress to date the College Learning Council indicated a need for additional examination by the IAC and a later scheduling of the completion date. This action item has been scheduled for the agenda of the June 2002 meeting of the IAC.

9. Implement an internal grants program for faculty-led innovations in learning, curriculum, assessment, and learning support.

This objective was modeled this year through budget initiative implementation that provided financial support for faculty leadership in Core Competency integration (a focus of Valencia's Self Study process for reaffirmation of accreditation), for specific interventions to improve student persistence and completion in college prep and EAP courses (a focus of the Start Right goal), and for faculty-to-faculty work with new hires in the Teaching/Learning Academy and with adjunct faculty (100+ faculty involved in development and facilitation). Work will evolve along with progress on action item 6, above.

Goal 4: Learning By Design

Create a culture in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning and in which the College's learning leaders can effectively create the best conditions for learning.

Outcomes

- Students experience Valencia as a coordinated program of learning rather than a collection of courses.
- Students know and embrace valid learning outcomes for every course and learning experience at the College.
- Discipline specific and core competencies are identified for every course.
- Assessment strategies provide students with clear evidence of their mastery of learning outcomes and inform both faculty and College practices.

Strategies	
4-A	Integrate the core competencies -- Think, Value, Communicate, Act -- throughout the curriculum and in the daily work of faculty, staff, and students.
4-B	Define and align learning outcomes and assessment processes at the course level (Prep, 1000, and 2000).
4-C	Select and design assessment processes and instruments that evaluate curricular and co-curricular learning outcomes.
4-D	Fully integrate LifeMap into curricular and co-curricular learning experiences, and implement the Learning Support System to ensure that all students have educational and career tools to plan and manage for success.
4-E	Develop and implement a plan to capture, analyze, and report cumulative measures of students' learning.

Action Agenda

1. Implement a multi-year strategy to incorporate the core competencies throughout College curriculum, teaching, and assessment practices.

Significant progress has been made toward integrating Valencia's core competencies across the Valencia student experience. Work is proceeding well in the first two stages of the phased development and implementation of a design for core competency (TVCA) integration and assessment. A corps of willing faculty developers and supportive deans have been engaged in realizing Phase 1 and Phase 2 development for selected high-enrollment courses. Phase 1: Develop course outcomes and assessment standards that define what students will be able to do in the discipline and measure how well they'll be able to do it, as a result of what they learn in our courses. (Work begun on high-enrollment courses in Spring 2002 with development continuing through Summer 2002.) Phase 2: Develop exemplary course units that target an essential course outcome, employ best practices of teaching and learning, and embed assessment tasks that enable shared assessment of student mastery while also providing the student with useful feedback about his/her achievement. (Work was begun as part of Destination 2002. Implementation of model units and shared assessment is planned in Fall 2002 by Phase 2 teams in high-enrollment courses.) The CDTL team is ready to initiate wide discussion and collaboration about the next crucial phases of TVCA integration, phases that will lead toward meaningful assessment of student mastery across departments

and programs. This work needs to move forward with some urgency in order for evidence of actual assessment of student mastery of TVCA to be documented as the College enters the SACS visitation process. A study group including members of the CDTL team, deans, and faculty will collaborate on the design of these implementation phases and propose a finished plan to governing councils in September 2002. Phase 3: Departmental adoption of outcomes and assessment criteria. Phase 4: Departmental assessment of student mastery of course outcomes. The purpose of this entire effort is to improve student learning and provide evidence that it has taken place.

2. **Develop a plan to identify and align learning outcomes and assessment procedures, beginning with the College's foundation courses.**

Work on learning outcomes and assessment proceeds through many Curriculum Development, Teaching, and Learning (CDTL) coordinated activities, with particular emphasis on front door (foundation) courses. The conceptual framework is drawn from a performance-based instruction model (WIDs process) and is used across the Department of Education Grant efforts in Title III West and Title V Osceola; the Core Competency (TVCA) integration project, and the Destinations summer program. This framework asks not what will be "covered" but what will be learned (the outcome), and how will we know (the assessment procedures)? Collecting evidence of learning is a much more complex process than collecting test scores or computing grade point averages. The College (faculty, deans, and support staff) is engaged in an organizational learning enterprise through these CDTL projects to identify learning outcomes and assessment procedures.

3. **Continue to promote and support classroom assessment models through professional development and curriculum design.**

Classroom assessment is a method of ensuring a two-way flow of information about learning to and from both teacher and student in time to improve the learning of the student. These models of assessment are formative and help shape the forward progress of the student through the course (as opposed to a summative evaluation or final grade). Through our many Curriculum Development, Teaching, and Learning (CDTL) programs, such as the Teaching Learning Academy for newly hired full-time faculty, the On-line Teaching in Community College program for adjunct faculty, the Title III and Title V Grant funded faculty development programs, and the Destinations 2002 summer program, faculty are introduced to the philosophy and techniques of classroom assessment. Classroom assessment techniques are a mainstay of the core curriculum in faculty development that has engaged over 200 faculty members (both full-time and part-time) during the 2001-02 academic year.

4. **Continue to implement LifeMap as a developmental advising model and a template for student academic and career planning.**

In 2001, a LifeMap Work Team began work on the next phase of LifeMap integration.   Work to date has included definition of what it means to "fully integrate LifeMap", documentation of LifeMap implementation in student programs, faculty initiatives, professional development, analysis of the LifeMap Student Survey results, and design and implementation of an on-line LifeMap Faculty Survey (Spring 2002). The LifeMap Student Survey data indicated relatively high levels of student recognition of LifeMap (52%) while fewer students were able to articulate its meaning (20%). The LifeMap Faculty Survey data indicates high levels of commitment to the concepts of LifeMap (i.e. actively supporting student planning through in-class and out-of-class interactions with students) while not specifically embracing its "branding" as LifeMap. The Work Team's final report will provide summative analysis and recommendations for further LifeMap implementation. In April 2002, all currently enrolled students were invited to sign on to Atlas, Valencia's new on-line learning community. Atlas has a MyLifeMap tab that includes information on LifeMap outcomes, programs, and success indicators, links to LifeMap resources at Valencia, and web-based planning tools that will be ready by August 2002. The full implementation of Atlas should contribute to the dissemination and utilization of LifeMap tools.

5. **Implement a multi-year strategy of course review, applying proven learning principles to course design and delivery.**

   The Curriculum Committee continues to conduct an annual review of courses not offered within the past five years. A few departments monitor course syllabi and review them on an ad-hoc basis to reflect changes in program needs and developments in the academic disciplines. Community Advisory Committees also offer input to some departments in the process. A work team will address the development of a multi-year strategy of course review with the new Academic Vice President/Chief Learning Officer, the College Learning Council, and others during the 2002-03 academic year.

6. **Develop a model of measurement of cumulative student learning.**

   In the past, the College has measured its curricular and instructional effectiveness by looking at broad institutional effectiveness measures such as mandate rates, pass rates, graduation rates, completions of parts of programs, and placement in the workforce or further education. Models of cumulative learning abound; the College was faced with these possibilities: portfolio evaluation; sampling student work and marking samples holistically; capstone courses; and standardized tests of general education or specific content of majors. The College chose the portfolio approach, and has developed a cyber portfolio to hold samples of student work that illustrate the student's competence at specific levels. There is pilot project underway to identify core competencies and discipline competencies in gateway courses that will serve as the framework for the selection and posting of student work verifying mastery. A strategic budget initiative for continuing to institutionalize the work of the pilot group working on including competencies and learning outcomes in gateway courses has been funded. The work remaining is to develop a model for assessing cumulative student learning. This will be accomplished upon the completion of the pilot project. When the next phase of the core and discipline competencies project begins in January 2003, a work team will be named to begin work on this project.

7. **Evaluate and redesign current program review models around learning centered principles and practices.**

   A work team has drafted an *Instructional Effectiveness AA Program Review* instrument. The review examines Instructional Effectiveness Inputs, Instructional Effectiveness Processes, and Outcomes. The work team will conduct the AA Program Review and Evaluation and will recommend areas for continuous improvement as a result of the review. Also, the work team will recommend a systematic process to be established for the AA Program Review Process.

Goal 5: Learning Support Systems

Create systems of learning support to enable students to achieve extraordinary learning results in classrooms, laboratories and beyond.

Outcomes

- Students employ a wealth of learning resources that are easily accessible and contribute to their success.
- Students become increasingly independent in their use of support systems to foster, document, and improve learning.
- College learning support systems work together for improved impact and effective stewardship.
- Faculty and other learning support leaders work in partnership to assure effective systems.

Strategies	
5-A	Implement the Instructional Technologies Plan as a Learning Support System to provide instructional, student, and administrative technology support.
5-B	Empower students to use the Learning Support System and LifeMap at Valencia and beyond.
5-C	Implement a robust, coordinated program of learning support for each campus to ensure student access to learning resources, including peer and faculty connections, learning labs, extended learning opportunities, child care, computing resources, distance learning, and libraries.
5-D	Evaluate and employ a learning management system for use with corporate and other clients.
5-E	Increase effective use of learning support tools and technologies.

Action Agenda

1. Implement SCT Banner, WebCT, and CyberSuite as learning support systems.

Implementation of Atlas, formerly known as the Learning Support System, has proceeded as planned. An adjustment to the timeline was made in December 2001 due to new developments concerning the college preparatory requirements system. Implementation of Atlas entails the installation and integration of 13 separate software products or functions. Upgrades and revision to some of those systems has already begun and been accomplished. Progress to date includes: business procedure documentation and business process analysis, system education for the Implementation Team, weekly Implementation Team meetings to approve design, procedure, and process recommendations, training of users in the entire Valencia community through Leadership Valencia, branding of Atlas and development of an Atlas marketing plan with Marketing and Media Relations, Atlas portal design and introduction, General Person and General Student conversion of 615,000+ Valencia student records, Financial Aid and Admissions "go live", redesign and production of the credit schedule, conversion of 34 years of student academic history, sustained communication concerning the Atlas implementation through monthly newsletters distributed through collegewide e-mail, the Atlas implementation website, and regular written reports to various College councils and committees. Students will register for Term 1, 2002-03 classes using Atlas in July 2002. Faculty will use Atlas to enter grades beginning in August 2002.

2. Continue to implement the Educational Technology Plan.

Implementation of the Educational Technology Plan as adopted in 2000 continues. Major plan initiatives already completed include a replacement of the college's network infrastructure, a new telephone and voice mail system, implementation of new Help Desk tracking and self-service software, implementation of e-mail for students and adjunct faculty, and redesign of the College's website infrastructure and support mechanisms. Other major initiatives from the plan that are currently in implementation include disaster recovery planning, Florida FACTS 2002-03 initiatives, a new learning support system (ATLAS/SCT Banner), a major upgrade to the College's financial, human resources, and payroll systems, a new student cashiering system, new web-enabled LifeMap support systems (formerly CyberSuite), a new College web portal, interactive and on-demand video technologies, and smart classrooms. The Educational Technology Committee will be updating and revising the plan in 2002-03 to insure alignment with overall College goals and the College's Strategic Learning Plan.

3. Expand the number of technology enriched "smart classrooms" throughout the College.

Several months of work on the smart classrooms project culminated in May 2002 with the Executive Council's decision to move forward with implementation of smart classroom technology collegewide. Much of the work for this project involved investigation of available (and emerging) classroom technologies and vendor demonstrations. Standards for the deployment of smart classroom technology were approved and recommended to the Executive Council by the Educational Technology Committee in early 2002. These standards establish classroom "levels" for deployment of classroom technology that range from low-end (data projection and PC) up to full, interactive video. Video-on-demand services will also be deployed to allow utilization of the College's new network for the distribution of video and multi-media content. Each campus is now in the process of prioritizing the classrooms and specifying "levels" for deployment of this technology.

4. Complete the three-year LRC enrichment plan and establish an ongoing model to ensure that learning resources are effective.

The LRC Task Force, formed by the collegewide leadership of the Learning Resource Centers and the Technology Resource Center, was charged with focusing on methods to evaluate and enrich the campus collections of scholarly reading, reference, and research for students, faculty, and staff. To that end, the following evaluation methods were undertaken: students and faculty were surveyed; materials budgets and FTE information were collected from other Florida community colleges; an overview of the types of methodologies other college libraries use as indicators of quality was collected; ACRL standards were reviewed; under the guidance of outside consultants, each campus conducted a focus group session with faculty, staff, and students; The Florida Collection Assessment Report was examined; a historical view of the Valencia LRC/TRC budgets was collected and analyzed; the impact of the special allocation funds was examined; and a study into the current and future influence of technology and the costs associated with this advancement was conducted. The result of this lengthy study was the creation of the Tactical Strategies to Address the Adequacy of the Collection. In December 2001, the proposal was to be presented to the Executive Council as a collegewide LRC/TRC initiative. However, due to budgetary restraints, each LRC/TRC Director and Manager will instead work with his or her campus Provost in order to ensure that adequate resources are available. If these resources are found to be deficient, the provosts will work together in order to create an efficient and learning-centered environment for the campuses. June 30, 2002 marks the end of the three-year LRC/TRC enrichment plan. A final report detailing the impact of this plan on the campus collections is scheduled to be completed in October 2002.

5. Develop comprehensive learning support plans for each campus to include tutoring, learning laboratories, other learning technologies, and libraries.

Work is not yet scheduled to begin on this action item. A work plan will be developed and presented to the College Learning Council during the 2002-03 academic year.

6. **Convene a task force of students, staff, and faculty to evaluate child care issues and options for students.**

The Childcare Work Team has completed an extensive amount of research. This research has included talking with other community colleges that offer this service and getting information from various private childcare facilities. The Work Team has developed two surveys: student and faculty/staff. The surveys were piloted on the East Campus in order to test the reliability and validity of the questions. The surveys are being refined and will be distributed electronically (Atlas and GroupWise) during Term 1, 2002-03. It is anticipated that recommendations will be made to the Executive Council by November 2002.

Goal 6: Diversity Works

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

Outcomes

- All students are equipped by their experience at Valencia to prosper in an increasingly diverse community.
- The College provides a welcoming and inclusive learning environment.
- The College is deeply connected in productive partnerships with the communities it seeks to serve and build.
- Diverse voices and perspectives are genuinely valued in College planning, policies, curriculum, and campus life.
- The College fosters community vitality and unity, respect for diverse cultures, and the opportunity for all to participate in the prosperity we seek.

Strategies	
6-A	Assure a workplace and learning environment free of discrimination.
6-B	Close the gap in attainment of learning outcomes among students from diverse backgrounds.
6-C	Diversify the faculty, administration, and staff and strengthen the skills and experience base for leading learning in diverse environments.
6-D	Reach deeply into under served communities to support higher learning aspirations and preparation for college.
6-E	Expand the College's capacity to engage local, small, and minority owned businesses in vendor and partner relationships.
6-F	Partner effectively in support of others' efforts to celebrate, strengthen, and focus on diversity in Central Florida.

Action Agenda

1. **Conduct a review of College policies and procedures with recommendations toward assuring an environment free of discrimination.**

   The College's Minority/Women's Business Enterprise Assistance Plan, adopted by the Board in 1995, is currently under review following the recent update of the disparity study which provided its basis. The College will consider the recommendations of the disparity study update report, as well as other similar policies from public entities such as the Greater Orlando Airport Authority. It is anticipated that a draft revised plan will be presented to the Board for consideration in June, and for approval in July. Additionally, current Board policies on civil rights discrimination grievances, sexual harassment, equal opportunity employment, and AIDS are under review - in collaboration with the College Diversity Committee. After consideration by the Faculty Association and the College Planning Council, it is hoped that a new non-discrimination policy cluster will be approved by the Board and in place by Term 1, 2002-03.

2. **Provide effective learning opportunities in diversity to staff, faculty, and students, with an emphasis on the impact of diversity on our learning mission.**

   The College Diversity Committee, previously EAEO Committee, has been commissioned by the President to formalize a new charge, which will give broad attention to all the strategies and outcomes in Goal Six of the Strategic Learning Plan. Preliminarily, the membership of the committee has been expanded to assure representation of the diverse constituencies, roles, and perspectives present in Valencia's community of learners. Furthermore, the Committee is dedicated to an expansion of its charge by ensuring leadership in engaging the power of diversity to enhance learning and the College's impact on the community.

3. **Measure and report on learning outcomes by diverse student populations and support strategies to close the gaps.**

   At present, the learning outcomes available for analysis are course and program completions, placements, and licensure. Both Goal Team 6 (Diversity Works) and the work team responsible for action item 6-10 have requested the report referenced in this action item. The report will include enrollments as well, although strictly speaking, enrollments are not outcomes. However, the report will indicate the College's progress in closing the gap between the ethnic and gender distribution of students enrolling in the College and the distribution of completers, graduates, placements, and other measures. The report will be completed by July 31, 2002.

4. **Provide clear goals for hiring a diverse workforce and report regularly on progress throughout the College.**

   A draft work plan was presented to the May 2002 College Planning Council (CPC) meeting for review and feedback. A final work plan will be presented for approval at the June 2002 CPC meeting.

5. **Redesign the recruitment and hiring process to optimize opportunities to diversify and strengthen the faculty and staff.**

   The provosts are currently developing a plan for the recruitment and hiring of faculty utilizing the Employee Recruitment and Selection Guide.

6. **Diversify and expand the pool of adjunct faculty.**

   The College has engaged in many activities directed at recruiting and building diversity among adjunct faculty this past year: the Valencia homepage features a link to faculty employment opportunities; an adjunct recruitment video runs on Valencia Television 50 times per week and a 15 second character generated message airs randomly each evening between regular programs; regular mailings of adjunct openings go to 250 local and national agencies and organizations (i.e., Association of Black Nursing Faculty, American Association for Higher Education Hispanic Caucus, OCPS Black Advisory Committee, Hispanic Association of Colleges and Universities, The Vietnamese Association of Central Florida, US Pan Asian Chamber of Commerce-Orlando); print ads are regularly submitted to La Prensa, Orlando Times, the Orlando Sentinel, and diverse websites; regular, in-person recruiting presentations are made to the Chamber of Commerce, Urban League, and minority job fairs. Plans for additional recruiting include: running the Valencia adjunct video on other television stations; hiring a new, full-time recruiter whose job description will specifically outline expectations for recruiting diverse faculty; and developing a plan to work cooperatively with area churches to promote the jobs available at Valencia.

7. **Continue effective programs of outreach to public schools, with a focus on under represented populations.**

   Five years ago Valencia had a small staff to provide programming and outreach to the many public schools in Orange and Osceola counties. Only a single grant program, the College Reach Out Program (CROP), focused on under represented populations and provided academic enrichment to economically and academically disadvantaged students.   That small operation has evolved into College Transition Programs, a large department employing 25 full-time professional staff, 75 full- and part-time support staff, and 150 credit and non-credit adjunct faculty. Eighty percent of the staff are in grant-funded positions. Grants such as GEAR UP, Upward Bound, College Board Tutoring Initiative, and CROP were secured to provide a variety of services to students who attend low-performing schools or who have economic or academic need. The schools impacted by the grants are primarily ethnically diverse urban schools with 60% or more of the students qualifying for the free/reduced lunch program. These grant programs provide before-, during- and after-school tutoring, FCAT preparation, mentoring, cultural enrichment, career exploration, Saturday programs, intensive summer remediation programs, field trips, educational materials, faculty development, computer labs and staffing, technology in the classrooms, educational and family counseling,

and parent workshops. Each program emphasizes preparedness and planning for a college education. In addition to the grant-funded programs, College Transition Programs encompasses several institutionally-funded initiatives which impact all middle and high schools in the district. As grants sunset, there is a need to explore ways to continue our comprehensive outreach to the public schools. A recently approved College Transition Programs Work Plan provides the framework for collaborative work with all stakeholders to create a plan for sustaining what has been undertaken. It is anticipated that a plan for sustaining outreach will ultimately be presented as a new strategic initiative in 2003-04.

8. Conduct a collegewide review for opportunities to engage more partners in business from local, minority, women, and small business communities.

Primary emphasis thus far has been in the area of procurement. In order to work within the College's diversity goals and principles, the Purchasing Department is in the process of adding to ORACLE local minority and/or women vendors by category so that these vendors can be easily identified by ORACLE users. In addition, the Purchasing Department is assisting College personnel in identifying appropriate minority and/or women vendors for specific purchases. A draft work plan will be presented to the Executive Council in 2002-03 proposing the framework for a collegewide review of opportunities to engage partners in business from local, minority, women, and small business communities.

9. Provide a robust program of diversity training to local employers.

The Valencia Institute corporate training team provides courses/programs to business, industry, and government agencies that can be delivered on-site at the company location or at a campus site. The corporate staff calls on companies and matches corporate training needs to Valencia solutions. Diversity training and related topics have been offered this academic year at CNA Insurance, Red's Market, Orange County Government, Central Florida Hotel and Lodging Association, Florida Healthcare, Central Florida Concierge Association, Orange County Schools, Osceola County Schools, City of Kissimmee, Lynx, Avatar, ConservCare, Lockheed Martin, Stricom, Central Florida YMCA's, Greater Orlando Aviation Authority, and Walt Disney World. Over 50 courses were delivered to over 900 employees. Most popular topics were sexual harassment; managing a diverse workforce; diversity awareness; performance assessments; managing diversity; effective communication and listening skills; resolving conflicts; and gender communication. Curriculum is designed by the Valencia Institute often in collaboration with the specific company with specific course outcomes. Courses vary in length from six hours to 40 hours. The participants evaluate each course.

10. Provide effective programs and support to include under represented populations in the College's programs.

A work team has been formed to analyze programs and support services provided for under represented populations, and the methods used by the College to communicate to students the availability of programs and support services. The analysis will include a study of student populations by ethnicity and gender equity.   As a result of the analysis, the team will identify programs that appear to have opportunities to enhance diversity within the programs, and recommend methods to share and communicate information about programs and support services available at the College and in the community to under represented populations.

Goal 7: Learning Works

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

Outcomes

- The economic and workforce development mission of the college is well understood and strongly supported, both internally and externally.
- The College focuses resources quickly and effectively to meet emerging workforce needs.
- The College's collegiate and continuing education programs in workforce skills are national leaders and local treasures.
- External partners support Valencia with advocacy and resources to assure our continued national leadership.

Strategies	
7-A	Create a model that employs learning-centered principles and the Core Competencies in the design, delivery, and evaluation of all corporate, continuing, and technical education programs.
7-B	Position Valencia as the major provider of high skill/high wage education and training in selected programs and provide students in those programs with a Learning Guarantee.
7-C	Create strong, strategic partnerships to enhance Valencia's role in economic development to achieve specific workforce education and training outcomes.
7-D	Fully integrate workforce development into the culture and curriculum of the college through expanded opportunities to connect faculty, staff and students to business/industry and the workplace.
7-E	Design and implement a plan that supports and communicates Valencia's role in community building.

Action Agenda

1. Continue to expand the IT Initiative and report annual progress and yield in the programs; implement new degree programs to meet industry needs.

In 2000-01 the Information Technology (IT) Initiative was established by a consortium of Lake-Sumter, Seminole, and Valencia Community Colleges. Baseline data was established in 2000-01 to measure success of the IT Initiative including: IT Capacity, IT Enrollment, Preparation of IT Workers, IT Faculty Availability, Availability of IT Programs, and Availability of the Preparation for IT Industry Certifications. A Final Report for 2001-02 is currently being prepared to be released in June 2002. Success in IT is demonstrated through Valencia's offering 18 IT A.S. Degree/Certificate programs in 2001-02 including 11 New IT Programs and 12 new IT Specializations. New IT course work was offered for the preparation of 15 IT Industry Certifications - - Valencia Institute offers preparation for 12 IT Industry Certifications and the A.S. Degree/Certificate programs offer preparation for 12 IT Industry Certifications. To provide the new programs, IT Faculty increased 38.5% from 26 full-time faculty in 2000-01 to 36 full-time faculty in 2001-02. Year 2001-02 represents an all-time high of 172 graduates/completers; an increase of 54% from 2000-01. The increase of enrollments and graduates is attributed to the expansion of IT programs offering more career opportunities for students and marketing efforts to acquaint the community with the new IT opportunities. Valencia was named a new Microsoft Regional Training Center and hosted the Cisco Regional Training meeting.

2. **Develop and implement a meaningful "Guarantee" for IT program completers.**

A Valencia task force identified the benefits and potential for outsourcing job placement services for students with local staffing agencies in selected and/or all AS/AAS degree and certificate programs. As a result of the Task Force meetings, a survey was developed and sent to 70 local staffing agencies. Responses were received from 19 of the agencies with information about services currently provided, industry sectors in which services are provided, cost of services, responsibility for payment of services, and success in placing the clients. It is planned for selected staffing agencies to be invited to meet with members of the task force to discuss potential partnerships and program areas that students could benefit from the outsourcing of placement services. Information Technology (IT) is one of the program areas being considered for the outsourcing efforts to improve the job placement opportunities for students.

3. **Develop an expanded Health Initiative to provide significantly larger numbers of well-trained health professionals to the community.**

Over the last year, Valencia has been working together with the following area health care systems to meet the goal of addressing the shortage in registered nurses and other allied health professionals: Orlando Regional Healthcare, Florida Hospital, Osceola Regional Medical Center, and Health Central. The partners have entered into contractual agreements to contribute a combined total of $720,000 over two years, toward recruitment and salary support for four additional nursing faculty members in year one, and four the second year. Valencia's efforts have resulted in the following accomplishments: initiated the RN student admissions expansion; conducted an RN student recruiting campaign; hired seven new nursing faculty; reduced the RN faculty workload from 18 credit hours to between 15 and 17 per semester; decreased the student to instructor ratio from 10:1 to 8:1 in the Acute Critical Care clinical rotations; redesigned the A.S. degree program curriculum for RN's to enhance success; designed and implemented the one-year RN advanced standing evening program for LPNs and Paramedics (40 students began this program in May); developed a two-year A.S. curriculum for Cardiovascular Technology (CVT) with the first class of 10 to begin in Term 1; Orlando Regional Healthcare is contributing approximately $28,000 in the first year and approximately $95,000 in the second year toward the salaries of a CVT Program Director and two adjunct faculty. In addition, Valencia has received approval for $221,346 for the first year of a three-year Nursing Workforce Diversity Grant, "Pathways into Nursing" (through the U.S. Department of Health and Human Services) to bring more Hispanic students into nursing, specifically working with Osceola and Gateway High Schools in Osceola County and Cypress Creek High School in Orange County; and Cardiovascular Technology received approximately $407,000 from an Enhancement Grant to build and equip a simulated cardiac cath lab on West Campus and for recruiting.

4. **Strengthen Diagnostic Medical Sonography and Radiologic Technology Programs with renewed facilities, equipment, and additional faculty.**

Over the past five years the Sonography and Radiologic Technology programs that were previously hospital-based at Orlando Regional Healthcare have transitioned to College-based at Valencia.   When the change was undertaken, there were no specific lab facilities at the College to support these programs and there was only one faculty member for each program. Both programs have been strengthened during this past year as the final stage of the transition has been undertaken. The transfer of programs has resulted in Sonography increasing from five students admitted each year to 10 and Radiologic Technology increasing from five to 22 admissions per year. Orlando Regional Healthcare contributed $500,000 over the five-year period to fund faculty members and part-time clinical coordinators. The College provided funding in the amount of $104,000 to renovate space that became a new lab for both programs. In addition, approximately $95,000 was spent to purchase medical imaging equipment including an energized x-ray machine. Valencia hired two new full-time faculty to coordinate and teach in the clinical setting. The College continues to address the vacancy rate of radiologic technologists and the increasing local demand for sonographers by strategically planning to provide additional community access to these critically needed health professionals.

5. **Re-brand Corporate and Continuing Professional Education as the Valencia Institute and "grow the business."**

Over the past 24 months the assimilation of Corporate Services and Continuing Professional Education into a single unit - Valencia Institute, corporate and continuing education – has been accomplished. The re-branding initiative included a new moniker and logo, print advertising in business and trade publications, and billboards. Re-branding also included internal communication within the College community. Several efforts to "Grow the Business" are underway. One is "mining" the current customer base by valuing current customers and continuing to meet their ongoing needs with relevant and timely training and performance solutions. Additionally, as the Institute focuses on meeting its customer's needs, intentional operational and production efforts toward "being profitable" have been initiated. All Institute courses and programs (both corporate and public offerings) must cover, at a minimum, all direct production costs and produce an acceptable "operating margin" that is applied to the operational costs of "running the business." A financial model has been adopted that enables the Institute to project and manage all facets of its operation toward the goal of profitability.

6. **Expand the presence of the Valencia Institute throughout the College district, including all campus locations.**

In addition to internal communication during the re-branding of corporate and continuing education, the Valencia Institute has engaged in multiple opportunities to expand its presence: expansion of operations to the Osceola Campus with a full-time Account/Program Manager on site and open-enrollment courses offered at the campus; participation of Valencia Institute staff on collegewide committees and advisory boards; Valencia Institute courses offered through Leadership Valencia; Valencia Institute and Corporate Training web pages imbedded within the Valencia website; collaboration with film department in support of Targeted Industries Grant for Women in Film; collaboration with Osceola in the delivery of AutoCAD classes and other IT related programs; and the Director is co-chair of the Learning Works Work Team.

7. **Implement the Global Languages and Cultures Institute.**

The Center for Global Languages has just completed its first year with tremendous growth. With the hiring of a director and the addition of a program manager and support staff, the Center has developed from a concept to a legitimate department of the Valencia Institute. From the foundation of a sound business plan, a series of Spanish and English programs for both open-enrollment students and corporate clients have been developed. Curriculum was developed and 15 instructors trained in a 30-hour teacher-training program. An oral evaluation system was developed with a telephone/computer system to ensure appropriate placement. Over 400 potential students have been evaluated and more than 240 students have been registered for classes. Classes have been offered at all Valencia campuses. Corporate classes have been offered at Darden Restaurants, Orange County Government, City of Orlando, and Horizon Resorts. Students in the classes have come from over 25 countries. An English Immersion program is currently under development.

8. **Expand Valencia's economic development impact by creating and deploying a Strategic Training Fund for immediate response to client needs for relocation or expansion related training.**

Through last year's budget process $300,000 was allocated and that financial commitment will carryover for 2002-03. Valencia staff met with the Economic Development Commission (EDC) leadership to discuss models used in other states and to develop principles and a model for Central Florida. After September 11, corporate moves in the Metro Orlando area decreased. However, a letter of support was written from Valencia as part of a presentation that the EDC sent to a company interested in Orlando. The President has been working with other agencies to increase available dollars. Recently there has been more activity at the EDC.

9. Revise the program review processes for workforce programs to include learning- centered principles.

The Program Review Process and Instrument for Evaluation for the Associate in Science/Applied Science Degree and Certificate Programs has been revised and is currently being used. The Program Review Instrument for Continuing Education/Non-Credit is currently being revised. A five-year plan for program reviews of AS/AAS Degree and Certificate Programs has been completed. 2001-2002 Program Reviews have been completed or are planned for the following AS Degree and Certificate Programs: Computer Assisted Design for Individuals with Disabilities – Completed/Reported, PC Support for Individuals with Disabilities – Completed/Reported, Fire Science Technology – Completed/Reported, Criminal Justice Technology – Completed (Report Being Prepared), Office Systems Technology – Completed (Report Being Prepared), Law Enforcement Officer, Auxiliary Law Enforcement, and Correctional Officer – Planned for June 2002. The Program Review for AS/AAS Degree and Certificate Programs process is designed for consistency and standardization for the continued evaluation and improvement of programs. The process provides for a review of all elements that impact the effectiveness of programs for student success. The process and evaluation instrument was revised and includes the review and evaluation of both instructional effectiveness inputs and instructional effectiveness processes.