VALENCIA COMMUNITY COLLEGE

STRATEGIC LEARNING PLAN ACTION ITEM AGENDA

ANNUAL PROGRESS REPORT

June, 2003

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

1.1 Design and publish annually a collegewide learning indicators report.

- Progress/results achieved:
    - A work team has been named; literature has been reviewed; discussions have been held; further work is planned; a draft is under construction.
- Work yet to complete and plan for coming year:
    - A draft plan for the report will be presented to the work team.
    - After the team has collaborated and created an acceptable draft plan, it will be submitted to the College Learning Council and the College Planning Council.
    - The work team will meet in early July to consider the draft report. A final report should be ready to submit to the two councils mentioned above by mid-August.
- Challenges anticipated to accomplish work plan:
    - The greatest challenge is distinguishing between a report and a process, however, the team has made good progress to that end.

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

- Progress/results achieved:
  - o A cross-functional team developed a work plan to create the annual enrollment plan, but questions arose as to the proper relationship between the annual enrollment plan, the college learning and planning councils, department/division plans and other areas of the college. Progress was halted until these issues could be addressed.
  - o A task force to continue this action item is being created.
- Work yet to complete and plan for coming year:
  - o **Significant work remains.** Attempts to clarify the intent and how the plan may be integrated in other areas of the college are now being resolved. Designing the planning process and producing the initial plan must be accomplished.
  - o Establish a work team.
- Challenges anticipated to accomplish work plan:
  - o Time for collaborative work that supports learning at the institution.

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

- Progress/results achieved:
  - o Individual campuses and departments have made some progress. Further analysis and discussion is planned over the next year.
- Work yet to complete and plan for coming year:
  - o Precision scheduling will become a part of the bigger initiative of enrollment management planning. A taskforce is currently being created by Dr. Edwards (with involvement by Morgan Phillips) to re-energize this planning process.
  - o Create design principles for enrollment management (including section management and precision scheduling), create a work plan, timeline and expected outcomes.
- Challenges anticipated to accomplish work plan:
  - o Creation of appropriate information/data products to inform the process.
    Time for collaborative review of draft documents by all stakeholders

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

- Progress/results achieved:
  - o Individual campuses and departments have made some progress toward goal attainment, but no college-wide systemic effort is yet underway.
- Work yet to complete and plan for coming year:
  - To complete:
    - o Section management will become a part of the bigger initiative of enrollment management planning. A taskforce is currently being created by Dr. Edwards (with involvement by Morgan Phillips) to re-energize this planning process.
  - Plan for coming year:
    - o Create a taskforce to establish design principles for enrollment management, create a work plan, timeline and expected outcomes.
- Challenges anticipated to accomplish work plan:
  - o Creation of appropriate information/data products to inform the process.
  - o Time for collaborative review of draft documents by all stakeholders

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

- Progress/results achieved:
    - Campus staff has done regular walkabouts to identify needs and communicate those to Facilities and/or Maintenance.
- Work yet to complete and work plan for coming year:
    - This is an on-going part of regular operations.
    - Continuation and formalization of a learning environment audit process through the office of the Provost on each campus.
- Challenges anticipated to accomplish work plan: N/A

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

- Progress/results achieved:
    - Through collaborative work significant progress has been made in connecting the campus and department planning models to the goals of the strategic learning plan. Perhaps the best evidence of that progress was provided by the Southern Association of Colleges and Schools Visiting Committee in their report: "The College provided evidence to demonstrate that it engages in systematic planning and evaluation within and across all levels of the academic programs, divisions, and departments… an institution on a path to planning, budgeting, and evaluating based on the strategic learning plan and related principles."
- Work yet to be completed and plan for coming year:
    - The Visiting Committee also provided a recommendation for further refinement and improvement. The Committee recommended: "that the College provide evidence that it has developed and implemented guidelines to evaluate its educational effectiveness as it relates to the quality of student learning outcomes."
    - A major focus of work this coming year will be on addressing the Visiting Committee's recommendation in an authentic and meaningful way while continuing the processes that were commended by the SACS Visiting Committee.
- Challenges anticipated to accomplish work plan:
    - Determining and measuring authentic and meaningful student learning outcomes is an unmet challenge of most, if not all, public colleges. "The work" will be a major challenge – and opportunity.

1.7 Adopt a new College district facilities strategy.

- Progress/results achieved:
    - In March 2002, the President reported to the District Board of Trustees on the College's facilities strategy based a detailed study for a planning period through 2020. The strategy included 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. During the 2002-2003 legislative sessions, the legislature gave approval to proceed with land acquisition in the Southeast quadrant consistent with planned expansion. At their upcoming meeting in June 2003, the Florida Department of Education will address the details of this plan for a new campus to be developed in Southeast Orange County.

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

- Progress/results achieved:
    - o The four College governing councils (College Learning Council, College Planning Council, Executive Council, and Faculty Association) are in their second year of operation. The work of the college has progressed as councils have continued to refine their role in the decision making process.
- Work yet to be completed and plan for coming year:
    - o Faculty Association is reviewing the constitution with plan to make changes to reflect its role as a governing council.

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

- Progress/results achieved:
    - o Work Plan created for Task, approved by CPC.
    - o Work Teams Identified for Components of Task.
    - o Three major policy clusters drafted and adopted, including Governance, Information Technology, and Nondiscrimination and Equal Opportunity.
- Work yet to complete and plan for coming year:
    - To Complete:
        - o Policy Clusters on Intellectual Property, Alternative Dispute Resolution, Student Matters, Human Resources, Administrative and Fiscal, Academic, and Facilities, Property and Security.
    - Plan for coming year:
        - o Activate the work teams, on a staggered basis, to begin review of policies in accordance with work plan of clusters, in the order listed above.

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

- Progress/results achieved:
    - o Strategic Learning Plan (SLP) goal teams were created. The goal teams produced an assessment report with recommendations that were presented to the District Board of Trustees and shared with the College community. A roundtable was held for each goal to obtain feedback on the report and input on future directions in addressing the goal.
    - o The 2002-03 College Operating Budget was presented to the District Board of Trustees in a format that outlined the commitment of institutional resources by strategic learning goals. In addition, a separate publication was prepared and distributed that detailed "What's Learning-Centered About Valencia's 2002-03 Operating Budget." [The first line of that document stated: "Valencia's 2002-03 Operating Budget gives voice to an authentic learning-centered vision that is deep in the organization."]
- Work yet to complete and plan for coming year:
    - o This is an action item statement that will be ongoing. Feedback from the SACS Consultant on the Strategic Planning Process suggested the College would be well served to refine the statement so as to make it more focused and measurable.
    - o To continue existing efforts while involving the College Planning Council and other constituencies in dialogue on the appropriate scope and focus of this action item.
- Challenges anticipated to accomplish work plan:
    - o Making an institutional transition to the art of "focusing."

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

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

- Progress/results achieved:
    - The goal of the college is to move toward having 60% of college prep and foundation courses taught by full-time tenure-track faculty and 40% taught by part-time faculty. Data compiled by Institutional Research indicate the following percentages collegwide (Fall 2002): Prep English: 48% FT   52% PT
      Prep Reading: 59% FT   41% PT
      Prep Math: 30% FT   70% PT
      All Sections of Prep Courses Collegewide: 42% FT   58% PT
- Work plan for coming year:
- Challenges anticipated to accomplish work plan:

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

- Progress/results achieved:
    - Submitted final report in 2002 with recommendations.
- Work plan for coming year:
    - **Goal met with Final Report Submitted.**
- Challenges anticipated to accomplish work plan: none

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

- Progress/results achieved:
    - o An annual report is created to give feedback to high schools. This report is currently being assembled by Valencia Institutional Research.
- Work plan for coming year:
    - o Continue with data collection and reporting.
- Challenges anticipated to accomplish work plan: N/A

2.4 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.

- Progress/results achieved:
    - o Reassignment completed and transition meetings begun.
- Work yet to complete and plan for coming year:
    - o Review not yet initiated.
    - o Primus responsibility for review transferred from Ann Puyana to Joan Tiller (May/03).
    - o Plan to be determined.
- Challenges anticipated to accomplish work plan:
    - o Time/Work group availability

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

- Progress/results achieved:
    - o The EAP curriculum has been implemented and several changes have been made in response to problems. Pass/Fail final exams were eliminated at all levels except for levels 4 and 6.   For level 6, EAP students are now taking the State Competency Exam in Reading and Writing (same exam required of ENC 0012 and REA 0002 students).   A collegewide textbook list has been adopted for all courses.
    - o In terms of student performance, student who have successfully complete EAP 1640 complete ENC 1101 successfully 70% of the time. Students who had no EAP mandate successfully complete ENC 1101 77% of the time.
- Work yet to complete and plan for coming year:
    - To complete
        - o A valid and reliable final exam test for level 4.
        - o An analysis of the use of the aggregate LOEP score. If a problem is found with using the aggregate score, then a recommendation will be developed and discussed by the relevant college parties before being implemented.
        - o A training program and orientation for adjunct instructors will be developed and implemented.
- Challenges anticipated to accomplish work plan:
    - o Funding for an orientation and training program.
    - o Funding and support for test development.

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

- Progress/results achieved:
  - A Marketing Advisory Group has convened several times to review its work plan and to learn more about the Marketing department and its processes. Projects have included an initial publication review, discussions on the values emphasized in student recruitment, and a "promise audit" with Group members reviewing college publications to ensure accurate information dissemination to prospective students. Also have developed focus group questions for Marketing department use later this summer.
- Work yet to complete and plan for coming year:
  - To complete:
    - Group will help Marketing department review concepts and scripts for new radio and television commercials, and review results of focus group session and marketing data collected over the summer.
  - Plan for coming year:
    - To review focus group feedback, discuss new marketing concepts, review potential new marketing material for Valencia, and continue with periodic publication audits
- Challenges anticipated to accomplish work plan:
  - Attendance by the entire group has yet to be achieved – the coordination of member schedules seems to be the biggest challenge.

2.7 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.

- Progress/results achieved:
  - The plan to implement a learning-centered educational services delivery system has occurred in phases:
    - July-December, 2002: Definition of position (new and reclassified), preparation of job descriptions and Cody review documents, conducting of Cody review
    - January – February, 2003: Final approval of Re-design Plan by the Executive Council and the President.
    - February – April, 2003: Conducted application, interview and selection process in a collegewide, collaborative model. Prepared recommendation to hire paperwork. Worked with Human Resources and Finance on the organization structure and budget for the Re-Design. Deans of Students meet with campus provost staff, educational services team and Facilities staff to plan for the physical Re-Design in stages for Summer, 2003 and then for full implementation in Fall, 2003. Design Education Program for Center Staff and Home Office Staff.
    - May 12-30, 2003: Conducted Center Staff Education Program and Home Office Staff Education Schedule to prepare staff for the initial transition to the Re-design.
    - June, 2003: Begin implementation of Re-Design Model. Continue Education Program for Center, Home Office and District Office staff as we further identify new processes and new staff roles that meet the Re-Design Learning-Centered Principles and achieve intended student outcomes.
- Work yet to complete and plan for coming year:
  - To complete/Plan for coming year:
    - Continued Center, Home Office and District Office staff education.
    - Atlas Outpost and Welcome Kiosk staff education implementation (Summer, 2003).
    - Facility renovations that will allow the full implementation of the Re-Design of Educational Services.

- o Development of a Marketing Plan including what to name the various areas, conducted by Marketing and Media Relations in a full collaborative process.
  - o Development of new signage and review of written and on-line information that reflects the Re-Design model
  - o Further definition and delineation of the operational service roles of each of the Re-Design areas (Welcome Kiosk, Center, Home Office, District Office.
  - o Evaluation of the Learning-Centered Outcomes intended with the Re-Design Model.
- Challenges anticipated to accomplish work plan:
  - o Challenges associated with the scope and complexity of the change we are implementing are expected. There have already been many challenges that we have successfully worked through.

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

- Progress/results achieved:
  - From Session I, 2001, through Session II, 2003, 76% of all students who successfully completed ENC 0012 and/or REA 0002 successfully completed ENC 1101. In that same time period 77% of students who had no prep mandate in reading or writing successfully completed ENC 1101(Office of Institutional Research, Valencia Community College). Basically, students who are successful in our college prep reading and writing courses do just as well as students who did not need to take prep course(s).
  - A team of six faculty attended a month long training at the National Center for Developmental Education's Kellogg Institute. These faculty implemented projects at Valencia Community College in the Session 1 and II of 2002/2003. An adjunct orientation was conducted on 3 of the 4 campuses in the fall.
  - Adjunct faculty were trained in holistic grading. An emphasis was placed on the rubric used to grade the State Competency Essay Exam. Follow up seminars on outcome assessment, characteristics of developmental education students, reading, and holistic grading were offered through Leadership Valencia, Faculty to Faculty, and the TVCA project.
- Work yet to complete and plan for coming year:
  - To complete:/Plan for coming year:
    - o Develop and implement comprehensive research plan for assessing the college preparatory program.
    - o Continue development and training program for adjunct faculty and full-time in developmental education is being developed and will be implemented in the coming year. A course in teaching developmental education is going to be developed and implemented next year. This course intends to be offered using the SCENARIOS platform.
    - o A college-wide plan for assessing the college preparatory program should be developed and implemented.
- Challenges anticipated to accomplish work plan:
  - o Lack of funding could affect the development and implementation of the faculty training program in developmental education.

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

3.1 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.

- Progress/results achieved:
  - o Strategic Budget Initiative proposals for on-line (Scenarios) and on-ground (Faculty-to-Faculty, F2F) adjunct faculty outreach were implemented, with teams of full-time faculty involved in design and implementation of both programs. Formal reports on process and results for Fall, Spring, and Summer Term A will be ready during Summer Term B.
- Work yet to complete and plan for coming year:
  - To complete:
    - o Impact analysis, reports, and design improvements for academic year 03/04.
  - Plan for coming year:
    - o Implement new budget initiative, incorporating improvements from assessment of current year; plan for institutionalization of work for academic year 04/05. (This effort will complete its 3rd year as a Strategic Budget Initiative in 03/04.)
- Challenges anticipated to accomplish work plan:
  - o Planning for staffing and program needs to institutionalize offerings (i.e., move from budget initiative funding to operating budget and staff with experienced personnel.)

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

- Progress/results achieved:
    - o The college implemented the early recruitment program with an accelerated hiring schedule that was used by all academic departments.
- Work yet to complete and plan for coming year:
    - Work to complete:
        - o There still needs to be consideration for the uniqueness of certain academic programs to and optimal recruitment periods for credentialed faculty in those areas.
        - o Some positions had to be re-advertised due to lack of qualified applicants or missing publication deadlines for particular professional journals.
    - Plan for coming year:
        - o Work more closely with the departments, committee chairs, and human resources to ensure that position advertisements are seen by the widest and most appropriate audiences.
- Challenges anticipated to accomplish work plan:
    - o Keeping aware of professional publication deadlines.
    - o Keeping aware of professional conferences at which advertising could take place.
    - o Keeping large committees on track with the hiring schedule.
    - o Coordinating interviews with candidates and committee members.

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

- Progress/results achieved:
    - o Analysis of staffing needs led to the commitment of funds to hire 50 new tenure track faculty in2001/2002 and 47 50 new tenure track faculty in2002/2003. A task force developed a number of strategies to improve recruitment.
- Work yet to complete and plan for coming year:
    - Work to complete:
        - o College Planning Council will solicit a review of planning and budget assumptions and for forcasting financial and staffing needs. Review should include reexamining faculty (FT/Adjunct), non-instructional, and retirement projections. This should be conducted collaboratively with involvement of representatives from all personnel groups.Dennis Micare will provide CPC with past history data.
        - o Following collaborative review process by cross-functional groups in Fall, 2003, College Planning Council will oversee development of three-year staffing plan. This plan should be integrated with all budget areas considered. Learning Leadership Team will evaluate plan.
    - Plan for coming year:
        - o Complete three-year staffing plan for faculty and staff based on assumptions and three-year forcasting.
- Challenges anticipated to accomplish work plan:
    - o The state's uncertain budget situation

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

- Progress/results achieved:
    - o The Evaluation Committee has developed an interim evaluation instrument for Mid-term formative assessment of curriculum, course and instruction. The committee has partnered with the FIPSE BETA (Better Teaching Through Assessment) Project to develop a Flashlight style survey for end of term assessment.
- Work yet to complete and plan for coming year:

- Work to complete:
  - Beta test and gather feedback on Mid-term Assessment.
  - Implementation of BETA process at Valencia. Development, testing and implementation of End-of-term assessment of curriculum, course and instruction
  - Incorporating new instruments into a comprehensive evaluation model at Valencia. This will involve looking at, and revising, all forms and processes used to evaluate faculty at Valencia.
- Plan for coming year:
  - Participate in BETA Project.
  - Test, gather feedback and implement Mid-term Assessment.
- Challenges anticipated to accomplish work plan:
  - This is a large and important project requiring deep collaboration at all levels. The FIPSE BETA Project locks us into the grant timeline for the development of the End-of term Assessment.

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

- Progress/results achieved:
  - The consulting firm McConnell and Co. was hired to help the compensation taskforce. The consultants conducted focus groups and individual interviews with faculty, deans and program managers. A report was distributed via e-mail to all faculty, and forums were held on all campuses to discuss the results of the focus groups
- Work yet to complete and plan for coming year:
  - Develop a new compensation model.
  - Hold forums in the fall to relay the results of a national compensation survey of community colleges.
  - Hold forums when a new compensation model has been devised to gather faculty input and make final changes to the model.
  - Present the compensation model to the Board of Trustees.
- Challenges anticipated to accomplish work plan:
  - Devising a model that faculty, the President, the Board, and the budget can support.

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

- Progress/results achieved: Action has yet to be initiated.
- Plan for coming year:
  - Launch effort in collaboration with
    - Faculty Association
    - Career and Professional Staff groups
    - Deans
    - Faculty Development Coordinator
    - Collegewide College Prep Coordinators
    - Leadership Valencia staff
    - SPD Committees
    - Grants directors
    - TLA Coordinator
    - Destinations staff
    - Scenarios OnLine and Faculty-to-Faculty leadership
    - Human Resources
    - Other interested parties
  - Organize work team and develop plan with time line; begin implementation.

- Challenges anticipated to accomplish work plan:
  - Typical start-up challenges of recruiting interested, available volunteers and generating efficient and useful process.

3.7 Implement recommended changes to Faculty Academy.
- Progress/results achieved:
  - **Action item was accomplished by September, 2002**.
  - The new faculty development program for tenure-track faculty, the Teaching Learning Academy, was initiated.
  - Highlights of accomplishments from the 2002-03 report:
    - Orientation to the Teaching/Learning Academy and pre-tenure process for the tenure class of 2005 (workshop series)
    - Professional development for tenure Class of 2004 (seminar and roundtable series supported by individual work with TLA staff and tenure candidates)
    - Year-1 and Year-2 Portfolio (Individualized Learning Plan) training for Review Panelists
    - Essential Competencies of a Valencia Educator and Indicators
    - Standards of Scholarship
    - Faculty Portfolio Rubric
    - Action Research as a tool for career-long faculty development
    - TLA program assessment
    - Development of program assessment model.
  - The following steps were taken
    - Faculty Portfolio Elements and Assessment criteria were endorsed by the CWFA and approved by the CLC
    - Pre-tenure process reform was endorsed by the CWFA and approved by the CLC
    - Requested the TLA staff add 1 Campus Facilitator on 2/5 reassign time
    - Requested that Valencia (CWFA and CLC) clarify the tenure-granting process (this has not yet been finalized)
- Plan for coming year:
  - Continue implementation of TLA, a Faculty development program to support tenure-track faculty, tenured faculty and deans. Because it is a 2.5 year process of developing the candidate's Individual Learning Plan (ILP), the TLA has contact with 3 cohorts of faculty at any one time, which has a ripple effect that rolls across the college:
    - Tenure Class 2004: 43
    - Tenure Class 2005: 32
    - Tenure Class 2006: 51+-
      - 126 total tenure-track faculty in 3-tier curricular plan
    - 459 tenured faculty & dean ILP Review Panel relationships
    - 25 deans as collaborators and learning leaders of ILP process
  - Create an Online Scenario specifically for TLA faculty.
  - Implement the program assessment plan.

As long as Valencia hires new faculty, there will be an ongoing need for the TLA.
- Challenges anticipated to accomplish work plan:
  - Inadequate staffing, ie, TLA staff to candidate ratio
  - This year we will be supporting 3 Tenure Classes (candidates, deans and panelists)
  - Obtaining institutional support for seminars/workshops/roundtables on Essential Competencies (Title 3 West Campus Grant departure)
  - Creating a faculty development plan for tenure candidates that will be able to function less dependently on the Title 3/5 grants
  - Sustaining and further developing the goal of a coherent college-wide faculty development program serving the entire academic community

3.8 Redefine the leadership roles of deans as learning leaders.

- Progress/results achieved:
    - o Collaboratively the deans created a consensus document outlining the new role desired by deans. It included current tasks and responsibilities deans would like to keep, ones they would like to no longer have, and new ones they would like to have. The document was delivered to the president and the CLO. The primus and the CLO discussed the document content and proposed to the IAC that Assessment be the key item around which the new role be built and implemented**.**
- Work yet to complete and plan for coming year:
    - o Create an HR job description; implement the new role.
    - o Discuss the Assessment proposal within the IAC and create specific action steps that build the new role through their implementation. Evaluate the progress at the end of the Fall Term and Spring Term in 2003-04. Adjust as needed.
- Challenges anticipated to accomplish work plan:
    - o Leaving old ways behind and creating new ways as we go is likely to cause discomfort and even distress.

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

- Progress/results achieved:
    - o The mini-grant program, originally funded by earnings from the Title III and Title V grant endowments, was put on hold as part of the hiatus on spending from Foundation accounts. Other opportunities to accomplish this objective, however, have continued to be available through reimbursed participation in the grant activities themselves, in the *Destinations* program, in the TVCA Self-Study Initiative, and most recently, in the SPD funding made available through the College Learning Council and the new funding for each campus.
- Work yet to complete and plan for coming year:
    - o Reinstate the funding and develop a collaborative plan for application and selection of mini-grant projects.
    - o Work with Geraldine Gallagher on funding realities and access, and with the College Learning Council and Faculty Association to establish a new process.
- Challenges anticipated to accomplish work plan:
    - o Possible continued lack of or minimal funding.

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

4.1 Implement a multi-year strategy to incorporate the core competencies throughout College
  AND
4.2 Develop a plan to identify and align learning outcomes and assessment procedures, beginning with the College's foundation courses.

- Progress/results achieved:
    - These two Action Items are intimately related and were dealt with as a single item during 2002-03. A full accounting of the work accomplished in this area can be found at our Strategic Topics report to SACS, http://www.valenciacc.edu/sacs/alternative/topic1/topic1.asp [Preparation for the SACS visit, including report writing, occupied an inordinate amount of time and energy this year.]
    - Identification of teaching strategies, curriculum modifications and other interventions that are likely to produce improved student learning and persistence. This is a continuation of the TVCA Core Competency Integration project begun in 2001-02.
    - Phase I: Selected some "ripe" projects from 2001-02 TVCA work to continue development of outcomes and assessments.
    - Phase II: Dialogs with faculty and deans were conducted with specific high-enrollment, front-door courses in Fall 02 to review the stated learning outcomes and to consider assessment methods that will inform departments of the student performance level.
    - Phase III: A seminar on design and implementation of department and program assessment of student learning was held on March 1, 2003. See http://faculty.valencia.cc.fl.us/pnellis/units/assesseminar.htm .

- Phase IV: Course teams will design an assessment task and procedures for data collection in Summer A term; data will be collected in Fall 03, analyzed in Spring 04 and reported to departments and the college as a whole. Result: five models of course-embedded assessment for departmental improvement purposes.
    - Throughout the entire year work on the use of MyPortfolio, the e-portfolio designed for students, was conducted with faculty.
- Work yet to complete and plan for coming year:
    - The agreement on course Learning Outcomes for Front-Door courses is not complete.
    - An assessment process from which assessment plans can be made does not exist beyond the pilot projects conducted by individual faculty for Title III and Title V grants and the team projects under the TVCA Integration and Assessment initiative work. A tentative model is present on the TVCA Integration and Assessment website http://faculty.valencia.cc.fl.us/pbishop/tvca/overvw.htm and in the SACs report.
    - Assessment of learning is clearly a key component in our response to the SACs report and this will be at the center of the work we plan for 2003-04 and beyond.
- An actual work plan is not yet possible, for the following reasons:
    - Deans on IAC are considering their roles in assessment.
    - A budget initiative for assessment of courses is awaiting a budget decision.
    - A work team under Ron Nelson and John Niss, the Learning Indicators Work Team, is drafting a report that will provide guidance to future assessment work – this report will go to the CLC.
    - Two new provosts are being hired for East and West Campuses, the role of provost in future assessment of learning processes is crucial.
- Challenges and opportunities anticipated to accomplish work plan:
    - With provosts and dean involvement we can establish a new process of course design and assessment.
    - The opportunity to clarify a common language to use in course design and assessment.
    - Need to respond to the SACS recommendations regarding evidence of student learning (assessment) and incorporation of TVCA into the curriculum (course design).
    - Need to embody a MyPortfolio Assessment work team that will report to the CLC once a year on the evidence of student learning contained in the e-portfolio.

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

- Progress/results achieved:
    - The Curriculum Development, Teaching and Learning office coordinated several efforts to support faculty in the implementation of classroom assessment models. Resources have been distributed among faculty. Our programs that integrate classroom assessment training include the Title III and Title V grants (37 faculty participants); Destination 2003 summer program (92 faculty participants); Faculty to Faculty "onground" adjunct outreach program (256 faculty participants); Scenarios Online adjunct outreach program (140 faculty participants); (the Teaching Learning Academy report has been sent separately, but it too involves training faculty in classroom assessment). Each program incorporates classroom assessment to varying degrees.
- Work yet to complete and plan for coming year:
    - To Complete:
        - Classroom assessment is a deliberate communication process that must be kept vital and relevant. Working with faculty on classroom assessment models is a continuous process that needs to be carried on indefinitely.

- Plan for coming year:
  - The end of the Title III West Campus grant reduces our ability to provide a deep learning framework for faculty participants. Title V Osceola Campus grant continues for one final year (2003-04). We hope that adjunct faculty outreach such as the Faculty to Faculty and the Online Scenarios will be funded through the Budget Initiative process. Destination 2004 will involve 90 to 100 faculty in a summer program that will center on assessment of student learning, classroom assessment models will be a key part of that work. The Teaching Learning Academy will also be an ongoing effort, and classroom assessment models are a centerpiece of that program as well
- Challenges anticipated to accomplish work plan:
  - Continued opportunities for faculty to learn classroom assessment.
  - Programming and space that fosters assessment practice.
  - Funding for the Teaching Learning Centers proposal.

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

- Progress/results achieved:
  - The LifeMap Work Team completed the first phase of its work in June, 2002 and submitted a final report, with recommendations, to the College Learning Council in September, 2002. The Work team reconvened to design the LifeMap Banner refresh campaign and continue to give feedback on this project. Recommendations written in 2002-03 are:
    - Publish LifeMap Faculty Guide and distribute to all faculty and student services staff
    - Obtain Chief Learning Officer support of LifeMap
    - Present sessions on LifeMap at College Learning Days
    - Implement My LifeMap tab in Atlas including the 4 LifeMap on-line planning tools
    - Present student workshops on LifeMap
    - Refresh LifeMap outside "marketing" banners
    - Develop and document observable, measurable data on the student use of MyLifeMap tools (Altas User Report 2002-03)
- Work yet to complete and plan for coming year:
  - To Complete:
    - Refresh LifeMap insider "marketing" banners (in progress)
    - Develop LifeMap web site for faculty and staff to obtain and share specific LifeMap curricular and co-curricular implementation strategies (in progress).
    - Implement the remainder of the LifeMap Work Team recommendations
    - Conduct LifeMap Student and Faculty surveys (Summer 2004)
  - Plan for coming year:
    - Identify individuals with an interest and willingness to work on the various LifeMap Work Team recommendations.
    - Work closely with Connections Team on their action research plans and outcomes.
    - Continue the communication with the LifeMap Work Team for ongoing feedback.
- Challenges anticipated to accomplish work plan:
  - Keeping the momentum going
  - Focusing energy and resources
  - Evaluating and documenting learning outcomes

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

- Progress/results achieved:
    - o Course review and approval processes were not completed this year. It remains for the college to adopt such a process, especially for the AA General Education courses. An AA Program review was conducted for the SACS self-study, but it did not examine evidence of student learning. A meaningful course review should definitely examine a variety of student outcomes: enrollment patterns; intended learning outcomes of the course; student achievement of course learning outcomes; retention and persistence rates; progress toward degree, etc. Who should engage in a course review, and what information should be reviewed to determine how well a course functions within a program (such as the AA Degree Program), and to whom such a report should be issued are all questions that remain unanswered.
- Work yet to complete and plan for coming year:
    - o Following completion of Learning Indicators Work Team, will need to re-constitute this work team and re-charge it with a clear mandate to create a learning-centered course review process that is in line with the recommendations of the LI Work Team (following the CLC approval of those recommendations).
    - o Developing an assessment process that involves faculty and makes sense to their department.
    - o The "shaping" of the process that would define goals for this year, in cooperation with other work teams and the CLC so that our efforts would be implemented. The SACS committee assumed that we would implement some process along the lines mentioned above – that our process would center upon evidence of student learning. This remains to be done.
- Challenges anticipated to accomplish work plan:
    - o Many. See above

4.6 Develop a model of measurement of cumulative student learning.

- Progress/results achieved:
    - o Work plan yet to be developed/initiated
- Work plan for coming year:
- Challenges anticipated to accomplish work plan:

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

- Progress/results achieved:
    - o **The Action item and charge was completed**. The Report on Instructional Effectiveness System Program Review and Evaluation of the A.A. Degree Program and General Education was submitted October 2002 and was included in the Resources for the SACS visit. (Final Report, Appendix 4.7)
- Work yet to be completed/plan for coming year: None, report and recommendations submitted.

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

- Progress/results achieved:
  - Full implementation of Atlas for Fall 2002
  - Improvements based on feedback for Spring 2003 and for Summer 2000
  - Upgrades and implementation of hardware and software among many of the 14 components that make up Atlas
  - Function enhancements to improve efficiency
  - Continued implementation of Atlas components
  - Particular focus on Financial Aid, Transcript processing, Degree Audit and State Reporting functions
  - Publish Atlas 2002-03 User Report (March 2003)
- Work yet to complete and plan for coming year:
  - To Complete:
    - Upgrade to Banner 6.0.
    - Implementation Web for Admissions, Workflow, finalizing EDI and CAPP.
    - Provide evidence that Atlas has achieved its design principles (learning, connection and direction)
    - Plan for and implement the evolution of Atlas (Upgrade to Luminus (portal technology), implement App Worx, determine where to next.
    - Establish procedures and routines for completing business process cycles.
  - Plan for coming year:
    - The Atlas Improvement Team will continue to meet bi-weekly to review issues, implement changes, and coordinate the evolution of Atlas
    - Work teams will be established to implement specific functional enhancements to Atlas (Web for Admissions, Workflow, finalizing EDI and CAPP)

- The Atlas Improvement Team will seek collaborative input from the Valencia community through appropriate channels to plan for and implement the evolution of Atlas.
- Challenges anticipated to accomplish work plan:
    - How to sustain the ongoing energy and resources needed for the continued evolution of Atlas.

5.2 Continue to implement the Educational Technology Plan.

- Progress/results achieved:
    - Implementation of SCT Banner, Atlas, and Oracle Applications release 11i.
    - Creation of the Document Management/Imaging Work Plan with the charge to review the concepts behind document management and document imaging and to identify needs in specific college areas.
    - The work team will soon have its initial meeting.
    - Research has been conducted and information gathered to begin this initiative.
    - A specific vendor (Legato), who has an integration partnership with SCT Banner, has been researched and investigated. A presentation of this vendor's solution will be scheduled in the next few months to introduce the Valencia work team representatives to this particular solution and the concepts of document management and document imaging.
- Work yet to complete and plan for coming year:
    - The implementation of a college-wide document management and imaging system.
    - Computerized workflow systems form an integral part of document management systems. Workflow implementation has yet to be completed for the college's Oracle and SCT Banner systems.
    - The evaluation and selection of a document management system that will integrate with Valencia's core administrative systems (SCT Banner and Oracle).
    - The major work relating to this initiative remains to be completed. This includes:
        - education of document management concepts, terminology, and solutions to the work team
        - evaluation of various solutions to provide document management and imaging.
        - recommendation by the work team to the appropriate college governing council(s) on a document management & imaging solution
        - negotiation and scheduling of a vendor solution and implementation contract
        - implementation (including training and historical conversion of documents) to the new system
    - The plan for the coming year is to convene the work team and initiate this project
- Challenges anticipated to accomplish work plan:
    - Workload issues and the ability of the college to focus on this major college-wide project in light of other critical projects and priorities.
    - Funding may also be an issue once a solution is developed and a vendor is chosen.

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

- Progress/results achieved:
    - A redevelopment from the original design of 2002 has occurred. The original design was a project organized as a one-time, single installation and procurement of 30+ classrooms college-wide, has occurred. The redeveloped plans address issues related to ongoing support for the classrooms and faculty training and education. In April 2003, a Manager for Classroom Technology was added to the Collegis OIT staff to

oversee the implementation of smart classrooms. The revised effort is also more departmental and faculty focused.

- Work yet to complete and plan for coming year:
  - To complete:
    - o The implementation is ongoing. The first set of rooms, including a prototype room is scheduled for completion on the East Campus, Summer 2003, with an ongoing implementation and support effort.
    - o Implementation of future rooms will depend on funding, campus scheduling, priorities, and other renovation and construction projects on each campus. The college has currently funded approximately $700,000 for the initial phase. Additional funding will be requested in subsequent years to support ongoing classroom technology enhancements.
  - Plan for coming year:
    - o Complete the initial deployment of classrooms on East Campus.
    - o Work with the CLO and Provosts to select, configure, and install the next set of rooms.
    - o Establish coordinated support efforts between OIT and campus-based audio-visual resources for these classrooms.
    - o Develop a formalized training program for faculty
- Challenges anticipated to accomplish work plan:
  - o The establishment of an efficient and collaborative support infrastructure for these rooms at each campus.
  - o The establishment of an ongoing, flexible, and timely procurement and construction mechanism for these classrooms.
  - o Securing adequate funding for the continual, ongoing deployment of these rooms (technology, installation, and furniture).
  - o Adequate support and training resources for faculty.

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

- Progress/results achieved:
  - o The LRC Initiative 1999-2002 Final Report, a three-year summary of the impact of the funds on the growth of the collections, was presented to the Learning Council in October 2002. The collegewide book holdings increased from 129,452 volumes in June 1999 to 164,828 volumes in August 2002. The net increase of 35,376 volumes represents a 27% increase in three years. During that same time period, more than 8% of the collection was weeded to ensure that the most current information is available.
  - o Surveys of students, faculty and collegewide administration were conducted during the 2001/02 academic year. The results were reported in LRC Initiative Year 2 Report. A summary analysis of campus surveys from this report shows:
    - Students were satisfied but less than faculty with book selection
    - Faculty were satisfied but less than students with videotape selection
    - Students were most concerned with the book selection while faculty were most concerned with videotape selection
    - 84% of students were satisfied with all materials excluding books
    - The category with the highest level of satisfaction for both students and faculty was Interlibrary Loan
    - Collegewide administration was most concerned with leisure book availability
- Work yet to complete and plan for coming year:
  - o The establishment of an on-going model to ensure that Learning Resources are effective.

- Since the three-year enrichment plan (LRC Initiative) is complete, a new budget formula for the Learning Resources Centers to include print and non-print resources is needed.
- Challenges anticipated to accomplish work plan:
  - The LRC Committee needs to be activated. The LRC Task Force has been meeting on a regular basis. The purpose of the LRC committee is to make recommendations regarding college LRC policies; review LRC services with regard to the adequacy of the print and non-print collections, the equipment, and the degree to which the services meet the needs of the learners; and to recommend priorities for resources and services. At this time, the charge does not need to be changed.

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

- Progress/results achieved:
  - The Learning Support Systems collegewide team and campus planning committees were created for the specific purpose of updating the Valencia *Educational Technology Plan* originally authored and adopted in 1999-2000 and realigning this plan with Valencia's *Strategic Learning Plan.*
  - The Learning Support Systems Strategic Planning Team and the campus-based committees were cross-functional and representative of all campus organizational levels
  - Focus groups were conducted to solicit focused input from a number of college constituencies, including students and certain functional and organizational areas.
  - The results will soon be submitted in a Final Report
- Work plan for coming year:
  - Implementing the strategic initiatives identified in the Final Report
  - Collaboratively developing consistent procedures among the Learning Support Systems
- Challenges anticipated to accomplish work plan:
  - Finding funding for the strategic initiatives
  - Communication among Learning Support Systems
  - Facilities constraints
  - Adequate time to implement initiatives and develop consistent procedures

5.6 Convene a task force of students, staff, and faculty to evaluate child care issues and options for students
- Progress/results achieved:
  - Developed a survey that was reviewed by Executive Council.
  - Completed extensive research on child-care services offered at Community Colleges in the state of Florida.
  - In the process of developing various options for consideration by the Executive Council.
- Work plan for coming year:
  - Submit our review of services and potential options to the Executive Council, Fall 2003.
  - Have a Valencia representative join the local consortium on childcare issues to provide us with information about what is available in the communities that we serve.
- Challenges anticipated to accomplish work plan:

- The biggest challenge we face is what to do with the information we have discovered and how we can take steps toward better understanding the childcare needs of our community. There is no "quick fix" in this area.

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

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

- Progress/results achieved:
    - Nondiscrimination and Equal Opportunity Policy Cluster adopted by the District Board of Trustees in December, 2002.
- Work yet to complete and plan for coming year:
    - Implementation of procedures related to civil rights discrimination and local developing business participation in college procurement efforts.
- Challenges anticipated to accomplish work plan:

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

- Progress/results achieved:
    - During 2002-2003 the new position of Vice President of Human Resources and Diversity was created to become effective July 1, 2003 with executive level responsibilities to ensure effective opportunities for staff and faculty consistent with our learning mission.
    - The College Diversity Committee serves as the oversight group for diversity initiatives for the College community and to ensure the implementation of Strategic Learning Goal 6: Diversity Works

- An inventory of College initiatives was developed October 2002 and published by the College.
- A College Diversity Committee Task Force issued and RFI in December 2002 and subsequently interviewed finalist firms for conducting training related to Diversity. The Committee recommended to the President a firm for conducting this training, and contracting is currently underway for the 2003-2004 academic year.
- Work plan for coming year:
  - Review of the role and training of the diversity committee representatives on screening committees.
  - As the position of the VP for Human Resources and Diversity develops, there is an anticipation of the supporting role that the College Diversity Committee will play
- Challenges anticipated to accomplish work plan:

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

- Progress/results achieved:
  - Work plan yet to be developed/initiated
- Work plan for coming year:
- Challenges anticipated to accomplish work plan:

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

- Progress/results achieved:
  - The Equity Report is the current mechanism for reporting the College's progress on its diversity goals. There has been a goal of recruiting and hiring faculty and staff who are increasingly diverse based on collegewide and campus staffing demographics. There has been training of the Diversity Committee and the committees through the Diversity Committee Reps on strategies to increase diversity in the interview pool and workforce.
- Work plan for coming year:
  - A work group will be created to design a work plan to further develop strategies to achieve the goals with Dr. Stone as primus.
- Challenges anticipated to accomplish work plan:

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

6.6 Diversify and expand the pool of adjunct faculty.

(These two action agenda items have been dealt with together).

- Progress/results achieved:
  - A hiring fair was held the Fall semester (October 9, 2002) to recruit potential part-time and full-time faculty.
  - A Recruiter position was created and filled in December 2002.
  - The hiring process started and finished earlier than in past years to gain access to qualified applicants.
  - A plan for the recruitment and hiring of faculty utilizing the Employee Recruitment and Selection Guide was created and implemented.
- Work yet to complete and plan for coming year:
  - Work to complete:
    - The applicant pool has yet to see significant increases in the representation of diverse individuals.

- Plan for coming year:
  - o Increase the collaboration between Human Resources staff and department heads to seek out potential candidates for vacant and new positions.
  - o Increase the visibility of the Recruiter at locations likely to provide candidates with diverse backgrounds.
- Challenges anticipated to accomplish work plan:
  - o Expense in time and monetary resources to implement meaningful collaboration in the hiring process.
  - o Expense in time and monetary resources to send the Recruiter on recruitment trips.
  - o Developing strategies to make part-time teaching position attractive to community professionals and graduate students who could be credentialed to teach.

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

- Progress/results achieved:
  - o Partnership programs between Valencia Community College and Orange County Public Schools have served many students who are academically and/or economically disadvantaged. Some activities are mentoring, tutoring, and remedial course work. The programs are: College Board Florida Partnership Tutoring Initiative, CROP (College Reach Out Program) Dual Enrollment, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), Transition Planning, and Upward Bound
- Work yet to complete and plan for coming year:
  - o This is an ongoing process of providing information and motivation to secondary school students. The work will never be completed, as there is always a new group of students to which we provide education and motivation.
  - o Evaluation and revision of the programs listed, as necessary, to provide the best possible service to secondary students.
- Challenges anticipated to accomplish work plan:
  - o A reduction in the number of pre-collegiate grants and fewer dollars for other grants, which may impact the number of students we can serve and the level of service we can provide.

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

- Progress/results achieved:
  - o Five baseline steps have been accomplished. They are:
    - A collegewide review of purchasing needs and practices by the use community including receiving issues.
    - January 2003, the Board of Trustees approved policies specifically outlining non-discriminatory practices and goals for the college, including the establishment of a local developing business program.
    - A position was approved and a person hired in the Procurement Department to administer procedures related to creating opportunities to do business with the college.
    - The prequalification of construction contractors was accomplished yielding a high percentage of MBE/WBE contractors.
    - Effective with the March 31, 2003, Quarterly Financial Report to the Board of Trustees, a new report format has been designed which effectively monitors the college's compliance and progress toward established benchmarks.
- Work yet to be completed/work plan for coming year:

- o Develop and implement local business certification procedures
- o Formalize and implement activities for outreach
- o Hire a Procurement Director to provide day-to-day leadership.
- Challenges anticipated to accomplish work plan:
  - o None

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

- Progress/results achieved:
  - o 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. Diversity training and related topics were offered this academic year at CAN 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 within the last academic year. Most popular topics were sexual harassment; managing a diverse workplace; diversity awareness; performance assessments; managing diversity; effective communication and listening skills; resolving conflicts; and gender communication
- Work yet to complete and plan for coming year:
  - o Valencia Institute will continue to meet the needs of Central Florida employers
  - o Plan to continue to market the college to employers.
- Challenges anticipated to accomplish work plan:
  - o None

6.10 Provide effective programs and support to include under represented populations in the College's programs. (Goal achieved)

- Progress/results achieved:
  - o The **Team completed its findings**, made recommendations and submitted the Final Report to the Co-Chairs of the College Planning Council and the Chairman of the College Diversity Committee on May 21, 2003.
    - ▪ The process and report included the following:
      - Reviewed and assessed programs available for under represented populations.
      - Reviewed and analyzed program majors for all programs and compared the number of total student majors with the number of student majors of targeted populations; including ethnicity of and gender of student populations.
      - Reviewed and analyzed the types of programs available, program majors and support services.
      - Evaluated and recommended methods to improve opportunities for under represented populations and methods to share information on programs and support services available at the college and in the community to under represented populations.
  - Work plan for coming year:
    - o **No further work is planned** unless additional action items are identified. The Team's charge has been completed. Findings and recommendations were submitted in a Final Report.

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

7. 1 Continue to expand the IT Initiative and report annual progress and yield in the programs; implement new degree programs to meet industry needs.

- Progress/results achieved:
    - In 2000/01, the IT Initiative was established in partnership with Lake-Sumter Community College, Seminole Community College and Valencia. The Second Annual Report is currently being prepared. Baseline data was established in 2000/01 to measure success of the IT Initiative
    - Valencia offered 27 IT A.S. Degree/Certificate programs with 21 specializations in 2002/03 including 6 new IT Programs and 6 new Specializations offered in IT in 2002/03.
    - Valencia offers IT course work for the preparation of 26 IT Industry Certifications including 11 new Certifications offered in 2002/03. Valencia Institute offered preparation for 20 IT Industry Certifications and the A.S. Degree/Certificate programs offered preparation for 19 IT Industry Certifications.
    - IT Faculty increased from 26 full-time in 2000/01 to 34 full-time in 2002/03.
    - Enrollments increased from 14,108 in 2000/01 to 15,951 in 2001/02, and to 16,484 enrollments in 2002/03 representing a 3.3% increase from 2001/02 to 2002/03.
    - Marketing efforts for IT continued during 2002/03.
- Work yet to complete and plan for coming year:
    - To continue enhancing the opportunities in IT programs and IT Industry Based Certifications to meet the business/industry workforce needs.
- Challenges anticipated to accomplish work plan:

- While experiencing a decline in the economy, the IT career opportunities have been more competitive and fewer. As the economy continues to strengthen, more career opportunities will be available in the IT industry.

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

- Progress/results achieved:
  - The "Guarantee" for IT program completers has been defined as identifying the IT Skill Sets needed for the IT work place. During the last two years, IT faculty/staff have aligned the IT AS Degrees, Certificate programs, and Valencia Institute training with preparation for industry certifications to enhance the career opportunities for IT program completers.
- Work yet to be completed/plan for coming year:
  - Annually review the opportunities for IT Industry Based Certifications and alignment with Valencia programs.
  - Continue progress of the IT Initiative.
- Challenges anticipated to accomplish work plan:
  - A decline in the economy has contributed to increased competition in the IT career field.

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

- Progress/results achieved:
  - Partnerships with 4 hospitals have been established. These partnerships provide funds to support faculty positions so enrollment in nursing program can increase.
- Work plan for coming year:
  - Continuation of hospital funding efforts by hospitals for faculty positions and students scholarships.
  - Continue work under direction of West Campus Provost.
- Challenges anticipated to accomplish work plan:
  - Limited clinical learning space and limited laboratory and classroom space.
  - Continued financial support
  - Recruiting and hiring qualified RN faculty

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

- Progress/results achieved:
  - A well equipped lab and classroom is available with computers for Diagnostic Medical Sonography program. A new clinical coordinator was hired. The Radiologic Technology program has a new energized laboratory, classroom with 6 computer stations. A clinical coordinator was hired.
- Work plan for coming year:
  - Assessment of benefits of on-campus lab and additional faculty. Add equipment where needed. Network with hospitals and graduates to assess program satisfaction.
- Challenges anticipated to accomplish work plan:
  - The effective utilization of lab experiences to enhance learning.
  - Retention and graduation rates.
  - Largest challenge is appropriate clinical space -- Florida Hospital does not admit our students to clinical because they have their own RT and DMS program.

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

- Progress/results achieved:
    - A strategy initiative was approved last year for a continuation of the marketing plan. **Most of the marketing plan has been completed**. A marketing analysis of current students in process.
- Work plan for coming year:
    - A comprehensive marketing plan is being developed.
- Challenges anticipated to accomplish work plan:
    - Funding issues will limit marketing for 2003-2004.

7.6 Expand the presence of the Valencia Institute throughout the college district, including all campus locations.

- Progress/results achieved:
    - Valencia Institute continues to expand. A lack of classrooms and space is holding the program back. Several sites for expansion are currently under consideration.
- Work plan for coming year:
    - Planning is underway for partnership with Building 9 on East Campus. Valencia Institute continues to increase net revenues by 15%.
- Challenges anticipated to accomplish work plan:
    - Lack of classroom space.

7.7 Implement the Global Languages and Cultures Institute.

- Progress/results achieved:
    - Last year classes were attended by 714 students with 107 classes offered.
- Work yet to complete and work plan for coming year:
    - Curriculum is being developed for Corporate Training.
    - A business and marketing plan has been developed for 2003-2004.
- Challenges anticipated to accomplish work plan:
    - There will continue to be a high demand for these courses.

7.8 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.

- Progress/results achieved:
    - The college identified $300,000 to establish training in partnership with the Economic Development Council (EDC) for companies moving to the Central Florida area. The County Commission also provided $100,000 for this effort. Valencia and the EDC have established principles for these dollars.
- Work yet to be completed/ plan for coming year:
    - The plan has been developed but no training has taken place.
    - Continue to work close with the EDC.
- Challenges anticipated to accomplish work plan:
    - The economy has slowed the role of corporate moves.

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

- Progress/results achieved:
  - o The Program Review Process and Instrument for Evaluation for the A.S./A.A.S. Degree and Certificate Programs was revised. A five-year plan for program review of AS/AAS/ Degree and Certificate programs was developed and is being implemented. Program reviews completed and reported for 2001/02 included: CADD, PC Support Specialist; Fire Science Technology, Criminal Justice Technology, Office Systems Technology and related Certificates, Law Enforcement Officer, Auxiliary Law Enforcement, and Correctional Officer. Program Reviews being conducted during 2002/03 are in progress and include: Culinary Management (completed), Hospitality and Tourism Management (completed); Restaurant Management (completed); Architectural/Building Construction (completed); Civil/Surveying Engineering (completed); Drafting & Design Technology and related Certificates (completed); Paralegal Studies (completed); Business Administration (May 2003); Environmental Horticulture (June 2003).
  - o The Program Review process and instrument for Continuing Workforce Education courses/discipline areas offered through the Valencia Institute are being revised to reflect a process and measure of the effectiveness of outcomes relevant to Continuing Workforce Education.
- Work yet to complete and plan for coming year:
  - o Development of the Program Review Process and Instrument for Continuing Workforce Education courses/discipline areas offered through the Valencia Institute.
  - o Complete the Continuing Workforce Education review process and instrument.
- Challenges anticipated to accomplish work plan:
  - o None