VALENCIA COMMUNITY COLLEGE
STRATEGIC LEARNING PLAN
(2001-2004)

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An Open Letter from the President . . .

The adoption of this Strategic Learning Plan and its related Indicators of Progress signifies an important evolutionary stage of Valencia's learning-centered journey. These documents are steeped in the language and philosophy of our Statements of Institutional Purpose and in the six-year collaborative learning-centered dialogue among and between members of the Valencia community. The listing at the back of this publication dramatizes that it is because of the individual and collective vision and hard work of hundreds of faculty, staff, student, and community learning leaders, that we have reached this remarkable moment in the history of the College. Yet our vision and aspirations as a learning community are far greater than the milepost we have reached.

Despite "vanguard" and "community college of the year" designations and accolades from national publications for our focus on student learning, we are ultimately destined to fail if we merely rest on our laurels. We believe more learning gains and dramatic improvements in student learning will come by redesigning our organization to eliminate habits, structures, and procedures that defeat good teaching and learning while creating new structures that support them. This Plan has been designed to address that belief.

Lucius Annaeus Seneca, tragedian, philosopher, and counselor to Nero warned long ago, "Our plans miscarry because they have no aim. When a man does not know what harbor he is making for, no wind is the right wind." The seven strategic learning goals were developed with enhanced student learning as the central driving force. Those goals won't be achieved if now that the Plan has been approved it gets filed away or added to a crowded bookshelf. To avoid that trap, an intentional component of the development process was the creation of strategies, action items, and measurable indicators of progress for each of the goals. Each action item related to a goal 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. As this ambitious action agenda reflects, we have important work ahead of us and we don't have a moment to waste.

Though the work ahead will be challenging, as it has always been at Valencia, I believe, at this place and time, we have unprecedented opportunities to empower learners to change their lives. The strategic learning goals do not offer an easier direction, but ultimately it is a much more rewarding direction for each of us individually and for students. We need everyone to "have an oar in the water" as we continue this remarkable journey. T.S. Eliot wrote in Four Quartets, "We shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time." The adoption of the Strategic Learning Plan is a significant milepost in our learning-centered journey. The seven goals contained in the Plan are our new beacon. When we arrive at the place where we started and see it for the first time with new eyes, we will know that we are on our way to making Valencia an extraordinary learning community.

Sincerely,
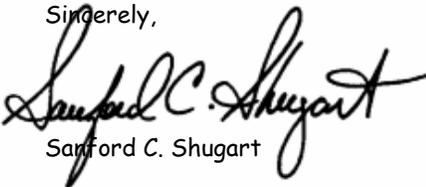
Sanford C. Shugart

STRATEGIC LEARNING PLAN (2001-2004)
Development and Implementation Time Line

Valencia's 2001-2004 Strategic Learning Plan is the outgrowth of the "Learning-Centered Initiative," a six-year deliberate process to institutionalize effective innovations and to focus on improving measurable learning outcomes. Development of the plan has been the work of a large number of college employees and community members and has occurred in three phases.

Phase 1 (1995-1998) was focused on encouraging dialogue and building consensus throughout the College for becoming a more learning-centered institution. Collegewide roundtable discussions involving hundreds of faculty, staff, students, and community leaders on important issues related to learning led to collaborative agreement on the need to move forward with "The Learning-Centered Initiative."

Phase 2 (1998-2000) was marked by intentional efforts to move the initiative from talk to action. During this phase there were further collegewide discussions, but substantive changes were evident in such areas as administration support of the learning process and in the development of new student core competencies.

Phase 3 (2000-2004) was the point of convergence of all of the preceding work. This phase saw the College articulate clear statements of institutional purpose and develop and begin to implement seven new strategic learning goals through collaborative collegewide planning meetings, work groups, action teams, and governing council recommendations.

Phase 1: Encouraging Dialogue and Building Consensus (1995-1998)

Fall 1995
The College conducted a Pew Higher Education roundtable which addressed issues impacting Valencia. The work product of this roundtable, a kickoff event for involvement in the American Council on Education's "Leadership and Institutional Transformation" project, propelled the College to focus its change initiative on collaboration to become more learning-centered. The project was funded by the Kellogg Foundation. The President established an ACE-Kellogg Leadership Team (hereafter referred to as the Leadership Team) to oversee the change initiative.

May-September 1996
The Leadership Team conducted 12 roundtables for 300 faculty and staff, including nearly every full-time faculty member, and students. The roundtables focused on what it means to be a learning-centered college and on recommendations for changes. Comments from all of the roundtables were compiled and circulated collegewide. Based on that feedback, the Leadership Team developed a draft Valencia definition of a learning-centered college that was then group edited by the College community.

As an outgrowth of the roundtables, "Leadership Valencia," a comprehensive faculty and staff development program, was launched.

October, 1996
A two and one-half day Transformation Workshop for administrators and faculty and staff leaders helped generate a common understanding of the transformation process. In addition, participants reviewed the findings of the 12 roundtables held during the summer and made recommendations about how best to proceed. The chief recommendation was that the College establish collaborative action teams with distinct assignments that would be completed by July, 1997.

January, 1997
A collegewide roundtable on understanding change involved 170 faculty and staff. The roundtable's purpose was to introduce the concepts and language of change to a broad College audience, to invite membership on the action teams, and to continue to identify the "early majority" who would drive the change process.

February-July 1997
Four action teams were created from 180 volunteers who responded to a collegewide invitation to serve. The teams were Short-Term Action Team (implementation of suggestions from earlier roundtables that could be accomplished with relative ease and speed), Core Process Action Team (review of existing core processes and development of a model to propose changes), Core Competencies Action Team (creation of learning-centered competencies of the Valencia graduate), and Vision, Values, and Mission Action Team (development of learning-centered Vision, Values, and Mission statements).

August, 1997
As part of faculty welcome back, 300 faculty and staff were presented with reports from the four action teams and given the opportunity in small group sessions to provide feedback to the teams.

November, 1997
Thirty active leaders in the ACE-Kellogg project attended a Fall Forum on Institutional Change. Participants determined that there was enough consensus on a number of issues to take action. In January, 1998, the Leadership Team submitted recommendations to the President for Phase 2 of the change initiative. The recommendations were approved by the President.

Phase 2: Moving from Talk to Action (1998-2000)

January, 1998
The Leadership Team was expanded to include additional faculty, a department dean, and a campus provost. The name of the initiative was changed to "Learning-Centered Initiative."

February-July 1998
A new Educational Technologies Committee was established with broad-based representative from throughout the College. A new Director of Instructional Technologies employed to provide support with online courses and web-enhanced instruction.

Focus on the Workplace program created to provide faculty with the opportunity to work for a semester in a business in Central Florida related to their discipline.

A Developmental Advising Model (later named LifeMap) was designed by faculty and staff with five major developmental stages which enable students to become increasingly self-sufficient. Computer-based systems were created to support the developmental advising process.

A College-Level Academic Achievement Initiative began, focusing on faculty and curriculum development in college preparatory courses in communications and mathematics. Concurrently, a College Prep Task Force focused on a comprehensive set of curricular, teaching, and student services improvements that resulted in significant increases in the completion rates of students taking college preparatory courses.

August, 1998
A new senior management position, Vice President for Curriculum Development, Teaching, and Learning was established and filled following a national search. A number of functions dealing with teaching and learning, instructional technologies, and professional development were organized under this new position.

October, 1998
Valencia's focus on learning that meets employers' expectations and students' career goals resulted in the College being named Community College of the Year by the National Alliance of Business.

Spring, 1999
The Collegewide Faculty Association endorsed new student core competencies (Think, Value, Communicate, and Act) for inclusion in the 1999-2000 Catalog, and discussions were initiated on strategies for implementing discipline-specific and cross-discipline assessments. At the same time, a multi-year program was initiated which supports faculty in integrating the core competencies throughout the curriculum, and in measuring and documenting student mastery of the competencies.

November, 1999
Sanford C. Shugart selected as Valencia's fourth President following a learning-centered presidential search process. Faculty, students, administrators, and other staff were provided an opportunity to nominate representatives to serve on the search committee. Learning-centered writing samples and interview questions were designed and collegewide "town hall" forums were conducted where faculty, staff, and students could ask questions of the candidates and provide immediate handwritten feedback to the committee. Teams of faculty and staff also visited the home institutions of each finalist.

February-April 2000
Ten roundtables were conducted involving 200 faculty and staff. Separate roundtables were conducted with students. The purpose of the roundtables was to discuss the College's Vision, Values, and Mission statements and the role of the new core competencies in improving student learning outcomes.

Spring, 2000
Valencia was selected as one of 12 community colleges from over 100 applications from throughout the United States and Canada to participate in a three-year Vanguard Learning Colleges project sponsored by the League for Innovation in the Community College.

Summer, 2000
The Leadership Team developed draft statements of Vision, Values, and Mission based on input from the roundtables earlier in the year. The draft was discussed in meetings held collegewide in September, 2000, and comments were invited and considered by the Leadership Team as the final draft was being generated.

August, 2000
Valencia's new President discussed the Learning-Centered Initiative in his first formal presentation to over 300 faculty and staff at the beginning of the academic year. He encouraged faculty and staff to "put an oar in the water" to continue moving the College's learning mission forward.

September, 2000
The President briefed the District Board of Trustees regarding proposed strategic learning goals and a related action agenda based upon collegewide roundtables and campus discussions.

November, 2000
The Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the College's regional accrediting agency, approved Valencia's proposal to conduct an Alternative Self-Study on "Becoming A More Learning-Centered College: A Systems Approach to the Design, Implementation, and Evaluation of Institutional Change Strategies."

One hundred seventy faculty, staff, and student participants met (known as Big Meeting One) to review previous findings and recommend a specific set of learning-centered goals and action agenda items based upon previous discussions in the roundtables.

Phase 3: Developing/Implementing Strategic Learning Plan (2000-2004)

January, 2001
After reviewing and considering input from faculty and staff, the final draft of the Vision, Values, Mission, and Statutory Purpose statements was presented to the District Board of Trustees, which adopted them.

A meeting (known as Small Meeting One) involving 40 faculty and staff who organized and led the discussions at Big Meeting One reviewed over 200 pages of findings from the earlier meeting and consolidated the information into a specific set of strategies for each goal.

February, 2001
The draft Strategic Learning Plan generated in Big Meeting One and further developed in Small Meeting One was distributed to faculty, staff, and students for review and comment.

February-June, 2001
The draft Strategic Learning Plan evolved through multiple iterations as feedback was received and incorporated by the Leadership Team in consultation with the President.

July, 2001
The President established a new Governing Council Structure that significantly expanded shared decision-making at the College and created a governance architecture with its central focus on learning. The College Planning Council replaced the Leadership Team as oversight group for the Learning-Centered Initiative.

August, 2001
The President circulated final draft of Strategic Learning Plan to College community for feedback.

September, 2001
College Planning Council recommended adoption of the Strategic Learning Plan to the President.

October, 2001
College Planning Council recommended adoption of Indicators of Progress for the Strategic Learning Plan to the President.

November, 2001
Strategic Learning Plan and Indicators of Progress presented to the District Board of Trustees as an action item.

Implementation of the Strategic Learning Plan (2001-2004)

Intentionality of Implementation

The seven strategic learning goals were developed with enhanced student learning as the central driving force. Those 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 has been the development of outcomes, strategies, and action agenda items for each goal.

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

- 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.

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

- The Strategic Learning Plan (SLP) is a living document.   The SLP will be reviewed and updated in summer, 2002, and projected out another year (2002-2005). The same process will be undertaken in each subsequent year.

Valencia Community College
Statements of Institutional Purpose
(Approved January 16, 2001 by District Board of Trustees)

VISION

Valencia Community College is an extraordinary learning community

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VALUES

We value

- each learner by promoting personal success, high academic standards, civic and personal responsibility, and a love of learning.
- each member of the faculty and staff as a learning leader.
- the ongoing personal and professional development of learning leaders throughout the college community.
- the mastery of the core competencies -- Think, Value, Communicate, and Act.
- the potential of each person to learn.
- planning skills that enable students to create, integrate, and achieve personal, career, and educational goals.
- a communicative, respectful, collaborative collegiate culture.
- a caring and professional relationship among student learners, employees, and the community.
- diversity and the learning opportunities that it creates.
- partnerships for community and workforce development.
- the purposeful use of technology and other tools that enhance learning.
- academic, professional, and personal integrity.

MISSION

Valencia Community College provides outcomes-oriented, quality learning opportunities by

- achieving, measuring, and applying the results of learning.
- emphasizing critical and creative thinking, effective communication, collaboration, and workplace skills.
- maintaining an open-minded, nurturing, and collaborative environment.
- reaching out to potential students and providing affordable, accessible learning opportunities.
- fostering enthusiasm for lifelong learning.
- motivating learners to define and achieve their goals.
- respecting uniqueness and appreciating diversity.
- encouraging faculty and staff to continue professional growth.
- partnering with businesses, industries, public agencies, civic groups, and educational institutions that support learning and promote the economic development of Central Florida.

STATUTORY PURPOSE

Valencia is a publicly supported, comprehensive community college that continually identifies and addresses the changing learning needs of the communities it serves. The College provides

- associate-degree programs that prepare learners to succeed in university studies.
- courses and services that provide learners with the right start in their college careers.
- associate degree, certificate, and continuing professional education programs that prepare learners for entering and progressing in the workforce.

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.

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

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

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

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

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

7. Adopt a new college district facilities strategy.

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

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

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

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.

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

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

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.

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

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

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.

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

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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.
2. Implement an early recruitment program and an accelerated hiring schedule to complete faculty hiring by May 1 each year.
3. Develop a three-year staffing plan for faculty and staff.
4. Establish an Evaluation Task Force to revise systems of evaluating instruction and performance feedback.
5. Establish a Compensation Task Force to recommend learning centered improvements to the faculty compensation system.
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.
7. Implement recommended changes to Faculty Academy.
8. Redefine the leadership roles of deans as learning leaders.
9. Implement an internal grants program for faculty-led innovations in learning, curriculum, assessment, and learning support.

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.

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

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

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

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

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

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

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.

2. Continue to implement the Educational Technology Plan.

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

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

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

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

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.

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

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

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

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

6. Diversify and expand the pool of adjunct faculty.

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

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

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

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

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.

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

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

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

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

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

7. Implement the Global Languages and Cultures Institute.

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.

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

STRATEGIC LEARNING PLAN
INDICATORS OF PROGRESS

Overview

To assess the College's effectiveness in meeting the goals specified in the Strategic Learning Plan, the Indicators of Progress listed below have been proposed, discussed, amended, and sanctioned by the appropriate College councils and review teams. For the sake of convenience, the indicators are listed under the strategic goal they most precisely measure; however, because the strategic goals are inter-related, many indicators reveal progress on more than one goal. The method for assessing the Strategic Learning Plan includes the preparation of periodic and annual reports to be published as data are available and relevant to decisions throughout the current academic year.

1.0 Learning First

- Conduct a qualitative research study to determine evidence of emphasis on learning as the primary value through examining (a) the availability of appropriate courses for student success, (b) a facilities planning process that is consistent with student learning, and (c) perceptions of governance, policy and procedures.

2.0 Start Right

- Participation in intake activities (assessment, placement, enrollment, orientation)
- Level of remediation required for FTIC's
- College preparatory completion rates, by group
- Completion SLS 1122, with LifeMap plan on file
- FTIC's successfully completing gateway courses within 2 years
- Performance, conversion rate, and later success of dual enrolled students and support of dual enrollment program (include number and nature of partnerships, etc.)

3.0 Learning Leaders

- Annual documentation of faculty and staff renewal (SPD, Leadership Valencia)
- Annual measures of faculty and staff vitality and well-being through qualitative research
- Potential for student engagement (accessibility of faculty during scheduled office hours and via campus phone and e-mail) enhanced as measured by percentage of student contact hours taught by full-time faculty.

4.0 Learning By Design

- Graduation, program completion, and course success rates, by group
- Successful completion of CLAST requirements
- FTIC cohort studies including placement characteristics, success in first classes, success in college preparatory program, rates of progress to benchmarks (15, 30, and 45 credit hours), graduation, CLAST performance, transfer performance, career placement performance
- Incidence of courses meeting Learning By Design standards
- Level of use of student electronic portfolio to document and display evidence of learning

5.0 Learning Support Systems

- Availability of instruction delivered by non-traditional means and student success in those courses
- Levels of students' access and use of the Learning Support System, LifeMap, and other services to support learning in defined ways (application through graduation and placement)
- Level of student and faculty satisfaction with learning laboratories, electronically equipped ("smart") classrooms, tutoring, and other classroom support

6.0 Diversity Works

- Comparable levels of enrollment, achievement and completion by all population groups represented at the college regardless of rates of initial course placement
- Faculty, administration, and staff diversity representing proportions of qualified persons in the community
- Volume of purchases, services, and investment in partnerships with minority owned businesses
- Inclusion of course content and instructional methods chosen to employ diversity as a positive learning factor
- Diversity in co-curricular activities

7.0 Learning Works

- Success rates for licensure, standard examinations, wages and placement of leavers, completers, and graduates (include analysis of segments served by courses and programs)
- Growth in participation of individuals and corporation in the Valencia Institute
- Growth in measures of the business model for the Valencia Institute
- Satisfaction of corporate clients.

STRATEGIC LEARNING PLAN ARCHITECTURAL TEAM

The Valencia Community College Strategic Learning Plan was developed as part of the institution's "Learning-Centered Initiative." That Initiative had its genesis in the Fall of 1995 and over the past six years hundreds of faculty, staff, student, and community learning leaders have collaboratively developed new statements of institutional purpose, core competencies of Valencia graduates, strategic learning goals and strategic indicators of progress, and a governance structure that all focus on student learning. The contributions of those learning leaders came in such forms as participation in roundtables and action teams; development of and input to draft documents; and service on leadership teams, advisory committees, and governing boards. The following is a listing of individuals that through their involvement at different times and places have in essence served as an ad hoc Strategic Learning Plan Architectural Team. Disclaimer: This list was compiled with care; however, due to the multi-faceted nature of involvement in this process it is likely that all contributors have inadvertently not been named. If you believe your name should have been included but wasn't, please inform the Office of the Vice President for Planning and Educational Services.

Gisela Acosta>Gene Adams>Kathy Adams>Tom Adams>Kim Adams–Long>Fred Alderman>
Andrew Alexander>Joan Alexander>Robert Allard>Lacasa Allen>Mary Allen>Richard Allen>Lorraine Amos>
Carol Ancona>Joan Andrek>Beverlee Andrews>Don Andrews>Rosy Aneja>Linda Anthon>
Natasha Apanah>Johnny Aplin>Ivan Applebaum>Alys Arceneaux>Colin Archibald>Charles Arias>
Lisa Armour>Tom Arnold>Dixie Atkinson>Diane Ashe>Elizabeth Ashe>Bob Austin>James Auffant>
Margarita Ayala>Deepa Ayer>Hugo Azcarate>Hap Aziz>William Bailey>Jim Baker>Karen Baker>
Sharron Balić>Barbara Ball>Donn Barclay>Elaine Barber>Jim Barber>Kathleen Barbour>Mailin Barlow>
Alex Barreto>Carol Basso>Cecil Battiste>James Beane>Bob Beatty>Lloyd Beckles>Nick Bekas>
Denise Bell>Jack Benefield>Tony Beninati>Dic Bennett>Laurie Bennett>Becky Benson–Beaver>
Irma Berner>Kim Berry>Ken Bevan>Lori Bevel>Deidre Billingslea>Kira Bishop>Philip Bishop>
Joseph Bivins>Paul Blais>Randy Blankenship>Hugh Bleddyn>John Bledsoe>Karen Blondeau>
Melody Boeringer–Hartnup>David Bogert>Karin Bonilla>Chris Borglum>Karen Borglum>Mike Bosley>
Lucy Boudet>Therlene Boyett>Patricia Boyle>Marie Brady>Ron Brandolini>Joanna Branham>
Mike Break>Brenda Bredin>Gail Breitenfeld>Lois Brennan>Jennifer Britton>Andrea Brody>
George Brooks>Craig Brown>Diane Brown>Jerry Buchanan>Margaret Burns>Cathea Burrows>
Len Burry>Christina Burton–Rodriguez>Wendy Bush>Betty Byrd>Tom Byrnes>Liz Cafaro>Ana Caldero>
Javier Callejas>Cathy Campbell>Cindy Capestany>Lynn Capraun>Ann Carignan>Donna Carver>
Regina Cassady>Bill Castellano>Donna Castellano>Migdalia Castillo>John Centko>Jack Chambless>
Kathy Chapman>Samira Chater>Ben Cheatham>Christy Cheney>Steven Childress>Bonnie Choice>
Deborah Clark>Helen Clarke>Brad Clayton>Ralph Clemente>David Closson>Ron Colburn>
Victor Collazo>Mary Collier>Gayle Collins>Kerry Connard>Larry Cook>Esther Coombs>Dennis Cox>
George Coyne>Stanley Cromartie>Marilyn Curall>Jeff Davis>Todd Deery>Santiago del Hoyo>
Judi DeLisle>Renee Dennis>Bill Denton>Krystal Depass>Bryan Derrickson>James DeShay>Jody DeVoe>
Aida Diaz>Carmen Diaz>John Dickerson>Heather DiLaurenzio>Jackie DiMartino>Suzette Dohany>
Chuck Dome>Jeffery Donley>Lynn Dorn>Falicia Douglas>George Dow>Susan Dowling>
Linda Downing>Chuck Drosin>Alberto Duarte>Desmond Duncan>John Duryea>Dan Dutkofski>
Peg Edmonds>David Edwards>Lisa Eli>Simon Ellis>Noel Ellixson>Mary Beth Elkins>Janice Ems–Wilson>
Amita Engineer>Rebecca Ensminger>Lauren Erickson>Elizabeth Eschbach>Douglas Evans>
Michal Ewing>Joanne Fader>Charles Fansler>Sharon Fansler>Fitzroy Farquharson>Kevin Faubel>
David Fear>Natalie Fenton>Paul Fernandez>Kevin Faubel>David Fear>Tom Febrey>Betty Fenner>
Bea Fernandez>Paul Fernandez>Cathy Ferrer>Terry Findley>Sheri Finley>Carol Foltz>Joy Ford>

Melanie Forde>Susie Forehand>Cyndi Foster>Kim Foster>Edward Frame>Mildred Franceschi>
Jim Franklin>Barbara Frazier>Justus Frazier>Allan Frederick>Donna French>Stephanie Freuler>
Dennis Freytes>Maria Friedmeyer>Fran Frierson>Jean Marie Fuhrman>Julia Gagne>
Geraldine Gallagher>Michael Galletta>John Gano>Carmen Gardell>Debbie Garrison>Joe Garwood>
Arlen Gastineau>Miriam Gateley>Mary Sue Gausz>Kassu Gebreyes>Noelle Geiger>Jeffrey Gergley>
Mike Germaine>Paul Gianini>Sandra Gianini>Donna Gibson>Angie Gilliland>Joe Gisondi>
Rhonda Glover>Joseph Goldstein>Bill Gombash>Liz Gombash>Armida Gonzalez>Mitzie Gonzalez>
Yolanda Gonzalez>Jared Graber>Patricia Grace>Larry Graham>Rhonney Grant>Elaine Gray>
Deborah Green>Ron Greene>Carolyn Gresham>Tim Grogan>Randy Grosch>Mark Guillette>
Rafael Guindin>Edith Gumbs>Marsha Gurr>Evelyn Gutch>Kristin Gutierrez>Tom Hagood>Anthony Hallberg>
Cheryl Hamel>Alexis Hanahan>Ezell Harris>Valerie Harris>Michael Harrison>David Hartman>
Donna Haskins>Kathy Hauser>Gaby Hawat>Glenn Hayden>Lynn Hearn>Laura Hébert>Nasser Hedayat>
Kelly Heffernan>Shannon Hellard>Frances Hempstead>Pat Henderson>Jim Henningsen>George Herb>
Hector Hernandez>Cynthia Hewitt>Tom Heyward>Linda Hidek>Ebony Hillsman>Gloria Hines>
Rob Holborn>Clay Holliday>Debra Hollister>Mert Hollister>Deidre Holmes Dubois>Terri Holmes>
Genneta Holt>Emily Hooker>Michael Hooks>Deborah Hopkins>David Hosman>Keith Houck>
Deborah Howard>Jennifer Howe>Akemi Hoyle>Jose Hoyos>Paul Hoyt>John Hughes>Don Hull>
Renae Hull>Louise Hunt>Tom Hunt>Vertrilla Hunt>Janice Hunter>Kathleen Hurley>Dale Husbands>
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Capildeo Jadonath>Joni James>Carol Janz>Nancy Jay>Harry Jernigan>Boyd Johnson>Carol Johnson>
Jim Johnson>Michelle Johnson>Ty Johnson>Walter Johnson>Will Johnson>Brenda Jones>Brent Jones>
David Jones>Horace Jones>Jim Jones>Judy Jones>Lesena Jones>Michelle Jones>Robin Jones>
Wiley Jones>Phyllis Jore>Sonya Joseph>Celine Kavalec-Miller>Jada Kearns>Ron Keiper>Paulette Keller>
Susan Kelley>Lula Keyes>Charles Killinger>Dan Kimble>Marsha Kiner>Mary Ann Kinser>Paul Kinser>
Catherine Kirkpatrick>Amy Kleeman>Chris Klinger>Ed Kluger>James Knapp>Joyce Knight>
Donna Kosloski>Chuck Krug>Martha Krupa>Paul Labedz>Jan Lackey>Karen Landreth>James Lang>
Alicia Lankford>Beth Larson>Laurie Larson>Rick Larson>Keith Lathrop>Barbara Leach>Bill LeBlanc>
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Irene Lindgren>Corinne Linton>Carol Litrides>Joe Livingston>Kim Long>Terry Long>Joe Lynn Look>
Patti Lopez>Tom Lopez>John Lord>Lisa Lovell>Denise Ludwig-Coe>Maryanne Ludy>Kay Lupo>
Howard Mabie>Sally Mabray>Ravi Madhosingh>Raymer Maguire, Jr.>Raymer Maguire III>
Michelle Malanga>Bill Maneer>Edward Manning>Irene Mantilla>Marcos Marchena>Joe Marek>
Diana Marini>Jerry Marshall>Ken Marshall>Nancy Marshall>Rosita Martinez>Angela Martincak>
Jasmine Martinez>Geraldine Maslanik>Betty Mason>Carol Mathews>Jacinta Mathis>Susan Matthews>
Jeanne Mauzy>Diane Maxwell>Ruth Mayer>Tim Mazzotta>Michele McArdle>Julie Anne McCaughtry>
Marie McClendon>Jim McCloskey>Cheryl McConnell>Ann McDowell>Reginald McGill>
Carolyn McKinney>Deloris McMillon>Carolyn McMorran>Trudy McNair>Lois McNamara>
Paul McNamara>Steve McNichol>Susan Meade>Julie Meer>Vivian Mejias>Stan Melnick>Cathy Mestre>
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Teresa Marie Mitchell>Gayle Moody>Edward Moore>Gustavo Morales>Kelly Morehead>Jose Moreno>
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Betty Palmer>Terry Panton>Mark Pare>Chauncey Parker>Charles Parrish>Connie Parrish>Terry Pasfield>
Ellen Pastorino>Della Paul>Mary Jo Pecht>Melissa Pedone>Andrew Penavs>Sandra Pendergraft>
Connie Pentecost>Mary Pepe>Susette Percy>Carmen Perez>Maria Perez-Boudet>Kathleen Perri>
Keese Perry>Barbara Peterson>Karen Peterson>Don Pharr>Heather Pharris>Julie Phelps>
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Tom Powell>Darlene Powers>Lamar Powers>David Prather>Polly Prather>Ruth Prather>Polly Premec>
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Gerald Reed>Nancy Reed>Tom Reid>Ron Reinighaus>Jim Reinschmidt>Jane Renfroe>

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Jennifer Rief>Rick Rietveld>Kathleen Riggs>Carol Riles>Patti Riva>Heidi Rivera>Pedro Rivera>
Mohammad Rizwan>Jenniifer Robertson>Cheryl Robinson>Fred Robinson>Shawn Robinson>
David Rogers>Jerri Rogers>Todd Rogers>Carolyn Rohrbach>Joyce Romano>Elizabeth Roos>Enid Rosa>
Larry Rosen>Laura Rosen>Denise Ross-Lay>Preston Rosser>Gail Rubin-Drake>Lauren Rubenstein>
Desiree Ruiz>Audrey Russell>Valerie Russell>Storm Russo>Tom Rutenkroger>Tami Ryon>
Tammy Sabourin>Ruth Salsberry>Claudia Salvano>Dimas Sanchez>Edwin Sanchez>Mimi Sanderlin>
Pamela Sandy>Richard Sansone>Laura Santos>Marilyn Santos>Lee Sathre>Scott Saunders>Oo Saw>
Kathi Schaeffer>Rita Schaffer>Deborah Schick>Tina Schuler>Wendy Schwam>John Scolaro>Nancy Scoltock>
Cornelius Sebacher>Cheryl Sermon-Wilson>Ray Sessions>David Sheldon>Phyllis Shemelya>Jason Showe>
Sandy Shugart>Michael Shugg>Gerry Shuman>Robin Simmons>Reneé Simpson>Ramaward Sinanan-Singh>
Nalini Singh>Leila Sisson>Susan Skambis>David Skinner>Suzanne Skipper>Joanna Skolfield>Allison Sloan>
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Patricia Taylor>Ray Taylor>Shirley Taylor>Alma Telleria>James Thomas>Jamie Thomas>Karen Thomas>
Bliss Thompson>Geraldine Thompson>Nancy Thompson>Darryl Thorne>Joan Tiller>Andy Timms>
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Silvana Vester>Linda Villar>Penny Villegas>Ron Von Behren>Eve Walden>Reneva Walker>Ned Wallace>
James Walsh>Betty Wanielista>Joelieanna Wassel>Rose Watson>Jim Weaver>Barbara Webb>Ruth Webb>
Steve Webb>Larry Weed>Dennis Weeks>Jeff Wegner>John Weiler>Janice Wentworth>Lorraine Whipple>
Michael Whissel>Betty Whitcomb>Bill White>Hal White>Nicol White>Teresa White>David Whittlesey>
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Tim Williams>Laurel Williamson>Lynda Wilson>Michael Williamson>Erik Willsey>Joanne Wit>Nora Woodard>
Thera Woodard>Pat Woodbery>Jerry Wright>Barbara Wynn>Tom Yochum>Andrea Young>Cami Young>
Leslie Youngdahl>Silvia Zapico>Deborah Zies>Valerie Zimbaro>Anu Zope>Jessica Zuniga>Tom Zurosky