Valencia Community College

Strategic Plan
2008-2015

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II. Introduction

Valencia is proud to complete our Strategic Plan for 2008-15 during this, the 40th Anniversary Year of the College’s founding in 1967. A review of the history of the College reminds us that we build upon a well-established commitment to planning, a tradition that started with our founding community, faculty, and staff leaders in the late 1960s. Hundreds of hours of time on the part of several hundred people were required to create this plan. Why do we continue to assign such importance to planning?

We plan first and foremost because we care about each person whom we serve.
As a learning-centered institution, we know that what we do matters. Real people succeed or fail based on the extent to which we carry out our mission. Strategic planning provides a framework to place the needs of each person served at the heart of our work.

We plan because we are an historically resource-challenged institution (ironically, in large part due to our remarkable success in extending opportunity throughout our service district). We have always aimed to do more and have had less with which to work than has been the case at many institutions with similar missions. Strategic planning helps us to set priorities, and to place our time, talent, and financial resources where they can bring about the most significant results.

We plan because we are committed to stewardship of the resources entrusted to us by students, government, and donors.
We aim to be accountable for every dollar entrusted to us, and to link those dollars to achieving our mission through the implementation of the Strategic Plan.

We plan because we are part of a region that plans across boundaries and jurisdictions, and because we are part of a state system that plans for its future.
We want to be good citizens, linking our efforts to work that goes beyond our institutional boundaries to improve our region and our state.

Linkage to State and Regional Plans

Accordingly, this plan clearly links to and is supportive of the strategic plan of the Florida Community College System and to plans by regional leadership groups.

Our strategic plan positions Valencia to make a significant contribution to the aims set forth in How Shall We Grow? A Shared Vision for Central Florida, released in August 2007 by the Central Florida Joint Policy Framework Committee. Valencia will directly contribute to implementing the regional principles of fostering distinct, attractive and safe places to live; encouraging a diverse, global competitive economy; and building communities with educational, health care, and cultural amenities. A discussion of the value that Valencia brings to students and to our community may be found in Section IX of this Plan, entitled “Valencia’s Competitive Advantage.”

Valencia’s strategic goals will contribute directly to the priority goals of the Florida Community College System, which were announced in September 2006, including:
Priority Goal 1 – Ensure Open-Door Access and Student Success;
Priority Goal 2 – Enhance Workforce Development Programs;
Priority Goal 4 – Advocate for Community College Funding which Meets Growth and Capacity Needs;
Priority Goal 6 – Implement a Comprehensive Facilities Development Plan;
Priority Goal 7 – Enhance Learning and Student Services through Expanded Use of Emerging Technologies; and
Priority Goal 8 – Enhance Leadership Development Opportunities.

Time Period
This plan is intended to guide the College during the July 2008 – June 2015 time period, and it builds on the successes achieved through the Strategic Learning Plan that guided the College from 2001 - 2007.

Collaborative History of this Document
Several hundred Valencia faculty, staff, students, and employees played a direct role in developing this plan either by serving on one of the planning groups (see Attachments A and B) or by submitting comments or suggestions as multiple drafts of the various components of the plan were shared and refined.

This strategic plan was developed collaboratively in keeping with the “Plan for Planning” developed by the College Planning Council and approved by the District Board of Trustees in July 2006. (Details may be found in section IV.)

The planning groups sought and were informed by the comments of:
- those attending Learning Days in 2006 and 2007;
- Community Conversations in Orange and Osceola counties in 2006;
- student focus groups and surveys conducted in 2006-07;
- a College-wide “Big Meeting” on March 2, 2007;
- College-wide feedback to multiple drafts of the Vision, Values and Mission statements during February - July 2007;
- feedback from student leadership groups in 2007;
- College-wide feedback to the draft strategic goals during June - July 2007;
- College-wide feedback to the draft objectives during January – March 2008; and
- Task Force and Goal team feedback to finalize the objectives for Goal 2 – April 2008.
III. Executive Summary

Valencia Community College commits itself to achieving four strategic goals during 2008-15: Build Pathways, Learning Assured, Invest in Each Other, and Build Community. Deeply rooted in the College’s experience, these goals project our core work into the future, calling us to action to improve our students’ lives and the life of the community that we serve.

Valencia is of, by, and for the people of Orange and Osceola counties. No other higher educational institution concentrates its mission solely on serving this two-county district. As we execute this Strategic Plan, Central Florida will view the College as an essential partner in solving key community problems and in advancing community goals. Likewise, community members will help Valencia meet our goals. Through the combined forces and resources of the College and the community, student learning results will improve and more students will meet their educational and career goals.

Toward those ends, this plan complements our service to the community with a significant internal focus. We aim to support the growth of Valencia’s collaborative culture, the pursuit of life-long learning, and the creation of positive and healthy working lives, enabling each faculty and staff member to give his or her best to our students, our community, and to each other as colleagues.

The four strategic goals were developed during 2006-08 via a collaborative process involving faculty, staff, students, and our community. Together, we analyzed the situation that the College and the community faced, and based on that analysis, we updated and recommitted ourselves to our mission, our vision, and our values. Proceeding from a deep understanding of our mission, we developed the four strategic goals as the work on which we should focus during 2008-15 in order to meet our mission.

An important component of this plan is a commitment to evaluating our progress and adjusting our work based on what we learn. Just as this strategic plan emerged from a study of data, it will evolve through the study of data on the results achieved and on changes in the dynamic community that we serve. Therefore, this plan is not etched in stone. Each year, the College will consider adjustments required to realize our goals and carry out our mission as we learn and advance our mission together.
IV. Description of the Planning Process

The College Planning Council approved the process to be used to develop a strategic plan on May 25, 2006. The “Plan for Planning” was submitted to the President for approval in June 2006, and to the District Board of Trustees in July 2006.

The members of the “Plan for Planning” Committee were: Linda Anthon, Fiona Baxter, Fitzroy Farquharson, Jean Marie Fuhrman, Susan Kelley, Linda Swaine, and David Rogers.

Design Principles

The Plan set forward the following design principles for the Strategic Planning Process:

(These were numbered for ease of reference, but were not listed in any priority order.)

1. The planning process and the plan that it yields will be learning-centered, and will be grounded in the College’s history of excellence, innovation, and community.

2. The process will be strategic by impacting the results the college aims to provide to society and to students as they progress in their programs of learning.

3. The planning process will be collaborative by operating within our shared governance structure that ensures broad-based participation and by providing a means for stakeholder groups to be heard and to influence the plan.

4. The process will build trust through effective communication and negotiation, by making it safe to identify and challenge assumptions, and by supporting agreements on shared values and the making of mutual commitments that are the basis for the strategic plan, and that are honored as the plan is implemented.

5. The process will be meaningful in that it will help the College to establish a vision of the future that shapes, defines, and gives meaning to its strategic purpose, and in that it will help to shape strategic decisions, some of which are identified in advance.

6. The process will be data-driven, using qualitative and quantitative data, routinely reviewed as the plan is implemented, with the aim of continuous improvement.

7. The plan will include formative and summative evaluation components that evaluate the planning process itself, as well as the implementation of the plan, using agreed upon performance indicators.

8. The process will have a clear cycle of activities, with a beginning and an end, and timed and structured to coordinate well with SACS accreditation requirements.

9. The process will be as simple as possible while yielding a viable plan, avoiding the trap of imposing more order than the College can tolerate, and integrating planning into permanent
governing structures and college-wide meetings, rather than creating a separate set of activities removed from the governance and life of the College.

10. The process will support the integration of fiscal, learning, and facilities plans with the strategic plan of the college, through careful timing and by clearly connecting each of these plans to the College’s revised Vision, Mission, and Values.

11. The strategic plan will be useful to and therefore used by councils, campuses and departments as they prepare their plans, and will encourage a future orientation to their work.

12. The process, its language, its products, and the results of the plan will be communicated to all employees internally.

13. The plan will be expressed clearly, with language that is understood by stakeholders and with clear means of measuring progress.

14. The process will be truly comprehensive, and will have clearly assigned roles for individuals and groups, including students.

**Projected Products of the Planning Process**

The work products envisioned in 2006 included:

- needs assessment/situational analysis/environmental scan, providing a common understanding of the present and the anticipated future, including information about our competitors and clearly defined gaps in results at the mega, macro, and micro levels, as defined by Roger Kaufman’s planning model

- reviewed/revised mission (the role we will play), vision, and values statements

- a set of college strategies (the ways in which we will play our role and get results), goals (what results we want to accomplish within our role), measurable outcomes objectives (how much will we change specific results at the mega, macro, and micro levels as used in Kaufman’s model), and related activities to achieve the objectives within an agreed upon timeframe

- an evaluation plan, including indicators/measures of institutional effectiveness, revised as needed, and a means of assessing the extent to which College decisions are consistent with the plan

- a recommended assignment of responsibilities for objectives to the governing councils

- list of major decisions to be impacted by the plan, which could include decisions such as:
  - academic program plans for new campus(es) and evolution of programs on existing campuses
  - the goals in the College enrollment plan
  - Future Valencia Foundation fund raising goals
- Focus of the Quality Enhancement Plan for SACS in 2010-2012
- Professional development multi-year plan
- Multi-year financial plan and annual budgets
- Major external funding requests with college-wide impact, such as Title III and Title V
- Community relations priorities and programs
- Efforts designed to support student learning and to maintain academic excellence
- Strategic facilities plans

- Final proposed planning document for submission to the president and trustees.

Organization of the Process

The College Planning Council worked collaboratively to develop and recommend the collaborative planning process and was charged with overseeing the process. The College Planning Committee, appointed by the President, acted on the recommendations that emerged from the process and made final recommendations to the President and Trustees about content/priorities in the strategic plan.

The President, as the chief planner, was consulted about and provided leadership in the development of all aspects of the structure of the process, and he appointed the membership of the College Planning Committee.

The following five volunteer task forces carried out the planning process.

Task Force #1 - Need Assessment/Situational analysis/Environmental Scan

A sub-group that included Fiona Baxter, Thomas Greene, Rhonda Glover and Joan Tiller was formed in August 2006 to propose the initial sets of data to be gathered, to create a taxonomy to categorize and study the data, and to suggest the optimum size for the task force. Their recommendations were presented to the College Planning Council.

Members of the Task Force were recruited by asking the Faculty Council and the professional and career service staff councils for volunteers and by issuing a college-wide call for volunteers.


The task force coordinated the data gathering activities, analyzed and summarized the findings (including the situational/needs analysis that specifies results gaps, and conducted an analysis of the College’s situation using the SWOT model (strengths, weaknesses, opportunities, and threats). Data gathering took place June – October 2006, and data analysis was completed by December 2006.
**Task Force #2 - Mission, Vision, and Values**

In Fall 2006, the CPC recruited a Mission, Vision and Values Task Force.

The members included: Shauna Anstey, Johnny Aplin, Danielle Boileau, Michael Bosley, Julie Corderman, Carmen Diaz, Suzette Dohany, Kurt Ewen, Barbara Frazier, Tim Grogan, Debi Jakubcin, Carol Johnson, Lesena Jones, Scott Launier, Linda Neal, Ann Puyana, David Rogers, Dennis Weeks, Falecia Williams

The task force reviewed the processes used to create the statements approved in 2001, and proposed a process to invite broad input into review and revision, as needed, of these statements.

The process of reviewing the Mission, Vision, and Values statements took place within the College’s existing structures and college-wide meeting opportunities. For example, work to review and recommend changes to the Visions, Values, and Mission statements was conducted as part of the October 31, 2006 Learning Day, and discussions took place at various council and work team meetings college-wide, led by members of the Mission, Vision, and Values Task Force.

The task force worked with the CPC to conclude the process in summer 2007, and recommendations were made to the College Planning Committee, and the Committee recommended approval by the District Board of Trustees. The Trustees approved the Mission, Vision, and Values statements at their September 2007 meeting.

**Task Force #3 – Strategies, Goals and Objectives**

In January 2007, the CPC recruited a Strategies, Goals and Objectives Task Force.


The task force reviewed the processes used to create the strategies and goals in 2000-01, and proposed a process to invite broad input into decisions to be made about strategies, goals and objectives for 2008-15.

The process worked within the College structures, as well as through a “Big Meeting,” held in March 2007. At the Big Meeting, representatives of faculty and staff met to review the situational/needs analysis and the results of the SWOT analyses. Based on that review, the group projected areas of focus for strategic goals for 2008-15. The Strategies, Goals, and Objectives Task Force reviewed all comments made at the Big Meeting, and proposed an initial set of goals for college-wide review in the summer of 2007. All councils and work teams were invited to review the draft goals and submit comments.
Resulting recommendations for new goals were made to the College Planning Committee in September 2007, and subsequently were presented to the College Board of Trustees. The Trustees approved four new strategic goals at their September 2007 meeting.

With approval of the goals, the Task Force began the work of developing measurable objectives for each goal. Four volunteer Goal Teams were recruited, and the teams met four or five times each during Fall 2007 in order to develop objectives. The objectives were presented to the College in early January 2008, and following a period of college-wide review and comment, the Task Force finalized the objectives in March 2008.

Also, a set of four essays will be released in Summer 2008 to address the meaning of each of the four goals. In these essays, the strategies for each goal will be addressed. The essays are being co-authored by the President and volunteers from the Goals Teams. As each is released, the College will be invited to discuss the goals. The essays are an important part of communicating the meaning of the strategic plan college-wide, as well as to the external community.

The members of the four goals teams were:

**Goal One Team: Build Pathways**

Jill Bendick, Joel Berman, Philip Bishop, Joe Bivins, Nechell Bonds, Amy Bosley, Joanna Branham, Christian Campagnuolo, Terri Covington, Toni DeMaglio, Aida Diaz, Suzette Dohany, Michelle Foster, Phillip Graves, Gaby Hawat, Todd Hunt, Susan Kelley, Maryke Lee, James May, Michele McArdele, Julie Phelps, George Rausch, Cheryl Ricardo, Angelique Smith, Jillian Szentmiklosi, Angela Trujillo, Dennis Weeks, Falecia Williams, Thera Woodard, and Silvia Zapico.

**Goal Two Team: Learning Assured**


**Goal Three Team: Invest in Each Other**

Helen Clarke, Suzette Dohany, Michal Ewing, Jean Marie Fuhrman, Becky Gallup, Debi Jakubcin, Sonya Joseph, Elizabeth Jusino, Susan Kelley, Brent Nakagama, Patrick Nellis, Joe Nunes, Francisco Perez, Ann Puyana, David Rogers, Angelique Smith, and Chara Young.

**Goal Four Team: Partner with the Community**

Task Force #4 – Communications

In July 2006, the CPC recruited a Communications Task Force that had the responsibility of communicating with the College about the planning process, opportunities to participate, and the products of the process.


The task force played a pivotal role in ensuring that the plan was based on the best thinking of the College and that the planning process was open and built trust. The members of this task force sent out emails to their campuses, met with groups on the campuses, and served as campus-based contacts for information about the planning process.

Task Force #5 - Evaluation

In September 2006, the CPC recruited an Evaluation Task Force that had the responsibility of evaluating the planning process, using the design principles established, and seeking feedback from those involved.

The members included: Nicholas Bekas, Tom Byrnes, Helen Clarke, Jeff Cornett, Toni DeMaglio, Suzette Dohany, Jeffrey Donley, Kurt Ewen, Becky Gallup, Jennifer Lawhon, Maryke Lee, Paul Licata, Marie Martin, James McDonald, Sonia Navarro, Joe Nunes, Julie Phelps, Jovan Trpovski, Martha Williams, and Silvia Zapico.

The Task Force also made recommendations about the process of evaluation of the results achieved throughout the implementation of the plan, working through existing councils and meetings. The Evaluation Plan in Section XIV of this document is the Task Force’s work product.
V. Mission

Valencia provides opportunities for academic, technical, and life-long learning in a collaborative culture dedicated to inquiry, results, and excellence.

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.

Florida statute 1004.65 states:
Community colleges; definition, mission, and responsibilities.--

(1) Community colleges shall consist of all public educational institutions operated by community college district boards of trustees under statutory authority and rules of the State Board of Education.

(2) Each community college district authorized by law and the Department of Education is an independent, separate, legal entity created for the operation of a community college.

(3) A community college may provide adult education services, including adult basic education, adult general education, adult secondary education, and General Educational Development test instruction.

(4) The community colleges are locally based and governed entities with statutory and funding ties to state government. As such, the community colleges' mission reflects a commitment to be responsive to local educational needs and challenges. In achieving this mission, the community colleges strive to maintain sufficient local authority and flexibility while preserving appropriate legal accountability to the state.

(5) As comprehensive institutions, the community colleges shall provide high-quality, affordable education and training opportunities, shall foster a climate of excellence, and shall provide opportunities to all while combining high standards with an open-door admission policy. The community colleges shall, as open-access institutions, serve all who can benefit, without regard to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and educational equity so that all can be prepared for full participation in society.

(6) The primary mission and responsibility of community colleges is responding to community needs for postsecondary academic education and career degree education. This mission and responsibility includes being responsible for:
(a) Providing lower level undergraduate instruction and awarding associate degrees.
(b) Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Career education in the community college shall consist of career certificates, credit courses leading to associate in science degrees and associate in applied science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A community college may offer career education programs in fields having lesser academic or technical requirements.

(c) Providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remedial and tutorial services, to ensure student success.

(d) Promoting economic development for the state within each community college district through the provision of special programs, including, but not limited to, the:

1. Enterprise Florida-related programs.
2. Technology transfer centers.
3. Economic development centers.
4. Workforce literacy programs.

(e) Providing dual enrollment instruction.

(7) A separate and secondary role for community colleges includes:

(a) Providing upper level instruction and awarding baccalaureate degrees as specifically authorized by law.

(b) The offering of programs in:
1. Community services that are not directly related to academic or occupational advancement.
2. Adult general education.
3. Recreational and leisure services.

(8) Funding for community colleges shall reflect their mission as follows:

(a) Postsecondary academic and career education programs and adult general education programs shall have first priority in community college funding.

(b) Community service programs shall be presented to the Legislature with rationale for state funding. The Legislature may identify priority areas for use of these funds.

(9) Community colleges are authorized to offer such programs and courses as are necessary to fulfill their mission and are authorized to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas. Each community college is also authorized to make provisions for the General Educational Development test. Each community college may provide access to baccalaureate degrees in accordance with law.
VI. **Vision**

Valencia is a premier learning college that transforms lives, strengthens community, and inspires individuals to excellence.

VII. **Values**

We value:

**Learning** by committing to Valencia’s core competencies – Think, Value, Communicate, and Act – and the potential of each person to learn at the highest levels of achievement for personal and professional success.

**People** by creating a caring, inclusive, and safe environment that inspires all people to achieve their goals, share their successes, and encourage others.

**Diversity** by fostering the understanding it builds in learning relationships and appreciating the dimensions it adds to our quality of life.

**Access** by reaching out to our communities, inviting and supporting all learners and partners to achieve their goals.

**Integrity** by respecting the ideals of freedom, civic responsibility, academic honesty, personal ethics, and the courage to act.
VIII. The Situational/Needs Analysis

The following is the complete text of the Situational/Needs Analysis prepared by the Data and Situational/Needs Analysis Task Force and released to the College and the community in January 2007.

Introduction
This Situational/Needs Analysis is the product of four months of effort by the Data and Situational/Needs Analysis Task Force of the College Planning Council of Valencia Community College. The 20 Task Force members included:

Co-conveners
Fitzroy Farquharson, Professor of Mathematics, West Campus
Susan Kelley, Vice President for Institutional Advancement, College-wide

Task Force Members
Fiona Baxter, Assistant Vice President for College and Community Relations, College-wide
Jennifer Britton, Professor of Communications, West Campus
Christian Campagnuolo, Assistant Vice President for Marketing and Media Relations, College-wide
Rhonda Glover, Assistant Vice President for Institutional Research and Assessment, College-wide
Liz Gombash, Assistant Vice President for Resource Development, College-wide
Carin Gordon, Professor and Program Director, Paralegal Studies, East Campus

Thomas Greene, Special Assistant to the President, College-wide
Joe Lynn Look, Dean of Business, Information Technology, and Public Services, East Campus
Julie Phelps, Project Director for the Achieving the Dream Initiative grant, College-wide, and Professor of Mathematics, Winter Park Campus
Ruth Prather, Campus Provost, East Campus and Winter Park Campus
Andrew Ray, Professor and Program Director of Building Construction Technology, West Campus
Pedro Rivera, Assistant Vice President for Budget and Logistical Services, College-wide
Cheryl Robinson, Dean of Students, Winter Park Campus
David Rogers, Special Assistant to the President for the Learning-Centered Initiative, College-wide
Valerie Russell, Senior Instructional Assistant, Communications, East Campus
Allison Sloan, Professor of Mathematics, West Campus
Joan Tiller, Assistant Vice President for Workforce Development, College-wide
Elizabeth Washington, Coordinator of Mathematics, Osceola Campus
**Charge**
In July 2006, the Task Force was charged by the President and the College Planning Council with:

- Studying a list of planning questions developed collaboratively with the College Planning Council, the Senior Executive Staff, and the College Planning Committee, and determining relevant qualitative and quantitative data that could be identified or generated that would assist the College in addressing those questions.

- Securing the data identified, conducting an initial assessment and interpretation of the data, and sharing it among the Task Force members for discussion, with the aim of developing a narrative description that analyzes the College’s and the community’s situation, focusing on needs, defined as gaps in results.

- Collaborating to write the narrative situational/needs analysis and to present the analysis and relevant data on which it is based to the College for comment.

**Methodology**

**Development of a Taxonomy**
During August – October 2006, the Task Force developed a taxonomy for use in gathering and analyzing data. This was a means of focusing on data that address the most pressing questions being asked as the College launched its strategic planning effort. The taxonomy, consisting of eight questions (four external and four internal) was shared with and approved by the College Planning Council, the Senior Executive Staff, and the College Planning Committee. The Task Force also reviewed the data through the lens of a more traditional taxonomy: Societal/Cultural, Political/Legal, Competition, Technology, and Economic.

The narrative Situational/Needs Analysis is organized and presented in terms of the eight questions that comprise Valencia’s taxonomy.

**External Question #1:** What are the potential changes to our community and its needs between 2003 and 2015? What are the most significant changes that will impact the programs and services Valencia deliver to the community to meet those needs?

**External Question #2:** How might our relationships with community partners support, enhance, and detract from our ability to meet needs arising from community changes?

**External Question #3:** Who are our current competitors and how might they change by 2015? What are our competitors’ targeted populations and programs, who are their successful recruits, and what is the volume of the enrollment?

**External Question #4:** What is our current and projected public policy environment, our strategy for navigating that environment, and the results we wish to achieve in garnering resources to serve our employees, clients, and students?

**Internal Question #1:** How does Valencia invite or restrict access to higher education?

**Internal Question #2:** What are the perceptions of students (current and prospective) about access to the college and their experiences in attending Valencia?

**Internal Question #3:** How do the experiences and characteristics of successful and unsuccessful students differ, beginning with their initial contact with Valencia? To what extent can we demonstrate “value added” and what measures of learning are available to us?

**Internal Question #4:** How do our fiscal, facility, technological, student affairs and human resources capabilities, policies and strategies support and/or hinder students in meeting their learning goals?

**Data Gathering and Analysis**
The Task Force identified, sorted and analyzed more than 60 sets of quantitative and qualitative...
data related to the eight questions in the taxonomy. These data were gathered from internal and external sources. The Task Force members studied the data and developed an analysis of each data set, with at least two members of the Task Force studying each set of data, and with a final review by the Task Force as a whole. An initial list of seven key points derived from the analysis provided background for the college wide discussion of Vision, Values, and Mission that began on Learning Day, October 31, 2006. (See Key Points listed on page 4 of this Introduction.)

During November, the Task Force edited its analysis, resulting in a set of key points for each of the eight questions in our taxonomy. The Data and Situational/Needs Analysis Task Force, the College Planning Council, the Senior Executive Team, and the College Planning Committee conducted SWOT analyses (Strengths, Weaknesses, Opportunities and Threats) based on the data analyses. The Learning Leadership Team also devoted a meeting to reviewing the data analyses. The results of these SWOT analyses were taken into consideration as this Situational/Needs Analysis was written.

The Task Force began its work with the understanding that it is unrealistic to have access to and gather all data that its members might wish to review. The members also acknowledged that if the College were to wait for the “perfect” sets of data, planning might not be able to advance in a timely fashion. Therefore, the Task Force began with available or readily obtainable data, but also developed a list of data that were unavailable for a variety of reasons. That list will be shared with the College Planning Council and the Office of Institutional Research, with the intent of assisting in identifying data and reports that can be useful in the future.

**Defining Needs as Gaps in Results**
Throughout its work, the Task Force followed the definition of the College Planning Council in which needs are defined as gaps in results. (For example, the gap between the current high school graduation rate and the desired rate.) Therefore, in this Analysis, the Task Force attempted to identify gaps in results that are meaningful to our community and to the College.

**Honoring Collaboration**
This first version of the Situational/Needs Analysis was drafted by a four-person volunteer writing team for consideration by the Data and Situational/Needs Analysis Task Force on January 17, 2007. Honoring Valencia’s collaborative process, it was reviewed in January and February 2007 by College faculty and staff and also by representatives of the student body and the community. Questions were placed at the end of each section to help spark thinking and discussion, and thoughts on those questions or any other aspect of the document were welcomed. The writing team finalized the document taking into account all comments received.

Members of the writing team were Fiona Baxter, Thomas Greene, Liz Gombash, and Susan Kelley. All Valencia faculty and staff members were encourage to feel free to contact any member of the team to share their thoughts.
Key Points Shaping Valencia’s Future

1. **Demand for higher education will grow in Central Florida** due to continuing population increases, changes in the employment market, and workforce vacancies as baby boomers retire. While high school graduates will increase, the proportion earning a standard diploma will decline. University admissions limits will increase the number of students starting their higher education paths/tracks at community colleges.

2. **The students in our future will be increasingly diverse in background and needs.** Younger students will often prefer non-traditional methods of learning. Prospective students over age 44 (a group that will increase at a higher rate than will the younger population) will be interested in career changes and growth, weighing the investment of their time in education as an opportunity cost.

3. **Educational options available to students will continue to evolve.** Private institutions will increase in number and enrollments, and changes in financial aid policies will make the cost of attending more expensive private institutions a more reachable option for students.

4. **Working to improve learning results, and to document those improvements, will continue to challenge the College and our students.** The College can expect increased community interest in how it can partner to increase high school graduation rates and improve college readiness. As students move on to their first experiences at Valencia, a large number will struggle, and we will need to make informed decisions about why this is the case. As learning technologies evolve, the College will need more information about which students will be successful with different learning modalities, such as web-based courses.

5. **The community’s needs and related expectations are changing.** More employees will be required who readily learn and adapt to new technologies, who work effectively with people from a variety of backgrounds and cultures, and who contribute to solving societal and global problems. Employment in the biological sciences, health care, high-technology fields, business, construction, hospitality, and teaching will experience highest local demand. Demands for public accountability will intensify, adding to the need to collect, analyze and report to the public, and to continuously improve our assessment of learning.

6. **Valencia’s costs of doing business will continue to rise, and so must our revenues.** State funds will be inadequate if we are to address identified needs, meaning that we must continue to seek alternative revenue through gifts, grants, and revenue-generating activities. Significant investments in land, new facilities, renovations, and technologies will be required in a marketplace in which scarcity of many resources will drive up costs. Competition for qualified personnel and the need for the development of new leaders will intensify as baby boomers retire.

7. **Defining community (which is, in fact, our middle name) is increasingly complicated and increasingly important.** Just as the members of our immediate families are less likely to all live in one geographic location, it is increasingly difficult to pinpoint geographically the “community” that we serve or could serve, due both to technology opening up distance learning options, and to growing numbers of people world-wide looking to Orlando as a destination of choice for higher education. Valencia will be expected to contribute to solving problems, both natural and human-made, that have no geographic boundaries, such as worldwide health crises, disaster recovery, and the prevention of violence. What we do here and now as we plan for 2008-15 will make a difference to our community, no matter how broadly or narrowly we define it.
External Question #1:
What are the potential changes to our community and its needs between 2003 and 2015? What are the most significant changes that will impact the programs and services Valencia deliver to the community to meet those needs?

The Population Growth Explosion Continues
During the last quarter century, Central Florida underwent extraordinary population growth. The seven-county Central Florida Region is currently home to approximately 3.5 million people. The region’s population is expected to more than double to 7.2 million residents by the year 2050. Many of the things we care about – health, schools, taxes, traffic, the environment – will continue to be challenges for our residents and will be affected by the direction of regional development.

According to a statewide Leadership Florida Mason-Dixon poll in Fall 2006, only 18% of Floridians believe that Florida is a better place to live today than it was five years ago, and 36% think it is worse. Thirty-five percent believe that crime has increased in their communities, while only 10% believe it has decreased. When asked to name the most important issue facing Florida today, the top five responses were K-12 education, insurance rates, growth management, health care, and taxes/government spending. Higher education ranked tenth on the list.

Demand for higher education is expected to at least mirror the population growth in the Central Florida Region, spelling potential growth for Valencia. However, as the region grows, the availability of affordable housing, the cost of living, and the nature of the region’s transportation infrastructure can be expected to influence enrollment demand at Valencia.

The Region Will Grow in Diversity
The region’s population is changing as it is growing. Accordingly, prospective college students will be increasingly diverse. The differing rates of growth of different ethnic and age groups will have implications for Valencia’s program and service mix. The local population over the age of 44 is projected to increase at a higher rate than the younger population of 18-24 year olds (52% vs. 28%). While the younger group will be preparing for their first professional opportunities, the rapidly growing middle-aged population can be expected to have a strong interest in preparing for increased responsibilities at work and/or for career changes.

Hispanics will represent nearly 40% of all of Central Florida’s population growth between 2004 and 2015, as well as the majority (51%) of all growth of those 18 to 24 years of age. In contrast, the traditional student-age population in the Caucasian community, ages 18 to 24, is projected to increase by less than 1%.

Of particular note is that the Osceola County population is projected to increase by approximately 49%, or roughly 110,000 residents, between 2004 and 2015. Hispanics are projected to comprise nearly 60% of this growth, about 66,000 residents.

Additional Job Growth on the Horizon
Population growth and increased diversity present a tremendous opportunity for economic progress, and our region continues to experience annual gains in job openings. In 2005, employment in Central Florida was 1,089,750. By 2015 it is projected that employment will be 1,276,149. A majority of the fastest-growing occupations in Florida will be in occupations that require post-secondary education below the baccalaureate degree.
Building a Stronger Economy
Regional businesses will seek new employees who can readily learn new technologies, work effectively with people from a variety of backgrounds and cultures, and contribute to solving societal/global problems. Among Florida’s fastest-growing jobs (2003-2011) are computer and health-related careers. A challenge exists in that workforce vacancies created by the retirement of baby boomers will have a smaller generation behind them to fill those vacancies.

College Readiness
Changing student characteristics and an increasing percentage of students graduating high school without a standard diploma suggest that our students will require more developmental courses and transitional services. Currently, 74% of all students entering Valencia enroll in at least one remedial course with math representing the most common area.

From 2000-05, public high school four-year graduation rates increased significantly in Orange (59.8 - 73.8%), Osceola (58.6 - 67.7%) and Seminole (70.9 - 81.3%) counties. However, Osceola’s graduation rate remains below the average graduation rate for the state (71.9%).

Course Delivery and Academic Achievement
A digital divide exists based upon demographic lines including parental educational attainment, race, and socio-economic factors. This situation has major implications for student achievement and for course delivery modes that must continue to be addressed.

K-20 Alignment
Progress has been made in ensuring that graduates from one level of education are well prepared for entry into the next level, via programs such as Tech Prep. The Tech Prep high school student average GPA is 2.66, and FCAT performance of Orange/Osceola Tech Prep 10th graders shows higher than state average performance on the reading, math, writing, and science (11th grade) sections. However, with an increasing percentage of high school students projected to graduate without a standard diploma, their preparation will be significantly out of line with college-level expectations.

Questions to Consider:

On which community needs should Valencia focus during 2008-15, and how will we know that we have made a difference?

How can Valencia best respond to projected community growth and change while maintaining program quality?
External Question #2:
How might our relationships with community partners support, enhance, and detract from our ability to meet needs arising from community changes?

Community partnerships have always been essential to the success of the nation’s community colleges, given our mission of serving local communities. Historically, Valencia has partnered with many community groups both to support students and to combine resources to address local economic development, social, and cultural needs.

Business/Industry Partners

Our Partners Include:
- Business and Industry
- Chambers of Commerce and civic/community organizations
- Community-at-Large
- Elected and Appointed Officials
- Faith-Based Community
- Federal, State and Local Governments
- Institutions of Higher Education
- K-12
- Non-Profit Organizations

From its beginning in 1967, Valencia’s programs have been business-driven. In fact, the creation of the College was in no small part due to the anticipated growth of what was then the Martin Company (now Lockheed Martin), which required more college-educated technical employees than were available in the market at the time.

In 2006, Valencia had 29 advisory committees comprised of 412 industry members from 272 companies. These committee members help our programs effectively address the needs of business and industry in the region. They help to project local employer needs, and ensure that instruction meets industry standards. In so doing, they prepare our graduates to be productive from the first day on the job.

While Valencia’s technical programs prepare students for high skill, high wage jobs, it is important to note that local labor market trends includes low and moderate salary positions. Valencia has the opportunity to partner with other educational institutions, emphasizing career ladders and career planning, which enables students to enter educational programs that translate into entry-level jobs in high demand fields and to continue their education, leading to advancement opportunities.

Partnerships with Middle Schools and High Schools

Valencia has helped improve high school graduation rates, to improve the preparation of graduates, and to increase college-going rates by partnering with the public K-12 systems. These partnerships address curricular alignment (particularly in mathematics courses) and provide for student participation in career and educational planning through programs such as Tech Prep, Dual Enrollment, and Postsecondary Transitions outreach. The College can expect increased community interest in its role as a partner to address college readiness.

Dual Enrollment participation decreased 61% between Fall 2002 and Fall 2005 in Orange County high schools and also decreased 11% in Osceola County high schools. Consequently, the College has had the opportunity to work with the schools to restore the formerly high participation levels, and to explore potential online dual enrollment courses.

Additionally, a number of discussions with private high schools and with the parents of home-schooled children point the way to
potential partnerships that will benefit students as they prepare for college.

**Institutions of Higher Education**

Valencia has a strong foundation of articulation agreements with public/private four-year institutions, tech centers, and high schools. In 2006 an institution-specific partnership was launched with the University of Central Florida that offers our graduates guaranteed access to UCF with junior-level status. In addition, in 2005-06 Valencia developed articulation agreements with all of the local technical center certificate programs to support student academic paths.

Since Fall 2000, most Valencia AA students entering the state university system consistently enroll in the following top six majors: Business Management, Education, Engineering, Health Sciences, Liberal Studies, and Psychology. Business Management enrolls three to four times as many as the other disciplines, with Education holding a distant second place.

**Community-At-Large**

To meet community relations goals and ensure that all students succeed, Valencia’s Achieving the Dream Initiative (AtD), has held community conversations in Orange and Osceola counties. In those conversations, the community members shared that:
- There is a lack of awareness of the size, scale, types, and number of program offerings and of financial aid available at Valencia.
- For many college-bound students, Valencia is seen as the contingency plan rather than their first choice.
- The income difference and other benefits that a college education brings are not well known.
- Community groups are seeking specific ways to partner to help all students succeed, including job shadowing, service learning, mentoring, tutoring, sponsored events on campuses, and internships.

**Questions to Consider:**

Which specific community needs can we be successful in addressing in partnership with other educational providers and community groups?

To what extent should we position ourselves to serve people beyond those who live or work in our Orange and Osceola county district, and why?
External Question #3:  
Who are our current competitors and how might they change by 2015? What are our competitors’ targeted populations and programs, who are their successful recruits, and what is the volume of the enrollment?

The Marketplace  
The number of choices of colleges and sources of education and training available to prospective students has increased markedly. Private institutions are expected to continue to increase in number as they seek to tap into the lucrative higher education market in our region.

Financial aid policies and availability will continue to make it possible for students to select from among many institutions, including those that may have higher costs than those charged by public colleges and universities. (Note that, while still representing a relative bargain when compared to other institutions, Valencia’s student fees were higher than the weighted mean of student fees for Florida Public Community Colleges for the 2005-2006 Operating Budget.)

Relationships with other educational entities can be expected to continue to operate on a continuum, with full partnership at one end and competition at the other. For example, local technical centers continue to offer strong partnership opportunities to Valencia as we combine efforts to meet career ladder needs. With some discussions about these centers becoming technical colleges, there is also the potential for greater competition with community colleges.

Proprietary Institutions  
Between 1999 and 2004, undergraduate FTE increased at an average annual rate of over 25% in proprietary institutions located in Orange, Osceola and Seminole counties, and over 19% statewide.

In 2003-04, Federal Pell Grants represented about 9% of total revenue for regional proprietary institutions.

<table>
<thead>
<tr>
<th>Recent Snapshot of Proprietary Institutions</th>
<th>1999</th>
<th>2003</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Local</td>
<td>6,346</td>
<td>19,122</td>
<td>201%</td>
</tr>
<tr>
<td>State</td>
<td>35,595</td>
<td>84,591</td>
<td>137%</td>
</tr>
<tr>
<td>Total revenue Local</td>
<td>$101.7M</td>
<td>$294.7M</td>
<td>189%</td>
</tr>
<tr>
<td>State</td>
<td>$446M</td>
<td>$1.05B</td>
<td>135%</td>
</tr>
<tr>
<td># elig for Title IV Local</td>
<td>14</td>
<td>23</td>
<td>64%</td>
</tr>
<tr>
<td>State</td>
<td>110</td>
<td>148</td>
<td>35%</td>
</tr>
<tr>
<td>Pell revenue Local</td>
<td>$6.8M</td>
<td>$25.4M</td>
<td>276%</td>
</tr>
<tr>
<td>State</td>
<td>$39,000</td>
<td>$67,000</td>
<td>72%</td>
</tr>
<tr>
<td>Avg Pell award State</td>
<td>$1,826</td>
<td>$2,367</td>
<td>30%</td>
</tr>
</tbody>
</table>

Note that on the chart above, “local” refers to Orange, Osceola, and Seminole counties.

Florida’s Public Universities  
Each year between 1999-2004, Valencia transfer students comprised anywhere from 34 to 39% of all entering UCF undergraduate transfer students. In Fall 2004, they comprised 12% of all UCF students (undergraduate and graduate) and 41% of all UCF students who matriculated from a community college. The Business Management major enrolls three to four times as many as the other disciplines, followed at a distance by Education. Rounding out the top majors are Engineering, Health Sciences, Liberal Studies, and Psychology.

A decision by the University of Central Florida to position itself to draw students nationally has been successful, and its entering
freshman class has diversified greatly in terms of geographic location of the students’ homes. In order to continue to meet its mission of local access, the University is partnering with Valencia and other local community colleges to guarantee admission to Associate in Arts degree graduates. As this plan is carried out, Valencia can expect to enroll more students who at one time would have entered UCF directly, and these students will be better prepared than Valencia’s typical student in 2006-07.

Questions to Consider:

To what extent are other educational institutions our competitors? Toward what ends and on what terms should we seek to partner with other educational institutions?

What change may be needed to keep pace with prospective students’ expectations, and should we make those changes?
External Question #4:
What is our current and projected public policy environment, our strategy for navigating that environment, and the results we wish to achieve in garnering resources to serve our employees, clients, and students?

Federal Focus
Current federal policy challenges traditional thinking about higher education, and Valencia is well-positioned to address this based on its existing focus on outcomes and the use of data collection and analysis to drive decision-making.

In the future, Congress is expected to place heavier emphasis on issues of access and federal aid.

State Funding
Despite significant enrollment growth, Valencia has historically been under-funded compared to the Florida community college system average. Success in meeting our access mission has penalized the college financially. In recent years, an agreement has been reached that, when funded, will serve to move Valencia and other under-funded colleges to the system average.

Valencia students bear the burden of unequal funding in reduced services and in higher fees. Universally, community colleges offer a lower-cost education than do four-year institutions; however Valencia is one of the more expensive in Florida. Valencia’s fees were higher than the weighted mean for Florida public community colleges in 2005-06. In terms of tuition, Valencia is tied with Daytona Beach, Edison, Manatee, St. Petersburg, and Seminole as second highest.

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE Funding Compared to System Avg</th>
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<tbody>
<tr>
<td>2004-05</td>
<td>87.7%</td>
</tr>
<tr>
<td>2001-02</td>
<td>76%</td>
</tr>
<tr>
<td>1996-97</td>
<td>85%</td>
</tr>
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Federal Policy Areas of Interest
- Increased access (improving secondary-postsecondary transitions, closing low income and minority participation gaps, reducing barriers to student mobility)
- Educational quality (pedagogical, curriculum, and technology development, lifelong learning, increased international emphasis)
- Affordability (financial aid reform, operational efficiency/control)
- Accountability (outcomes tied to funding, new data collection systems, accreditation reform)

State Community College Priorities that have Funding Implications
- Ensuring open door access and student success (including statewide adoption of Achieving the Dream best practices)
- Promoting college readiness (including FCAT/CPT alignment)
- Outreach to underrepresented populations (financial aid and scholarships)
- Articulation (2+2 baccalaureate partnership incentives and AS-to-BAS/BS agreements)
- Addressing the K-12 teacher shortage
- Promoting career and technical education
- Advocating for funding that keeps pace with enrollment growth
- Maintaining affordability for students
- Increasing the number of degrees and certificates in nursing and other high demand healthcare professions

One of the challenges that complicates Valencia’s ability to proactively plan to address these funding/tuition issues is that state funding is made available on an annual basis, while Valencia’s plans address a seven-year period.

Institution-Driven Resources and Expenses
Valencia has a strong track record for winning grants with an average of 80% or better success rate since 2003. The College has submitted fewer proposals than in the past, since it was deemed important to align resource development with planning.
Finalization of a new Strategic Plan in late 2007 is expected to provide the data, concepts, and direction needed to develop competitive grant proposals that will lead to increased resources.

The Valencia Foundation had an overall increase in net assets between 2000 and 2006, now at the $54.5 million mark. Opportunities continue to be available to support endowment growth through state matching grants.

<table>
<thead>
<tr>
<th>Data-Driven Trends</th>
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<tbody>
<tr>
<td>- Increased emphasis on accountability</td>
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<tr>
<td>- Demands for information about student success and other measurable outcomes</td>
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<tr>
<td>- Increased scrutiny on the cost and value of higher education</td>
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<tr>
<td>- Increased linkage of state and federal funding to institutional performance</td>
</tr>
<tr>
<td>- Continued restraints on and competition for limited public funding</td>
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<tr>
<td>- Increasingly knowledgeable “consumers”</td>
</tr>
</tbody>
</table>

The College has been proactive in seeking alternative revenue sources, including Valencia Enterprises and the Conferencing and Meeting Services Department. Both of these areas report being on target in terms of meeting the projected revenues in their business plans.

**Increased Transparency and Accountability**  
Continuing legislative and public scrutiny is expected, adding to the need to collect and analyze data and to report it to the public. The current White House administration believes that higher education in America needs to be more flexible and responsive to environmental factors, community needs, and changes in the economy in order to contribute to American competitiveness internationally. In addition, changes in the SACS accreditation criteria focus colleges on accountability and improvement measures.

**Questions to Consider:**

How can Valencia position itself to secure higher levels of investment of public and private dollars?

What public policy issues should we address as priorities to advance our learning-centered work?
Internal Question #1:
How does Valencia invite or restrict access to higher education?

In today’s fast-paced, knowledge-based economy, one thing is certain: *Opportunity* is now a function of *Education*. Consequently, increasing access to college has never been more important to ensuring a greater opportunity and better way of life for those whom we serve.

**Valencia provides access to college for many in our community.**
Over the last five years, Valencia has served more students than all but four other community colleges in the state. While the hurricanes led to fluctuations in our overall enrollment growth, we continue to see steady increases in the enrollment of Tech Prep students and recent high-school graduates.

Valencia enrolls over half of all high school graduates in our service area within three years of their graduation. Additionally, each fall we continue to see increasing numbers of students in our English for Academic Purposes courses as well as in our technical training courses.

**Our Doors are Opening Wider.**
This fall the College expanded access to higher education through the implementation of *Flex Start*, a program that provides multiple access points to learning opportunities for new and continuing students throughout the semester. Distance education (online and hybrid learning), which is synonymous with increased access, continues to expand rapidly in response to strong student demand.

Since Fall 2005 the number of fully online courses at Valencia has increased from 141 to 453 sections.

*Direct Connect*, the institution-specific articulation agreement that guarantees our students access to obtaining a four-year degree at UCF, exemplifies one of the many ways in which the College is partnering to increase opportunities for students to access higher levels of education and training that will improve their quality of life and support our community.

Despite these and the many other ways in which we currently invite college participation, significant barriers continue to restrict access for many potential students.

**Barrier: College Affordability.** Increasing college costs prevent students from accessing a college education at Valencia. Our tuition and fees have increased by over one-third since the year 2000, and are now some of the highest in the state, compared to our two-year college peers. Simply stated, our students are having a harder time paying for tuition and books, as well as forgoing the added pay, often essential due to the area’s high cost-of-living, when choosing school over work.

For many potential students, an often-confusing financial aid application process provides an additional barrier. Worse, less need-based federal aid is now available than was available five years ago. While Valencia Foundation scholarship awards have increased significantly over the years, it has not been enough to fill the gap left by these declines.

**Barrier: the Front-Door.** Valencia may be losing prospective students during their earliest experiences with our college, before they even register for class. However, the reality is that we just don’t know the nature and extent of these barriers. For some, it may be the onerous residency verification or some other bottleneck in the enrollment process. For others, it may simply be longer commutes, inconvenient or unavailable course offerings,
technical glitches, or a lack of parking that prevents their participation. Particularly for the least-affluent and other students who shoulder greater academic risk, the limitations of public transportation or the inability to access/afford child-care or other necessary support services often force them to delay, and in some cases, prevent them from pursuing college.

Placing learning first has propelled our adoption of Start Right principles. As a means of intentionally restricting access, however, do these principles impact our hardest to serve students disproportionately? What do we know about the intended outcomes and unintended front-door consequences of Start Right?

**Barrier: Capacity Constraints**

Resource constraints force us to make tough choices about what programs and classes to offer, which services to provide, and to whom we should recruit and reach out. Our marketing efforts, for example, focus almost exclusively on the 18 to 24 year-old demographic, even though the fastest-growing age group in our region is of those over age 40.

Further, as the College moves toward all-digital processes (schedules, applications, registration, etc.), are some prospective students, particularly the less affluent in our community, further disconnected from college opportunity?

The inarguable fact is that as the demand for a college education increases, so too will our capacity constraints (i.e. available faculty, facilities and needed support services) — resource limitations that threaten access and consequently, will require a more efficient use of our available resources.

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**Questions to Consider:**

If in the future we can no longer be all things to all people, whom should we serve?

What can we do to enable more students to make the leaps from initial inquiry to enrollment to academic success?
**Internal Question #2:**
What are the perceptions of students (current and prospective) about access to the college and their experiences in attending Valencia?

How our prospective and current students anticipate and experience our college says a lot about the quality of our learning environment, and importantly, helps us understand better where we need to focus our attention.

The very good news is that almost all of our students say they would recommend Valencia to a friend or family member. This should not surprise us too much considering the success students achieve as a result of the learning they acquire while attending Valencia. For example, almost all of our AS certificate and degree completers find employment in a related career field either during or soon after they finish their program of study. These graduates earn significantly more over their lifetime than those with only a high school diploma.

Less encouraging, however, is the knowledge that, while we provide excellent learning opportunities for many students, access to certain, high-demand programs such as nursing remains much more limited. Interestingly enough, greater awareness often fails to translate into action for our students. For example, over two-thirds of our students understand the importance of success strategies and support services, but nearly half admit to spending less than six hours a week preparing for class; only about one in 10 say they use academic planning; and even fewer admit to taking advantage of available career counseling.

The community’s perception of Valencia varies as well. For example, some of our African American community leaders tell us that, in their communities, Valencia is perceived more often as a contingency plan than a first choice. These community leaders report that their constituents know less generally about our college and the benefits of a college education, particularly in the area of differences in earnings potential.

Only four out of every 10 students report that Valencia strongly communicates the availability of various financial aid and support. Many assume that space will always be available for them at Valencia—a belief that may be challenged in the coming years should increasing demand outpace our available resources. Others see us primarily as a liberal arts institution (AA provider) rather than a place where students can prepare for any number of technical careers. Still others express concern that we do not offer the most desirable, specialized career programs; or they report that the number of required college prep and general education courses often stands in the way of the subject matter students are most interested in studying.

Questions to Consider:

How do we go about expanding access to our most in demand programs given the limited availability of resources?

How do we go about transforming student awareness into action when it comes to learning, achievement, and success?
**Internal Question #3:**
How do the experiences and characteristics of successful and unsuccessful students differ, beginning with their initial contact with Valencia? To what extent can we demonstrate “value added” and what measures of learning are available to us?

**A Changing Student Profile**
Between the years 2000 and 2006, Valencia’s student profile changed in significant ways, and trends were established that are projected to carry into the future. Valencia has 6% more students entering with high school degrees, and we have fewer transfer and notably more GED students. Correspondingly, the average age has decreased from 24.3 to 23.6. The median age has stayed at 21. The average age at the Winter Park Campus has decreased from 27.2 to 23.7 and the median age fell from 22 to 20. There is a college-wide decrease of Orange County students of 10%, and a 12% increase in students from locations other than Orange, Osceola, or Seminole counties.

Readiness for college continues to be an issue. We expect a larger proportion of high school graduates to have a non-standard diploma in future years. More students have been placing into mandated classes based on assessment scores, and this can be expected to continue. (Reading 1 increased 7%, Writing 1 increased 5%, Writing 2 decreased 4%, and Math 1 decreased 8%.) The 18 to 24-year-old group has increased by 5%.

Many programs aimed at increasing college readiness have been effective. For example, Tech Prep students come to Valencia with comparatively high GPAs, reading and math skills. Also, retention rates for Tech Prep graduates are higher than for the general population of Valencia students. A high percentage of minority students are served by this program, and many of these students are enrolling in non-traditional courses of study (such as females in information technology programs, males in health-related studies).

**Student Success**
After enrollment at Valencia, students are attempting more credit hours. There has been a 5% decrease in students attempting 1-3 credit hours and a 5% increase in students attempting 12 or more credit hours. Average credit hours attempted increased from 8.4 to 9 credit hours.

As the community diversifies, English for Academic Purposes grows in importance as a tool for access. Success rates for EAP have remained stable, with at least 80% completing with a grade of A, B, C in most terms. Enrollments in the Fall term have continued to rise from 875 in 2002 to 1,216 in 2005. Spring enrollments have fluctuated over the same period, but average approximately 560. Summer enrollment has a downward trend, falling to just over 200 in 2006.

Achievement gaps remain among students from different ethnic groups, although some progress has been made. Supplemental learning opportunities are viewed positively by students and make a difference in student success, helping to close gaps among groups or students targeted for the Achieving the Dream initiative. All Supplemental Learning (SL) math course enrollees who attended at least one SL session had higher success rates than the College baseline (64% vs. 48%). First-time-in-college (FTIC) math students who attended at least one SL session had higher success rates and GPAs at every remedial level and in every ethnic group.

We know that our students are also affected by the demands of their lives. Community College Survey of Student Engagement (CCSSE) data show that 33% of students have
children living with them, 81% are working, and 14% are taking classes at other institutions. The first two are specifically tied to outcomes: the primary non-academic issues leading to withdrawal prior to completion include lack of finances (45%), working full-time (39%), and caring for dependents (29%).

**Value Added Measures**

Earnings, licensure pass rates, and upper division achievement data for completers all provide measures of the extent to which the College has provided added value to the individual learners, the community and beyond. The College is also addressing assessment in order to provide more information to the learner and the professors about mastery of content.

Valencia graduates continue to fare well in terms of earnings. A student obtaining an associate degree compared to a high school diploma would recover their educational cost for the degree within one year of work after graduation. The projected economic effects of increased personal income associated with a community college degree will have a dramatic impact on an individual’s future earnings.

Valencia AA graduates perform well at UCF in terms of both upper division GPAs and graduation rates compared to UCF native students, however the degree of difference is generally declining. In 2000-01, graduation rates for Valencia AA graduates were higher than UCF natives in 61% of 18 discipline groupings; graduation rates were higher in only 17% of the same discipline groupings in 2004-05. In 2000-01, the average graduation rate for Valencia AA grads was 2.4% higher than for UCF natives. The average graduation rate for Valencia AA grads was 1.0% lower, 2.1% lower, and 1.9% lower than UCF natives in 2001-02, 2002-03, and 2004-05, respectively; the rate was 1.1% higher in 2003-04.

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**Questions to Consider:**

What knowledge and information do we require if we are to improve student success?

What are the key measures that will tell us that learning results are improving?
Internal Question #4:
How do our fiscal, facility, technological, student affairs and human resources capabilities, policies and strategies support and/or hinder students in meeting their learning goals?

In the mid-1990s, Valencia began to examine all of its work from the perspective of how it contributed to learning, asking two questions, “How does this enhance learning,” and “How do we know?” This resulted in significant changes in college planning for and allocation of resources – human, financial, technologies, and facilities – which combine to support learning.

Fiscal Resources
During the past six years, the College has continued to receive less than the state average funding per FTE student. In 2001-02, Valencia received only 76.1% ($2,429) of the State’s average funding per FTE ($3,192), while enrollment at the College surged by nearly 10%. Due to changes in the state funding formula supported by Valencia, in 2006-07, Valencia’s projected allocation is expected to be about 83.2% ($3,127) of the system average funding per FTE ($3,760). The College is hopeful that the new formula will continue to be implemented, enabling Valencia to achieve at least the average funding for the state system per FTE over a multi-year timeframe.

The College has also proven its ability to capitalize on alternative revenue generation methods, and the business plans for Valencia Enterprises and for Conferencing Services have been on target or exceeded targets for revenue goals each year.

Facilities
Valencia currently has about 1.82 million square feet of facilities on all campuses, on a total of 430 acres of land. Parking has improved, but students report that finding a parking space remains a challenge during peak use times on the larger campuses.

Two new campuses are being planned. The Southwest Campus purchase has been completed as of December 2006, and options are being explored for a new Southeast Campus. The 2006 Legislature provided funds to add Module 10 (West Campus), Hospitality and Culinary Arts Lab addition (West Campus), UCF Joint use Module 11 (West Campus), Hi-Tech Classroom Building 4 (Osceola Campus), and Classroom Building 1 for the new Southeast Campus when that location has been determined. While these new facilities will help to address need, it is clear that the College will lack the capital for facilities to keep pace with demand.

The efficient use of facilities continues to be a challenge, with weekend and evening classroom utilization not maximized. Some students who would have attended evening or weekend courses may have shifted to the online delivery mode. (See Technology, below.)

Technology
Annual budgets have provided for the regular “refreshment” of technology that supports student learning and college administrative processes. Computer security remains a concern, with costs reflected in the budget.
technology advances and systems break down or become obsolete, Valencia will continue to see technology expenditures grow. The College projects the replacement of several servers and the telephone system in the next three years.

The use of technology to deliver courses and/or to enhance learning has grown markedly, and will continue to grow. The number of fully online courses has increased from 141 sections in Fall 2005 to 453 sections in Fall 2006; web-enhanced courses are in the thousands.

**Human Resources**

The College’s largest investment is in its human resources. The College has made significant investments to bring faculty salaries in line with the market, in keeping with a plan developed by the Faculty Council. Also, the College has converted many previously four-month contract faculty positions to full-time tenure track positions. Between the years 2000 and 2006, 10-month faculty increased by 23%, while four-month positions declined by an equal percentage.

Valencia’s employee diversity is reflective of the local community, with the College meeting or exceeding minority census data. Female employment expanded from 58% to 61% between the years 2000 and 2006. During this same time frame, the percentage of Caucasian employees declined from 67% to 60%, while the Hispanic proportion increased from 12% to 18%. African American employees represented 15% of employees in 2000 and 16% in 2006. The number of Asian American employees remained steady at 5%.

The College has experienced hiring challenges in institutional research, institutional advancement, math and science faculty, and all health-related faculty areas. Hiring challenges can be expected to continue and grow as the “baby boomer” generation moves into retirement. By the year 2010, the boomers, more than 40% of the U.S. workforce, will be close to retirement. At the same time, the number of 35- to 44-year-olds will decline by 10%. Older workers are demanding flexible work schedules that go beyond what employers have traditionally offered, and this trend is expected to continue.

**Student Affairs**

Student Affairs has been challenged in addressing the changing needs of growing numbers of students. For example, Career Program advisors report that Fall 2006 student contacts increased 28% compared to Spring 2005. The Division has created online tools for students and collaborated with the academic departments to increase enrollments in the Student Success course, which provides students with assistance in career and academic planning.
Questions to Consider:

What challenges will we face in attracting and keeping people who effectively facilitate and support learning?

Are any changes required in our resource strategies if we are to achieve both our learning and our enrollment goals?
IX. The College’s Competitive Advantage

Valencia’s strategies of focusing on learning and removing barriers to learning combine to create a significant competitive advantage, distinguishing Valencia from other higher education institutions serving Orange and Osceola counties.

**Focusing on Learning**
Focusing on learning is the chief way that we create and deliver value to our students and our community. Through this Strategic Plan, Valencia will ensure that students will be able to demonstrate that they have learned what is required to be successful in a career and/or in continued pursuit of higher education.

By focusing the College on achieving learning results and on providing programs that prepare learners for careers that build the Central Florida economy, Valencia represents a significant value and brings a high return on investment to both the learner and the taxpayer.

**Accessibility**
Valencia seeks to minimize the extent to which time and space are barriers to learning. Through this Strategic Plan, Valencia will add to the physical learning spaces in our service district and use technologies to make learning opportunities highly accessible. We project the addition of two new campuses to serve a growing population, as well as support for the growth of on-line learning opportunities.

**Cost**
Valencia seeks to minimize the extent to which a person’s financial circumstances represent a barrier to learning. By partnering with the community to offer scholarships and acting as good stewards to play our part in containing the costs of higher education, Valencia aims for every student to be able to afford the life-changing experience that earning an associate degree provides. Valencia will continue to offer the best value available to our students.

**Access to the Baccalaureate**
Valencia seeks to remove barriers to the baccalaureate and beyond. We will continue to partner with upper division institutions that enable our students to envision and follow a pathway beyond the associate degree. This Strategic Plan supports continued commitments made with the University of Central Florida via the DirectConnect program, and with other upper division institutions, providing guaranteed opportunity to our graduates to continue their studies and meet their continuing higher education goals.
X. Strategic Issues

Strategic issues are those issues that must be resolved if the College is to achieve its mission. The strategic goals are aimed at helping to resolve the strategic issues and to move the College toward its vision and the achievement of the Big Hairy Audacious Goals. (See Section IX, which follows, for a list of the Strategic Goals and the Big Hairy Audacious Goals.) Strategic issues that Valencia faces in 2008 are:

1. Many students from diverse backgrounds do not have equal access to college.

2. Many students whose stated goal is to obtain a certificate or a degree are not successful in reaching critical milestones in their educational plans.

3. Gaps in student achievement exist among student cohorts related to ethnicity and income.

4. The composition of the group that graduates each year does not match the diversity of entering cohorts.

5. Diversity is not fully utilized as a strength throughout the curriculum and the College.

6. While the College does not control all factors that lead to student success, many students fail to complete their courses with a grade of C or better for reasons potentially under the control of the College.

7. Not all students receive academic support tailored to their needs as they move through the curriculum.

8. The college lacks the human, fiscal, technological, and physical resources to meet all of the current needs of students and all who want to be students.

9. Students, faculty and staff do not always have access to up-to-date, effective technologies that support learning and professional success.

10. Many of the issues that stand in the way of our students’ success require resources and expertise from other organizations with complementary missions, if the issues are to be resolved.

11. Valencia can expect delays and challenges in hiring due to the highly competitive market for key positions.

12. Current faculty and staff have unrealized potential that should be developed to further the College’s goals.

13. College staffing levels, systems and processes can sometimes lead students to feel as if they are “numbers” rather than persons to be served.

14. The College’s operating, technology and capital budgets do not always align clearly with the strategic plan.
XI. Goals

“Big Hairy Audacious Goals”

It has become practice at Valencia to dream “big,” and to set what the planning literature calls “Big Hairy Audacious Goals” or “BHAGs,” intended to describe an ideal future. (See Collins, J. 2005. Good to Great and the Social Sectors. Boulder, CO: Jim Collins.)

By definition, BHAGs should have a “gulp factor.” A BHAG is not restricted to the timeframe of any strategic planning period. Thus, each BHAG may cross several planning cycles before completion.

**Big Hairy Audacious Goals Envisioned for 2008-15**

1. Every student develops high aspirations and the tools to achieve them.

2. Each student is treated as a person to be respected, challenged and served, and not as a problem to be solved.

3. Valencia’s students can begin to pursue any higher educational goal by starting at Valencia.

4. Valencia creates learning experiences designed to support each student’s needs and aspirations.

5. Valencia’s graduating class demographic characteristics mirror those of the entering class.

6. The level of college-educated adults in Orange and Osceola counties is significantly higher than the national average.

**Strategic Goals for 2008-15**

To move toward achievement of the BHAG’s, the College has set four strategic goals for the 2008-15 period. As noted in the following brief descriptions of each of the four goals, they build on the work undertaken during 2001-07 through the Strategic Learning Plan. (The 2001-07 goals may be found in Appendix E.)

**Goal 1. Build Pathways:**

A. Design effective and efficient pathways to learning and educational progress for students.

B. Create opportunities for students to develop and achieve their personal aspirations.

C. Develop program options for students that enable them to compete successfully in the Central Florida economy.
“Building Pathways” is Valencia’s proactive approach to the more traditional (and more passive) open-door commitment of community colleges. Via this goal, we challenge ourselves to go beyond merely opening the door to college, to intentionally clearing the way for prospective and enrolled students to register, enroll and progress through college. This means that we will provide programs and services that enable prospective and current students to develop personal and professional aspirations and a clear path to realizing those aspirations. We know that for the majority of those seeking college education and careers in our community, a successful path will include a successful experience at Valencia.

“Build Pathways” has its roots in our “Start Right” goal, originally expressed in 2001, and in programs such as Student Success, LifeMap, Tech Prep, Dual Enrollment, College Reach Out (CROP), other College Transition Programs, and our on-going academic program review.

**Goal 2. Learning Assured:**

A. Implement optimal learning environments for students.
B. Integrate individual student effort with the learning process.
C. Establish learning and learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds.

Emerging from Valencia’s 40-year history of focusing on learning, this goal represents our continuing commitment to create experiences and conditions that we know will lead to success, when our students also do their part. Building on the “Learning First,” “Start Right,” and “Learning by Design” goals that we set in 2001, “Learning Assured” is rooted in the earliest commitments to the curriculum and to advisement made by the founding faculty and staff in 1967. By creating the conditions that assure learning, and by encouraging and guiding students toward the kinds of behaviors that lead to success, Valencia can control a great deal (though certainly not all) of the learning equation, enabling students who will partner with us, regardless of ethnicity or economic background, to learn and succeed in college.

**Goal 3. Invest in Each Other:**

A. Establish operational systems based on collaboration and deep stewardship of our work.
B. Demonstrate support for employee professional development, career growth and healthy living.

The learning results that Valencia has achieved are in no small part a result of the collaborative and caring culture that we have built over many years. For that reason, collaboration that is grounded in trust rises to a strategic level of importance. As we work together towards common purpose, collaboration engenders deep commitment and stewardship, enabling us to care and to think deeply enough to seek to do the right
thing, to look beyond the moment to the future impact of today’s decisions, to explore and resolve our differences openly, and to overcome issues that others may allow to impede progress.

A collaborative culture is rooted in open and timely communication to inform our thinking and decision-making; this goal re-commits the college to addressing the perennial challenges of communication in a complex, large, geographically dispersed institution.

Our collaborative culture calls for each of us to contribute our best thinking and our best effort. When we invest in each other by taking the time to communicate and collaborate in guiding the college’s efforts and by encouraging healthy lives and personal growth, we are models for our students and for each other. Thus, this goal continues the work developed under our former “Learning Leaders” goal, emphasizing personal growth and the contributions that each of us makes to our students’ success.

**Goal 4. Partner with the Community:**

A. Coordinate student needs and College goals with community partners.

B. Actively respond to community needs and goals.

Valencia has always dreamed big dreams and set lofty goals. In the mid-1990s, Valencia was an early adopter of the concept of naming “Big, hairy, audacious goals,” choosing goals with a considerable “gulp factor.” In part, our willingness to dream big is a reflection of our community, which is known internationally for encouraging the dreamer in all people, and, in part, it is because we have known that we have always been able to count on community partners to help achieve what we cannot achieve alone.

The results that our service area and the College have realized, and to which we continue to aspire, require partnership. By sharing and leveraging our resources, the College, our students, and ultimately the community at large, benefit.

The goal of partnering with the community encapsulates aspects of several of our previous goals: “Diversity Works,” in that the goal addresses serving our diverse community; “Learning Works,” in that the goal continues our work in developing a knowledgeable, well prepared workforce; and “Start Right,” in that it reinforces the importance of ensuring that students are able to contribute to an academic community at Valencia and once they enter upper division courses.
XII. Strategic Objectives

The College selected a few indicators for each of the four strategic goals, expressing them as strategic objectives. These objectives are not intended to be comprehensive. As each planning unit develops its work plans, the full range of effort related to each goal will be revealed. However, in order to project and monitor critical areas in which change is desired for each goal, the following objectives have been established.

Goal One: Build Pathways

A. Design effective and efficient pathways to learning and educational progress for students.
B. Create opportunities for students to develop and achieve their personal aspirations.
C. Develop program options for students that enable them to compete successfully in the Central Florida economy.

Objective 1.1 – Transition to College
Partner with others to increase the college going rate of students from every high school and the percentage of those graduates who apply and enroll at Valencia.

Objective 1.2 – Persistence
Increase the percentage of students who persist at Valencia through key academic thresholds.

Objective 1.3 – Goal Achievement
Increase the course and program completion rate of Valencia students by decreasing the withdrawal rate.

Objective 1.4 – Economic Development
Align plans for the Associate in Arts and Associate in Science degree programs, and the resources to support them, with the economic development needs of the region.

Objective 1.5 – Access
Increase access to associate degree and higher programs through university partnerships, scholarships and financial support, and through the addition of Valencia campuses and locations in growing service district areas that are relatively distant from existing campuses.
Goal Two: Learning Assured

A. Implement optimal learning environments for students.
B. Integrate individual student effort with the learning process.
C. Establish learning and learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds.

Objective 2.1 – Learning Outcomes
Develop, align, and review program learning outcomes to assure a cohesive curricular and co-curricular experience that enhances student learning.

Objective 2.2 – College-level Writing
Increase the percentage of students writing at the college level.

Objective 2.3 – Completion of Mathematics
Increase the percentage of students who complete the math sequence within two years.
(Completion is defined as successfully completing the highest level math course required for a program of study. The two-year measurement period begins upon entrance to the College.)

Objective 2.4 – Completion of 15 college credits
Increase the percentage of students mandated into developmental courses who complete within three years the first 15 college level hours of their programs of study. (Developmental courses are defined to include MAT1033C.)

Objective 2.5 – Close achievement gaps
Close achievement gaps among students from diverse backgrounds in completing six key courses, leading to increased persistence and program completion rates.

Note: The six courses are: College Prep mathematics Pre-Algebra (MAT0012C) and Beginning Algebra (MAT 0024C), Intermediate Algebra (MAT1033), and “gateway” courses, Communications (ENC1101), Political Science (POS2041), and College Algebra (MAC1105).
Goal 3. Invest in Each Other

A. Establish operational systems based on collaboration and deep stewardship of our work.

B. Demonstrate support for employee professional development, career growth and healthy living.

Objective 3.1 – Collaboration
Strengthen Valencia’s collaborative culture through learning and leadership development opportunities in the effective use of collaborative approaches, and through regular review and evolution of our shared governance system.

Objective 3.2 – Career Growth
By 2015, Valencia will have a robust system of career growth and planning in which all Valencia employees will participate. (Note: This does not include faculty, who have a separate faculty development program.)

Objective 3.3 – Employee Wellness
Increase the percentage of employees engaged in self-reported wellness practices.
Goal Four: Partner with the Community

A. Coordinate student needs and College goals with community partners.
B. Actively respond to community needs and goals.

**Objective 4.1 – Community Investment**
By 2015, Valencia will emerge as a first-tier investment for the philanthropic community, supporting the missions of the Valencia Foundation and the College.

**Objective 4.2 – Alumni Involvement**
By 2015, significantly increase the membership and the active involvement of alumni in giving of their time and resources to support Valencia.

**Objective 4.3 – Community Engagement**
Significantly increase documented college engagement with community organizations and businesses, contributing to meeting community needs and increasing community awareness of the College’s mission and services, authentically raising our profile in the community and leading to Valencia becoming an investment of choice.

**Objective 4.4 – Workforce Development**
Increase reported satisfaction by Valencia graduates with their preparedness for upper division studies and the workforce, and increase the numbers of companies and individuals served by Valencia Enterprises, contributing to meeting key workforce needs of the community.
XIII. Strategies

The meaning of each of the four goals and the related strategies to be used to achieve each goal will be explored in a series of essays being co-authored by the President and members of the four Strategic Goals Teams. These essays will be completed in Summer 2008, and will be used to guide college-wide discussion.

Following college-wide discussion, and after receiving and considering college-wide comment, the essays will be finalized and added to the Strategic Plan, appearing in this section.
XIV. Evaluation Plan

Introduction

The Evaluation Task Force consulted Research Methods Knowledge Base (http://www.socialresearchmethods.net/kb/), a 2006 web-based text by William Trochim of Cornell University, as it developed its evaluation plan for the Strategic Planning process and its products. The following has been adapted from that text, and serves as an introduction to the evaluation plan for our strategic planning efforts.

Evaluation is the systematic acquisition and assessment of information to provide useful feedback about the work processes and products of our strategic planning efforts.

The generic goal is to provide "useful feedback" to a variety of audiences interested in the planning process and its products, now and in the future. Feedback is perceived as "useful" if it aids in decision-making about the strategic planning process and products of the College.

The process of evaluating our strategic planning efforts should encourage and support an evaluation culture at the College. What would an evaluation culture look like? What should its values be? The Evaluation Task Force finds useful the description of such a culture proposed by Dr. Trochim, summarized below:

1. Our evaluation culture will embrace an action-oriented perspective that actively seeks solutions to problems, trying out tentative ones, weighing the results and consequences of actions, all within a continuous cycle of supposition-action-evidence-revision that characterizes good science and good management. In an evaluation culture, we won't act for action's sake -- we'll always attempt to assess the effects of our actions.

2. Our evaluation culture will be an accessible, teaching-oriented one that emphasizes the unity of formal evaluation and everyday thought. Most of our evaluations will be simple, informal, efficient, practical, low-cost and easily carried out and understood by non-technicians. Evaluations won't just be delegated to one person or department -- we will encourage everyone in the College to become involved in evaluating what they do and what the College does. Where technical expertise is needed we will encourage the experts to also educate us about the technical side of what they do, asking that they try to find ways to explain their techniques and methods adequately for non-technicians. We will devote resources to teaching others about evaluation principles.

3. Our evaluation culture will be diverse, inclusive, participatory, responsive and fundamentally non-hierarchical. World problems cannot be solved by simple "silver bullet" solutions. There is growing recognition in many arenas that our most fundamental problems are systemic, interconnected, and inextricably linked to social and economic issues and factors. Solutions will involve husbanding the resources, talents and insights of a wide range of people. The formulation of problems and potential solutions needs to involve a broad range of constituencies. More than just "research" skills will be needed. Especially important will be skills in negotiation and consensus-building processes.

4. Our evaluation culture will be humble, self-critical one. We will openly acknowledge our limitations and recognize that what we learn from a single evaluation study, however
well designed, will almost always be equivocal and tentative. In this regard, we will resist being drawn into making decisions for others, although certainly the results of our work should help inform the decision makers. Most program decisions, especially decisions about issues such as whether to continue a program or close it down, must include more input than an evaluation alone can ever provide. While evaluators can help to elucidate what has happened in the past or might happen under certain circumstances, it is the responsibility of the College as a whole to determine what ought to happen.

5. Our evaluation culture will need to be an interdisciplinary one, doing more than just grafting one discipline onto another through constructing multi-discipline research teams. We need to move toward being non-disciplinary, consciously putting aside the blinders of our respective specialties in an attempt to foster a more holistic view of the phenomena we study. As we consider the programs we are evaluating, we each should be able to speculate about a broad range of implementation factors or potential consequences. We should be able to anticipate some of the organizational and systems-related features of these programs, the economic factors that might enhance or reduce implementation, their social and psychological dimensions, and especially whether the ultimate utilizers can understand or know how to utilize the results of our evaluation work. We should also be able to anticipate a broad spectrum of potential consequences -- system-related, production-related, economic, nutritional, social, environmental.

6. This evaluation culture will also be an honest, truth-seeking one that stresses accountability and scientific credibility. Our evaluation culture needs to hold to the goal of getting at the truth while at the same time honestly acknowledging the revisability of all scientific knowledge.

7. Our evaluation culture will be prospective and forward-looking, anticipating where evaluation feedback will be needed rather than just reacting to situations as they arise. We will construct simple, low-cost evaluation and monitoring information systems when we first initiate a new program or technology -- we cannot wait until a program is complete or a technology is in the field before we turn our attention to its evaluation.

8. The evaluation culture we envision is one that will emphasize a fair, open, ethical and democratic processes. We will move away from private ownership of and exclusive access to data. The data from all of our evaluations needs to be accessible to all interested groups allowing more extensive independent secondary analyses and opportunities for replication or refutation of original results. We should encourage open commentary and debate regarding the results of specific evaluations. Especially when there are multiple parties who have a stake in such results, it is important for our reporting procedures to include formal opportunities for competitive review and response. Our evaluation culture must continually strive for greater understanding of the ethical dilemmas posed by our research. Our desire for valid, scientific inference will at times put us in conflict with ethical principles. We need to be ready to deal with potential ethical and political issues posed by our methodologies in an open and direct manner.

**Evaluation of the Planning Process**

The Evaluation Task Force developed a set of questions for use by all Strategic Planning Task Forces in conducting a self evaluation of their work as each task force concluded its efforts. These questions and the evaluations submitted by the two Task Forces that have
completed their work to date may be found in Attachment F to the Plan. Also, a separate evaluation was completed for the Big Meeting held in March 2007. That evaluation may also be found in Attachment F.

On March 26, 2008, the Evaluation Task Force reviewed the evaluation documents completed to date and considered the responses in terms of the extent to which the strategic planning process had met its goals and honored the principles set by the College Planning Council. The Task Force will review additional evaluations to be submitted by the Strategies, Goals, and Objectives Task Force, the Communications Task Force, as well as its own self-Evaluation, before its overall evaluation of the process is completed.

Also, on March 26, the Task Force considered whether any recommendations would be made regarding the structure of future strategic planning processes based on what was learned during the planning process for 2008-15.

**Evaluation of the Extent to which the Process Honored the Principles**

**Principle 1: Learning-centered**
The planning process and the plan that it yields will be learning-centered, will be grounded in the College’s history of excellence, innovation, and community.

The planning process was learning-centered in that it focused all discussion on the impact on learning and the results that the College delivers to students and to society. Also, the process was learning-centered in that it drew upon the planning literature, learning from the experiences of others, and based itself on an open examination of data about the community and the college. Lastly, the process included representatives from the community that Valencia serves, and involved extensive learning about current conditions in Orange and Osceola counties.

**Principle 2: Strategic**
The process will be strategic by impacting the results the College aims to provide to society and to students as they progress in their programs of learning.

All planning groups defined the word strategic to mean having an impact on the results that we deliver to society and to students. All goals and objectives are intended to improve results. In cases in which processes are to be improved, there is a clear link between the process and the results that it is intended to yield.

**Principle 3: Collaborative**
The planning process will be collaborative by operating within our shared governance structure that ensures broad-based participation and by providing a means for stakeholder groups to be heard and to influence the plan.

The planning process was highly collaborative.
All planning task forces were open to volunteers, and communications took place routinely as the various products were developed. Representatives from career service, professional staff, faculty, and administrators served on the groups.

All comments received from the college community were considered by the planning groups, and the documents were presented in draft form for comment as they evolved. Each task force worked on a consensus basis, and moved drafts forward only when the group was comfortable that adequate discussion had taken place and the collaborative process had been followed.

Groups were convened college-wide on all campuses to discuss the major work products (Vision, Values, and Mission; Situational/Needs Analysis; Goals and Objectives), and all comments were captured and considered. Also, student input was sought and considered.

Community conversations were held in Orange and Osceola counties, and the results of those conversations are reflected in the major work products. A planning web site provided up to date information on the work products and the work of the various task forces, and an email address to which anyone could send comments.

All voices were encouraged, heard, and considered.

In its self-evaluation, the Mission, Vision and Values Task Force noted that, “Our work, up to this point, has been truly collaborative in nature and inclusive of input from all stakeholders reached through Learning Day.”

The Data and Situational/Needs Analysis Task Force noted in its self-evaluation that, “The data task force operated in a collaborative manner, shared its work products for review and comment, and sought input and feedback from all stakeholder groups.”

**Principle 4: Trust-building**

The process will build trust through effective communication and negotiation, by making it safe to identify and challenge assumptions, and by supporting agreements on shared values and the making of mutual commitments that are the basis for the strategic plan, and that are honored as the plan is implemented.

The Data and Situational/Needs Analysis Task Force, in its self evaluation, noted that, “The atmosphere of the task force was one of trust, and members felt safe to discuss differing interpretations of data and to present data that might lead to different conclusions.”

The Communications Task Force ensured that comments could be submitted anonymously, and encouraged everyone to share thoughts at each stage of the development of the plan.

Differences of opinion emerged as the goals and objectives were developed, and discussion continued until those differences had been addressed. In several instances, the wording of statements was changed to ensure that they represented common ground.
**Principle 5: Meaningful**  
The process will be meaningful in that it will help the College to establish a vision of the future that shapes, defines, and gives meaning to its strategic purpose, and in that it will help to shape strategic decisions, some of which are identified in advance.

Clearly, the process has yielded a vision for the future and provided goals and objectives that point the College toward that direction and enable us to measure progress. The vision is clearly rooted in the College’s Mission.

**Principle 6: Data-driven**  
The process will be data-driven, using qualitative and quantitative data, routinely reviewed as the plan is implemented, with the aim of continuous improvement.

Over 60 sets of data were analyzed as we launched the planning process, and the data were consulted throughout the process. The evaluation plan provides for an annual review of data to gauge progress toward the goals and objectives.

**Principle 7: Formative and Summative**  
The plan will include formative and summative evaluation components that evaluate the planning process itself, as well as the implementation of the plan, using agreed upon performance indicators.

The Evaluation Plan provides for both formative and summative evaluation of the process and of the plan itself as it is implemented.

**Principle 8: Well-timed**  
The process will have a clear cycle of activities, with a beginning and an end, and timed and structured to coordinate well with SACS accreditation requirements.

The process followed the agreed upon timeline as projected in the “Plan for Planning,” with minor adjustments made collaboratively and with approval of the College Planning Committee, in order to allow adequate time for collaboration. In 2006 the projection was for the plan to be presented to the Trustees in December 2007, and that was adjusted to May 2008. The plan also includes a projection of the next two planning cycles, coordinated with SACS accreditation visits in a manner that will not exhaust faculty and staff.

**Principle 9: Clearly Integrated**  
The process will be as simple as possible while yielding a viable plan, avoiding the trap of imposing more order than the College can tolerate, and integrating planning into permanent governing structures and college-wide meetings, rather than creating a separate set of activities removed from the governance and life of the College.

The planning process was carried out within the framework of the existing governance structure. Special groups commissioned to lead the work reported to the College Planning Council, and each had a clear charge and timeline. The plan that has resulted is simple and focused, containing four goals and fifteen objectives, and provides a means for all divisions, departments, and work groups to link their work to the strategic goals and objectives.
Principle 10: Connected to Related Plans
The process will support the integration of fiscal, learning, and facilities plans with the strategic plan of the College, through careful timing and by clearly connecting each of these plans to the College’s revised Vision, Mission, and Values.

The President and senior staff are committed to linking appropriate portions of fiscal, learning, and facilities plans to the strategic plan. The new web-based planning system will provide a simple means of entering goals and objectives from those plans that relate to each strategic goal and objectives. The ability that this system provides to look at all efforts related to each goal at one time will facilitate the timing and sequencing of work. And, by advancing the goals and objectives, the fiscal, learning and facilities plans will be connected to the Vision, Mission, and Values.

Principle 11: Useful
The strategic plan will be useful to and therefore used by councils, campuses and departments as they prepare their plans, and will encourage a future orientation to their work.

Each department, division, and campus will include in its plans goals and objectives that tie directly to one or more strategic goals and objectives. The use of the strategic plan, with its focus on improved results in 2015, will encourage each planning group to look beyond the immediate fiscal year and to consider how it will help to meet college-wide goals.

Principle 12: Communicated
The process, its language, its products, and the results of the plan will be communicated to all employees internally.

The planning process and its products has been communicated throughout the College and in the community via a planning web site, emails, the college-wide Bulletin, posters on all campuses, a network of contacts on each campus, and through routine meetings of work teams and College councils. The Communications Task Force will make suggestions about on-going communications as the plan is implemented.

Principle 13: Clear and Measurable
The plan will be expressed clearly, with language that is understood by stakeholders and with clear means of measuring progress.

The planning groups have spent a great deal of time on the choice of language in their various work products. A glossary has been added to the plan to ensure that we all understand terms in the same way, and to assist those for whom some of the language may be new. Also, brief introductory paragraphs were written for each goal by the Strategic Goals and Objectives Task Force, and essays are being co-authored by Goal Team volunteers and the President, all aimed at encouraging broad understanding of the meaning of the goals.

The use of “summary terms” or titles (such as Build Pathways) for each goal and objective is seen as a way to make the plan more accessible and memorable, while the essays will help to deepen understanding of the meaning of those terms. For example, Build Pathways is a clear metaphor for what we want to achieve for our students, and the longer goal
statement, objectives, and the essay will clarify where those pathways start, how they are traveled successfully, and where they lead.

The Task Force also finds that there is an emerging level of comfort with the use of data and a growing sophistication in its presentation and analysis, and that this will help to inform future planning efforts as well as the evaluation of the 2008-15 plan.

**Principle 14: Clearly Defined Roles**
The process will be truly comprehensive, and will have clearly assigned roles for individuals and groups, including students.

The planning process was developed by the College Planning Council after a year of pre-planning. The Council drew upon the strategic planning literature and adapted components from planning models from several institutions. As recommended by the Council, the applicable components of a strategic plan have been incorporated, clear roles were assigned for all planning bodies, students were consulted directly at appropriate stages as the plan evolved, and student qualitative and quantitative data were central to the development of all planning products.

**Evaluation of the Strategic Plan**

The Goals and Objectives in the Strategic Plan and the targets set for each objective should be evaluated annually and at the conclusion of the planning cycle. ¹ The data will be captured each year by the Office of Institutional Research and/or by those assigned to monitor progress toward the goals and objectives. The evaluation data should be shared with all Councils and made available college-wide and on the strategic planning web site.

The Goals and Objectives in the Strategic Plan should be evaluated in coordination with the College’s comprehensive Institutional Effectiveness (IE) effort, following the process being designed by a team of College leaders in Spring 2008. Specific links to appropriate related sections of the Institutional Effectiveness plan will be added to the Strategic Plan when the IE plan has been completed.

Formative evaluation should center around an annual “Big Meeting” ² held to review the data on progress to date toward each objective and determine to what extent adjustments are needed to the objectives or to the targets based on the experience of the College. Successes should be discussed and any roadblocks identified. Changes in the environment that may impact progress positively or negatively, or call for new objectives, should be examined. The Big Meeting should be designed to make a collective, collaborative, and qualitative judgment about progress toward the four strategic goals, based on a review of efforts from all parts of the College.

The Situational/Needs Analysis conducted in 2006-07 should be updated at a mid-point of the plan, possibly in 2010. The results should be reviewed as part of the annual Big

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¹ The first annual evaluation meeting is projected for Spring 2009, with meetings held each year through the life of this planning cycle, projected to conclude in 2015.

² A Big Meeting is a collaborative method through which a representative group of 100 or more people is gathered to discuss data, develop ideas and/or design processes to advance the work of the College.
Meeting in the year that follows, to determine whether any significant shifts have occurred that have an impact on the Strategic Plan.

**Establishing Baseline Data and Target Measures for the Strategic Objectives**

The Evaluation Task Force proposed baseline data for the strategic objectives. Baseline data will be considered by Senior Staff and appropriate Councils in 2008, and once gathered and reviewed, appropriate groups will be consulted to determine the changes that the College will seek, and target measures will be established as deemed appropriate.

**Goal One: Build Pathways**

**Objective 1.1 – Transition to College**

*Partner with others to increase the college going rate of students from every high school and the percentage of those graduates who apply and enroll at Valencia.*

**Proposed Baseline data**

- The percentage of Orange and Osceola high school students who graduated in 2007-08 and who enrolled in College by Fall 2008.

- The proportion of Spring 2007 Orange and Osceola graduates from each high school who applied to Valencia, our market share, and the yield rate, which will express the percentage of those who applied and who subsequently enrolled at Valencia in Fall 2007.

**Objective 1.2 – Persistence**

*Increase the percentage of students who persist at Valencia through key academic thresholds.*

**Proposed Baseline Data:**

- The percentage of Valencia students who enrolled for the first time in Fall 2007 and who persisted to a second term in Spring 2008.

- The percentage of Valencia students who entered in Fall 2006 for their first Fall term, and who persisted to the Fall 2007 term.

- The percentage of Valencia FTIC students who entered in Fall 2004 and who completed 30 credit hours by Fall 2007.

- The percentage of Valencia FTIC students who entered in Fall 2004 and who completed 45 credit hours by Fall 2008.
Objective 1.3 – Goal Achievement
Increase the course and program completion rate of Valencia students by decreasing the withdrawal rate.

Proposed Baseline Data:

- The Fall 2007 course withdrawal rate.
- The percentage of Valencia students who enrolled in Fall 2007 and who complete their stated educational goals at Valencia by 2011.

Objective 1.4 – Economic Development
Align plans for the Associate in Arts and Associate in Science degree programs, and the resources to support them, with the economic development needs of the region.

Proposed Baseline Data:

- The percentage of all those enrolled in the lower division in higher educational degree-granting institutions in Orange and Osceola counties who enrolled at Valencia in Fall 2007.
- The degree of program alignment with economic development needs based upon a qualitative study to be completed in 2008.

Objective 1.5 – Access
Increase access to associate degree and higher programs through university partnerships, scholarships and financial support, and through the addition of Valencia campuses and locations in growing service district areas that are relatively distant from existing campuses.

Proposed Baseline Data:

- The number and percentage of academic year 2007-08 Valencia graduates who by Fall 2008 are admitted into upper division programs in the State University System and at private institutions with which Valencia has articulation agreements in place.
- The number of Valencia campuses and centers serving students in Fall 2007.
Goal Two: Learning Assured

Objective 2.1 – Learning Outcomes
Develop, align, and review program learning outcomes to assure a cohesive curricular and co-curricular experience that enhances student learning.

Proposed Baseline Data:

- The number of programs with learning outcomes that have been defined by faculty as of Fall 2008.

Objective 2.2 – College-level Writing
Increase the percentage of students writing at the college level.

Proposed Baseline Data:

- The percentage of students writing at the college level based on assessments in 2008-09.

Objective 2.3 – Completion of Mathematics
Increase the percentage of students who complete the math sequence within two years of enrollment.

(Completion is defined as successfully completing the highest level math course required for a program of study. The two-year measurement period begins upon entrance to the College.)

Proposed Baseline Data:

- The most recent completion rate of the math sequence within two years that is available from Institutional Research.

Objective 2.4 – Completion of 15 college credits
Increase the percentage of students mandated into developmental courses who complete within three years the first 15 college level hours of their programs of study. (Developmental courses are defined to include MAT1033C. Note that passage of courses includes passage of any required State exams.)

Proposed Baseline Data:

- The most recent available cohort data from Institutional Research providing the percentage of students mandated into developmental courses who completed the first 15 college level hours of their programs of study within three years.

Objective 2.5 – Academic achievements
Close achievement gaps among students from diverse backgrounds in completing six key courses, leading to increased persistence and program completion rates.

Proposed Baseline Data:

- The percentage of students from diverse backgrounds who completed the six targeted courses in 2007-08.

Note: The six courses are: College Prep mathematics Pre-Algebra (MAT0012C) and Beginning Algebra (MAT 0024C), Intermediate Algebra (MAT1033), and “gateway” courses, Communications (ENC1101), Political Science (POS2041), and College Algebra (MAC1105).

Goal 3: Invest in Each Other

Objective 3.1 – Collaboration
Strengthen Valencia’s collaborative culture through learning and leadership development opportunities in the effective use of collaborative approaches, and through regular review and evolution of our shared governance system.

Proposed Baseline Data:

- The number of academic year 2008-09 Leadership Valencia professional development opportunities that incorporate in the objectives the understanding and mastery of the use of collaborative approaches, and the unduplicated number and percentage of Valencia employees who enroll in these activities in 2008-09.

- A qualitative review of the shared governance system in 2008 will reveal the extent to which it is judged to be advancing the goals and objectives of the strategic plan in a collaborative and timely manner.

Objective 3.2 – Career Growth
By 2015, Valencia will have a robust system of career growth and planning in which all Valencia employees will participate. (Note: This does not include faculty, who have a separate faculty development program.)

Proposed Baseline Data:

- While the exact number is not known, it is believed that the majority of employees in 2008 currently lack a career growth and development plan.
**Objective 3.3 – Employee Wellness**

*Increase the percentage of employees engaged in self-reported wellness practices.*

Proposed Baseline Data:

- The percentage of employees who report that they are engaged in wellness practices on a survey of employees to be conducted in 2008.

**Goal Four: Partner with the Community**

**Objective 4.1 – Community Investment**

*By 2015, Valencia will emerge as a first-tier investment for the philanthropic community, supporting the missions of the Valencia Foundation and the College.*

Proposed Baseline Data:

- The number of individual donors to the Valencia Foundation for the 2007-08 Foundation fiscal year. (Individual donor categories include employees, alumni and community members.)
- The number of donors who make major gifts of over $100,000 in Foundation fiscal year 2007-08.
- The size of the Valencia endowment and the amount that the Foundation contributes to the College in 2007-08.

**Objective 4.2 – Alumni Involvement**

*By 2015, significantly increase the membership and the active involvement of alumni in giving of their time and resources to support Valencia.*

Proposed Baseline Data:

- The number of alumni actively engaged with College activities as recorded by the office of college and community relations for 2007-08.
- The number of alumni who are donors to the Foundation in 2007-08.

**Objective 4.3 – Community Engagement**

*Significantly increase documented college engagement with community organizations and businesses, contributing to meeting community needs and increasing community awareness of the College’s mission and services, authentically raising our profile in the community and leading to Valencia becoming an investment of choice.*

Proposed Baseline Data:
• The percentage of Valencia employees who report giving volunteer service to the community as documented by faculty annual reports and a Flashlight survey of employees in 2008.

• The number of service learning projects reported by faculty in 2007, and the number of student volunteer hours recorded by Student Activities.

• Marketing focus group reports regarding awareness of Valencia’s mission and services in 2006-07. (Note: A new survey may be developed that could take the place of focus groups for this and a few other measures.)

**Objective 4.4 – Workforce Development**

*Increase reported satisfaction by Valencia graduates with their preparedness for upper division studies and the workforce, and increase the numbers of companies and individuals served by Valencia Enterprises, contributing to meeting key workforce needs of the community.*

**Proposed Baseline Data:**

• Satisfaction levels as reported in a graduate follow-up survey to be conducted in 2008.

• The most recent data available in Fall 2008 on the average GPA of Valencia graduates in the SUS upper division.

• The number of companies and individuals served by Valencia Enterprises in 2007-08.
V. An Agenda of Plan-related Issues to Be Considered Systematically by College Councils, Committees, and Leadership Teams during 2008-2015

As the Strategic Plan is carried out, the following issues should be systematically studied by appropriate councils, committees, and leadership teams, and the results should inform the annual review of the strategic plan:

- How do we define and measure learning? What is our theory regarding the assessment of learning?

- What constitutes Student Success? How does learning differ from student success?

- How will we define “meaningful improvement?”

- What are the contributions that a student can make to achieve his or her goals?

- What does it mean for a student to achieve his or her potential?

- How do we define “Optimal Learning Conditions?”

- How do we measure the extent to which we are accessible? How can we describe what it means to “Build Pathways?”

- How do we define and practice collaboration? How should we communicate in a collaborative college?

- How is our commitment to valuing diversity honored through the work envisioned by this plan?

- How will employees define their learning pathways, and how will we measure an employee’s engagement in the learning process?

- What data model will be used to carry out this work, and how will we organize for data sharing and accountability?

- As part of our “culture of evidence”, what do we accept as evidence of progress against our goals and objectives? How do we validate that changes in our proposed key indicators are meaningful and are having the intended effects on achieving our objectives?

- What constitutes meaningful data? Should we compare statistics by socio-economic indicators, rather than by race? What is the usefulness of such a comparison?
XVI. Relationship of the Strategic Plan to Fiscal, Facilities, Enrollment, Technology, Operational and Other Plans at the College

In 2006, the “Plan for Planning” adopted by the College Planning Committee projected that the following decisions would be informed by the Strategic Plan.

- academic program plans for new campus(es) and evolution of programs on existing campuses
- the goals in the College enrollment plan
- Future Valencia Foundation fund raising goals
- Focus of the Quality Enhancement Plan for SACS in 2012-2014
- Professional development multi-year plan
- Multi-year financial plan and annual budgets
- Major external funding requests with college-wide impact, such as Title III and Title V
- Community relations priorities and programs
- Efforts designed to support student learning and to maintain academic excellence
- Strategic facilities plans

In addition, the Institutional Effectiveness plan being developed by the College in Spring 2008 will provide a new web-based means of recording department and division plans and linking goals and objectives in those plans to the strategic goals and objectives of the College. This will enable the College to view all efforts college-wide that aim to achieve each strategic goal and objective, and it will invite all departments to contribute to meeting the goals and objectives of the strategic plan. Information from this new web-based planning system will be reviewed as part of the annual College evaluation of progress on the Strategic Plan.

The diagram on the following page depicts the Institutional Effectiveness process.
Annual Institutional Effectiveness Cycle

Institutional Mission
Valencia provides opportunities for academic, technical, and life-long learning in a collaborative culture dedicated to inquiry, results, and excellence.

Institutional Planning
Goals / Outcomes / Objectives

Strategic
Program
Facilities
Enrollment
Etc.

Operational Unit Planning
Budget
Etc.

Employee Planning
Use of Results to Improve over Time

Summary and Analysis of Assessment Evidence
Means of Assessment and Criteria for Success

Office of Institutional Assessment, 2008
Unit Planning Cycle for Strategic Plan Implementation
A Proposal for Year 1 – 2008-09

Late Spring - Early Summer 2008
✓ Anticipated completion and approval of the Strategic Plan
✓ Online planning tool completed, beta tested and ready for use

Summer – Early Fall 2008
✓ Budget manager training in support of a yearly planning / IE process
  • For the first year training would be for those budget managers who report
directly to members of the Senior Team and those they designate - roughly
60 planning units in the first year.
  • Training modules developed in collaboration with Brent Nakagama and
Patrick Nellis

Fall 2008
✓ Collaborative planning in target planning units
✓ Plans inputted into the online planning tool prior to the end of Fall term
  • The Senior Team may want to consider a process for supervisory approval /
endorsement of plans to help promote organizational alignment /
consistency.

Early Spring 2009
✓ Big Meeting #1
  • Evaluate Training and Planning Process
  • Review plans to determine stronger and weaker areas of focus
  • Adjust plans to deal with weaker areas of focus
  • Identify areas of possible collaboration
XVII. Appendices

A. List of Groups and Individuals Involved in Developing the Plan

B. Charges to the Planning Groups and Organizational Chart

C. List of Data Reviewed in Preparing the Plan

D. Projected Future Planning Schedule

E. Strategic Learning Plan Goals, 2001-07

F. Evaluation Documents

G. Strategic Planning Glossary
Appendix A

List of Individuals, Groups Consulted

The following individuals served on the various planning groups.

**College Planning Committee**

**College Planning Council**
Karen Blondeau, Tom Byrnes, Suzette Dohany, Fitzroy Farquharson, Jean Marie Fuhrman, Mary Ann Gagen, Kaye Garner, Linda Hidek, Keith Houck, Susan Kelley, Joe Lynn Look, Michele McArdle, Lana Powell, Darlene Powers, Ruth Prather, George Rausch, Erica Reynoso, Shawn Robinson, Joyce Romano, Michael Shugg, Jovan Trpovski, Linda Vance, Kaye Walter, Rose Watson, Chris Wettstein, Bill White, George Witta. Also, serving as staff support to the Council during the past two years were: Fiona Baxter, Jeff Cornett, Thomas Greene, Sonya Joseph, Jackie Lasch, Helen Loiselle, Ann Puyana, Pedro Rivera and David Rogers.

**Communications Task Force**

**Data Task Force**

**Evaluation Task Force**
Nicholas Bekas, Tom Byrnes, Helen Clarke, Jeff Cornett, Toni DeMaglio, Suzette Dohany, Jeffrey Donley, Kurt Ewen, Becky Gallup, Jennifer Lawhon, Maryke Lee, Paul Licata, Marie Martin, James McDonald, Sonia Navarro, Joe Nunes, Julie Phelps, Jovan Trpovski, Martha Williams, and Silvia Zapico.

**Strategies, Goals and Objectives Task Force**
Vision Task Force

Goal One Team
Jill Bendick, Joel Berman, Philip Bishop, Joe Bivins, Nechell Bonds, Amy Bosley, Joanna Branham, Christian Campagnuolo, Terri Covington, Toni DeMaglio, Aida Diaz, Suzette Dohany, Michelle Foster, Phillip Graves, Gaby Hawat, Todd Hunt, Susan Kelley, Maryke Lee, James May, Michele Mc Ardle, Julie Phelps, George Rausch, Cheryl Ricardo, Angelique Smith, Jillian Szentmiklosi, Angela Trujillo, Dennis Weeks, Falecia Williams, Thera Woodard, and Silvia Zapico.

Goal Two Team

Goal Three Team
Helen Clarke, Suzette Dohany, Michal Ewing, Jean Marie Fuhrman, Becky Gallup, Debi Jakubcin, Sonya Joseph, Elizabeth Jusino, Susan Kelley, Brent Nakagama, Patrick Nellis, Joe Nunes, Francisco Perez, Ann Puyana, David Rogers, Angelique Smith, and Chara Young.

Goal Four Team

In addition, work teams and councils from across the college discussed components of the plan at various stages of its development. Among these were:

- Career Service Council
- College Learning Council
- Faculty Senates on each campus
- Institutional Advancement leadership team
- Professional Staff Leadership Council
- Senior Staff
- Student Affairs Leadership Team
Appendix B

Charges to the Planning Groups and Organizational Chart

The College Planning Council (CPC) is one of Valencia’s four governing councils. Among the Council’s responsibilities are designing and conducting 1) a collaborative strategic planning process, and 2) a collaborative budgeting process that links the annual budget to the strategic plan.

The College Planning Committee is a representative group that makes recommendations about the content of the strategic plan to the President. The President, in turn, makes final recommendations to the District Board of Trustees. The Committee includes a 10-member Steering Committee and 20 additional members: nine senior staff not serving as council co-chairs, two deans; three additional faculty, three additional professional staff, and three additional career service staff.

The Committee reviews and approved the planning process and its work products, noted any additional information or consultation needed as the plan was developed, and made needed adjustments to ensure a clear, consistent, and logical strategic planning document.

The Planning Steering Committee is a sub-group of the College Planning Committee composed of the President, six governing council co-chairs, one Trustee, one representative of Career Service staff, and one representative of the professional staff.

The Communications Task Force of the College Planning Council was charged with carrying out the following activities and completing the work products named:

- preparing and executing an internal communications plan for the strategic planning process that ensures that all Valencia employees are aware of the planning process and timeline, its products, and their opportunities to be involved
- in consultation with College and Community Relations, the Provosts, the President, and the Valencia Foundation, preparing a plan for communicating with key stakeholders in the community regarding community needs and their opportunities to be involved in the strategic planning process
- executing the internal communications plan, routinely providing information to the college through identified means, including a planning web site, notices in the Bulletin, presentations at appropriate council meetings and campus-based meetings, and emails
- working with College and Community Relations to execute the communications plan with community stakeholders
- collaborating with the Evaluation Task Force on periodic evaluation of communications throughout the process and in a summative evaluation at the conclusion
- reporting on communications at the regular meetings of the College Planning Council working through the liaison from the Council who will serve on the Task Force
• working with College and Community Relations to design and communicate plans for a college-wide celebration of the plan as it is launched, projected for the winter of 2007.

**The Data and Situational/Needs Analysis Task Force** of the College Planning Council was charged with carrying out the following activities and completing the work products named:

• Studying a list of planning questions developed by the College Planning Council, and the Senior Executive Staff, and determining relevant qualitative and quantitative data that can be identified or generated that will assist the College in addressing these questions
• Securing the data identified and sharing it among the Task Force members for discussion, with the aim of developing a narrative description that analyzes the College’s and the community’s situation, focusing on needs, defined as gaps in results.
• Reporting on progress at the September 28, 2006 meeting of the College Planning Council, working through the Council member who serves as a liaison from the Task Force to the Council.
• Collaborating to write the narrative situational/needs analysis and to present the analysis and relevant data on which it is based to the entire College at Learning Day, October 31, 2006.
• Sharing a draft with the College Planning Council on October 26, 2006, working through the liaison
• Assisting in evaluation of the work of the Task Force and documenting the work as part of the planning process archives.

**The Evaluation Task Force** of the College Planning Council was charged with carrying out the following activities and completing the work products named:

• preparing and executing a plan for formative and summative evaluation of the strategic planning process in terms of the extent to which the process was carried out in keeping with its design principles, and based on the evaluation, making recommendations for mid-course changes to improve the process and its products and recommendations for changes to take place in the planning cycle for 2015-2020
• preparing and executing a plan for evaluation of each of the work products of the planning process, working in collaboration with the CPC, the Task Forces carrying out the phases of the process, and the College Planning Committee
• preparing a recommended evaluation design and timetable for the goals and objectives contained in the final strategic plan for 2008-15
• reporting on evaluation plans, activities, and results at the regular meetings of the College Planning Council, working through the liaison from the Council who served on the Task Force.

**The Strategic Goal Teams** were charged with developing measurable objectives for each of the four strategic goals, and drafting an essay explaining the meaning of the goal, working in collaboration with the President.
The Vision, Values, and Mission Task Force of the College Planning Council was charged with carrying out the following activities and completing the work products named:

- designing and conducting a process for the college as a whole to consider the statements of vision, values, and mission at Learning Day, October 31, 2006, in light of the situational/needs analysis presented to the College by the Data and Situational/Needs Analysis Task Force
- receiving and considering the comments from the College and the community and drafting recommended updates to the Vision, Values, and Mission statements, and sharing those proposed revisions college-wide, seeking a high level of agreement on the statements to be recommended to the president and the trustees
- reporting on the activities of the Task Force at the regular meetings of the College Planning Council, working through the liaison from the Council who will serve on the Task Force.

The Strategies, Goals, and Objectives Task Force of the College Planning Council was be charged with carrying out the following activities and completing the work products named:

- Reviewing the process used to develop the strategies and goals in the current Strategic Learning Plan as background information to recommend a collaborative process to develop those components of the 2008-15 plan.
- Attending the Big Meeting on March 2, and based on a review of the discussion at that meeting and the planning documents that support the discussion, developing a draft list of strategic issues and related strategic goals for 2008-15.
- Sharing the draft list of strategic issues and goals with the college as a whole, and with the College Planning Council, the President’s Staff, and the College Planning Committee, for comment prior to finalizing the first draft in March/ April 2007.
- Being available to provide assistance to the governing councils, if requested by the councils, during May – October, as the Councils recommend further refinements to the goals and strategies and develop measurable objectives to implement the goals.
- In Fall 2007, developing a chart that depicts the goals and objectives in terms of the results levels that each addresses on the Organizational Elements Model, demonstrating the integration of the goals and objectives in terms of the results each is aimed at achieving.
- Receiving recommended goal and objective statements from the governing councils in October, and suggesting edits to address overlaps or incongruencies among the goals so that they may be combined into a clear and cohesive Strategic Plan.
Organizational Chart for Strategic Planning

The College Planning Council will work closely with and consult the Senior Leadership Team as it designs and conducts the planning process. The CPC will charge Task Forces with designing and carrying out the phases of the process, ensuring that decisions are made in a collaborative fashion, using Big and Small Group meetings, consulting with key constituencies, and working through the governing councils and the Senior Leadership Team.

The Planning Steering Committee, composed of the President (1), council co-chairs (6), a Trustee (1), and a representative of Career Service and Professional staff (2). The Committee will make recommendations regarding strategy of the plan.

The full Committee will include 20 additional members: 9 senior staff not serving as co-chairs, 2 deans, 3 additional faculty, 3 additional professional staff, and 3 additional career service staff. They will review work products, note any additional information needed, and make needed adjustments to ensure a clear, consistent, and logical document.
Appendix C

List of Data Reviewed in Preparing the Plan

The Data and Situational Needs/Analysis Task Force reviewed data from the following reports in preparing the Situational/Needs Analysis.

<table>
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<tr>
<th>Data/Report</th>
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<tbody>
<tr>
<td>Success data for ESL students</td>
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<tr>
<td>Technology Expenditures</td>
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<tr>
<td>College Budget Data, including State Comparison data</td>
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<tr>
<td>International Student Enrollment Data</td>
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<td>Summary of Articulation Data</td>
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<td>Evaluation of Completion Data</td>
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<td>Enrollment Data</td>
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<td>Campus Growth Data</td>
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<td>Earnings Data for Graduates</td>
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<td>Placement Rate Data</td>
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<td>Student Characteristics Report</td>
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<td>Summary of Resource Development (including Foundation)</td>
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<td>Employee Data</td>
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<td>Equity Report</td>
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<tr>
<td>Career Program Advisers Annual Report</td>
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<td>Accountability Data</td>
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<td>A.S. Program Advisory Committees (Program Chairs)</td>
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<td>National College Data College Board</td>
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<td>Construction Cost Data for Higher Education Facilities</td>
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<td>My Region reports and related data</td>
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<td>Orlando Business Journal Book of Lists</td>
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<td>Orlando Sentinel regional data</td>
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<td>Enrollment Data</td>
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<td>Home Sales/Real Estate Data</td>
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<td>St. Johns Rivers Water Management District Growth Data</td>
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<td>Economic Development Council data</td>
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<td>Community Conversation Data</td>
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<td>X-Ray - Marketing Report</td>
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<td>UCF/S.U.S. Acceptance Data</td>
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<td>Tech. Report (High Tech Corridor)</td>
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<td>Valencia Enterprises (Business Community data)</td>
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<td>Higher Education Trends – U. S. Secretary of Education Spelling’s Report</td>
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<td>Education Technology Trend Data</td>
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<td>Chamber of Commerce data</td>
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<td>Analysis of External Technology Programs at tech centers, four community colleges and proprietary schools)</td>
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<tr>
<td>Achieving the Dream Data</td>
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The Task Force identified the following data that were not available, but would have been useful. This list is intended to assist those who plan for 2015.

What information do we have about the College’s advisory committees’ capacity to influence internships, curriculum, program outcomes, student satisfaction with the program, and hiring rates for our students with active advisory committees.

What is the ethnicity and gender distribution of advisory committee members?

What is the projected enrollment growth in OCPS Tech Prep and TECO per program?

What percentage of OCPS Tech Prep and TECO students per program continue to Valencia?

What is the percentage of students from OCPS Tech Prep and TECO programs in the articulated A.S. degrees per degree?

Which articulated degrees receive the most OCPS Tech Prep and TECO students?

Is there corresponding job growth in these areas?

To what extent is Valencia’s share of state funding proportionate to its enrollment?

What other sources of funding are available to the College that may not have been tapped?

Why do we lose students who are attracted to apply, but who do not make it through to actually enroll in and attend classes? Additional data are needed about students as they first enter the college, at each step of the admissions and enrollment process.

When there are changes in the profile of successful and unsuccessful students, qualitative data is needed to learn more about the perceptions of the students and why the changes
occurred. A survey (old term)/focus group (current term) of the students from each term could help gather this data.

For student enrolled in the English for Academic Purposes (EAP) course, data are needed on ethnicity and gender to make comparisons among different groups of students. Also we need more information about community needs, data on student success in subsequent courses after EAP, and success data at each EAP level.

Data are needed on the number and types of open employment positions for which we seek applicants each year, the cost of recruitment, and our success in filling positions as a result of the first advertisement.

Restrictive national immigration policies in response to increased focused on homeland security after 9-11 resulted in steep declines in international student enrollment in 2001. While other colleges and universities reported increasing international student enrollment in the subsequent years, Valencia’s enrollment continued to decline. Do we have data that can help determine the reasons for the decline?

Data about Valencia’s employee career progression and projected retirement are needed.

Data are needed on our business and community partnerships, how the partnerships are designed and maintained, and whether they are effective.
Appendix D

Projected Future Planning Schedule

The College Planning Committee in 2006 projected future cycles, based on the following sample cycle, which provides for three, six-year planning cycles, with a mid-point review/update/adjustment at the end of the third year of each cycle. Importantly, this is planned to complement the SACS accreditation process set for 2014 and projected for 2024, and to enable the institution to devote adequate time and energy to both strategic planning and to developing the Quality Enhancement Plan required by SACS. It is important that the processes occur at different times in order the sufficient staff and faculty time be available to address the needs of both.

2008-2015 Plan Implementation

Annual evaluation of progress on plan – submitted in Spring of each year, starting in 2009, addressing progress during the past year and during the planning cycle to date, and timed to inform the budget process for the following year.

A comprehensive mid-point evaluation and update of 2008-15 plan – to be conducted in Spring 2011. Adjustments should be made to the plan, as needed.

SACS 2012-14
SACS Quality Enhancement Plan – Must develop in 2012-13, should be selected based on the work on which we want to focus as we complete the 2008-2015 plan and be informed by the Situational/Needs Analysis to take place in 2012.

SACS Team Site Visit to Valencia – Projected for Spring 2014

2014-2019 Planning Cycle

Review/revision of mission, vision, and values statements – completed by February 28, 2013

Proposed strategies, goals and measurable objectives – completed by April 30, 2013

Proposed activities to achieve the objectives – completed by August 31, 2013

Complete strategic planning document finalized – completed by October 31, 2013


Annual evaluation of progress on 2014-19 plan – submitted in Spring of each year, and impacting the budget process for the following year.

Mid-point evaluation and update of plan – submitted Spring 2017
2020-2025 Planning cycle
Needs Assessment/Situational Analysis/Environmental Scan for 2020-2025 – completed by November 30, 2018

Review/revision of mission, vision, and values statements – completed by February 28, 2019

Proposed strategies, goals and measurable objectives – completed by April 30, 2019

Proposed activities to achieve the objectives – completed by August 31, 2019

Complete strategic planning document finalized – completed by October 31, 2019

New plan for 2020-25 presented to the Trustees for action – Nov – Dec 2017

Annual evaluation of progress on plan – submitted in Spring of each year and impacting the budget process for the following year.

Mid-point evaluation and update of strategic plan – submitted Spring 2023

SACS – 2024
SACS Quality Enhancement Plan – Must develop in 2023-24

SACS Team Site Visit to Valencia – 2024
Appendix E

Strategic Learning Plan Goals, 2001-07

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 college-wide 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.
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.
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 college-wide 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.
Appendix F
Evaluation Documents

Questions for Evaluation of Planning Task Force Work – The following questions were approved by the Evaluation Task Force in November 2006 for use in evaluating the work of the task forces. In turn, each task force adapted the questions as needed for the specific nature of its work.

Process Questions:

1. What was most clear about the purpose and directions given to your task force? What was most unclear?

2. Which stakeholder groups were included in your task force? Which ones were not included? Please explain.

3. Which stakeholder groups were included in your consultations? Which were not? Please explain.

4. What methods did you use to collect information for your task force?

5. What information did you not collect that might have been useful to your task force?

6. What actions, behaviors and/or strategies did your task force use that helped the accomplishment of your goals? What actions, behaviors, and/or strategies hindered your task force? Please explain.

7. What presumptions were made in shaping the solicitation of information (questions, surveys, observations, data) that your task force requested? Did they make sense? Please comment.

8. Of the principles created by the Planning Council which did you address? How did they emerge?

Product Questions:

1. What criteria should be used to evaluate the quality of the products of your task force?

2. How do the products reflect one or more of the principles established by the Planning Council?

3. How will one know that the products add to the learning mission of Valencia?

4. How do you think your team’s work, including its report and recommendations, will influence the final strategic plan?
Final Question:

Is there something you think should be asked about any aspect of the work of the Task Force that is not listed here?
If so, please pose the question and answer it.
Self Evaluation  
Data and Situational/Needs Analysis Task Force

Questions were edited by the work team of  
Nick Bekas, Fitzroy Farquharson, Susan Kelley, and Jovan Trpovski

Approved by the Data and Situational/Needs Analysis Task Force  
on December 14, 2006

Evaluation conducted by the Task Force on January 16, 2007

Process Questions:

1. What was most clear about the purpose and directions given to your task force? What was most unclear?

- Clear: The first documents preparing us for our work – Kaufman model explanation, etc. We adopted a common model and lens through which to view the work.
- Clear: The questions we asked in analyzing the data.
- Clear: The time frames for the work were clear. They were tight, but good – preventing procrastination. We had adequate time for task completion and review
- Clear: We were looking for documentation of what had changed and what might be expected to change, based on the data.
- Clear – each meeting agenda was clear and well-planned.
- Became unclear – historical changes in terminology used in varying reports and among various sources of data.
- It was not clear whether there were prior assumptions about what we would find in the data.

2. Which stakeholder groups were included in your task force? Which ones were not included? Please explain.

The task force included career service, professional and administrative staff representatives, as well as faculty. We did not involve students or external groups in data analysis, though we are sending the finished analysis to them to gain feedback on any information that they may feel is missing or may have been misunderstood.

3. Which stakeholder groups were included in your consultations? Which were not, and why not? Please explain.

Students, alumni, the community, business and industry, donors, faculty, and employees. We believe all stakeholder groups were included in some aspect of the data reviewed, and in some cases, assisted directly in the review.
4. **What methods (published sources, surveys, observations) did you use to collect data for your task force?**

We generated a list of external and internal data that related to the questions in the taxonomy, and the task force members set out to gather the data identified. We obtained copies of printed and electronic surveys, focus group results (current and historical), and existing data and reports, internally and externally. Data were reviewed by at least two members of the task force and conclusions compared. Conclusions drawn from the data were organized using the taxonomy adopted by the task force for its work, with four internal questions and four external questions.

5. **Is there any data you did not collect that might have been useful to your task force?**

Yes, we developed a list of data we wish we could have reviewed. We will share this with the Office of Institutional Research in the event that it might become available for future planning efforts.

6. **What actions, behaviors and/or strategies did your task force use that helped the accomplishment of your goals? What actions, behaviors, and/or strategies hindered your task force? Please explain.**

The following helped in accomplishing our goals:
- Clear agendas
- Small writing teams
- Data analyzed by two or more people, and then discussed
- The accelerated timeframe kept team focused on completion
- College data resources were used and the “keepers of the data” were timely and willing to share with the task force.

The following hindered us in accomplishing our goals:
- Meetings were not always attended by all members.
- However, meeting recaps and input opportunities allowed team members to feel involved even if they did not attend.
- We have little history of broad-based analysis of data institution-wide.

7. **What assumptions were made during the process of collecting and/or interpreting data that your taskforce requested? Did they make sense? Please comment.**

- We assumed that a taxonomy would be helpful in collecting and analyzing data, and that proved to be the case, helping us focus on what was relevant to the College and its situation, and narrowing down the field of inquiry to something more manageable.
- We assumed it was better to move forward rather than to wait for “perfect” data, and this also proved to be the case. We found adequate data to tell us what we need to know to plan for the future.
We assumed that the data gathered was of quality and had validity based on the sources of the data, such as our own IR Department, state agencies, Chambers of Commerce, etc.

- We assumed that what we didn’t know, we could figure out, and we were able to do that. We did not all have to be “experts” to review and make sense of the data together.

- We assumed that we could collectively analyze data and determine when we might need more data, and that proved to be the case. When the group felt we needed additional data, we sought it out.

8. **Of the principles created by the Planning Council which did you address? How did they emerge?**

The Task Force addressed principles 1, 2, 3, 4, 5, 6a, 7, 8, 9, 10, 11, 12, 13.

1. **The planning process and the plan that it yields will be learning-centered, will be grounded in the College’s history of excellence, innovation, and community.**

The data task force sought data about learning needs and results.

2. **The process will be strategic by impacting the results the college aims to provide to society and to students as they progress in their programs of learning.**

The data task force sought data that would help determine the needs in the community that the College might help to fulfill.

3. **The planning process will be collaborative by operating within our shared governance structure that ensures broad-based participation and by providing a means for stakeholder groups to be heard and to influence the plan.**

The data task force operated in a collaborative manner, shared its work products for review and comment, and sought input and feedback from all stakeholder groups.

4. **The process will build trust through effective communication and negotiation, by making it safe to identify and challenge assumptions, and by supporting agreements on shared values and the making of mutual commitments that are the basis for the strategic plan, and that are honored as the plan is implemented.**

The atmosphere of the task force was one of trust, and members felt safe to discuss differing interpretations of data and to present data that might lead to different conclusions.

5. **The process will be meaningful in that it will help the College to establish a vision of the future that shapes, defines, and gives meaning to its strategic**
purpose, and in that it will help to shape strategic decisions, some of which are identified in advance.

The data will support the College in painting a clear picture of the future in our service district.

6. The process will be data-driven, using qualitative and quantitative data, routinely reviewed as the plan is implemented, with the aim of continuous improvement.

The task force drew upon both qualitative and quantitative data, and projected future data needs as the plan is implemented.

7. The plan will include formative and summative evaluation components that evaluate the planning process itself, as well as the implementation of the plan, using agreed upon performance indicators.

The data gathered will help in setting baseline measures against which future evaluation can take place.

8. The process will have a clear cycle of activities, with a beginning and an end, and timed and structured to coordinate well with SACS accreditation requirements.

The task force completed its work within the timeframe established, providing a basis for the subsequent steps in the planning process to take place.

9. The process will be as simple as possible while yielding a viable plan, avoiding the trap of imposing more order than the College can tolerate, and integrating planning into permanent governing structures and college-wide meetings, rather than creating a separate set of activities removed from the governance and life of the College.

The process of data review, while extensive, was streamlined so that it could be achieved with a few months.

10. The process will support the integration of fiscal, learning, and facilities plans with the strategic plan of the college, through careful timing and by clearly connecting each of these plans to the College’s revised Vision, Mission, and Values.

Fiscal, learning, and facilities data were gathered and analyzed, providing a basis for future integration of these plans through the strategic plan’s goals.

11. The strategic plan will be useful to and therefore used by councils, campuses and departments as they prepare their plans, and will encourage a future orientation to their work.

The data and the situational/needs analysis should prove to be useful to all college bodies involved in planning for the future, providing a broad picture
that can be verified looking backward, and projecting trends that will influence our future.

12. The process, its language, its products, and the results of the plan will be communicated to all employees internally.

The task force’s work and its work products were shared with all employees through the efforts of the Communications Task Force, through the Bulletin, and through the Strategic Planning web page.

13. The plan will be expressed clearly, with language that is understood by stakeholders and with clear means of measuring progress.

The task force took care to write the situational/needs analysis using language that could be understood by all stakeholders. The analysis was shared with everyone internally, is available on the web page, and is being sent to the community for comment and feedback.

Product Questions:

1. **What criteria should be used to evaluate the quality of the products of your task force?**
   - How useful were the data and the situational/needs analysis to those who developed the plan, including the team that crafts the final plan, as well as others at the College?
   - Is it possible for others to access and produce the same data as produced by the task force?
   - (Measure usefulness) Projection of data that would be useful.
   - Did the planners find that the taxonomy questions in the situational/needs analysis were helpful in considering the College’s future?

2. **How do the products reflect one or more of the principles established by the Planning Council?**

   See question 8 above.

3. **How will one know that the products add to the learning mission of Valencia?**

   We should ask the following questions:

   Were the work products of the task force useful in creating, sustaining and informing conversations internally and externally?

   Do the strategies in the 2008-15 plan focus on results?

   As objectives and action items are developed, can we see that they are rooted in this data analysis?
4. **How do you think your team’s work, including its report and recommendations, will influence the final strategic plan?**

We believe that the final plan will draw upon the data that the task force analyzed to set reasonable yet ambitious goals and objectives that stretch the college but are achievable.

**Final Question:**

*Is there something you think should be asked about any aspect of the work of the Task Force that is not listed here? If so, please pose the question and answer it.*

No.
Process Questions:
1. What was most clear about the purpose and directions given to your task force? What was most unclear?
   - What was most clear was that we were drafting our statements based on feedback given on learning day by VCC faculty.
   - Once the charge was reviewed the task was clear.
   - What was most clear was that we were to use the input from the Visioning Scan from Learning Day as a basis for decisions on whether to revise, edit, or retain the existing Vision, Values, and Mission statements of Valencia. Very little was unclear about our purpose or directions.
   - The purpose and directions were crystal clear.
   - The task at hand and our purpose were very clear. Nothing was unclear.

2. Which stakeholder groups were included in your task force? Which ones were not included? Please explain.
   - Representatives were from administration, career staff, faculty, and professional. However, students were not represented.
   - The Vision, Values, and Mission Task Force was comprised of representation from all Valencia employee categories: Career, Professional, Faculty, and Administration. Non-full time employees, students, and community members were not included, primarily because of access limitations during the day.
   - We had representation from administrative, faculty, professional staff and career staff members on the task force. I believe 3 of the 4 campuses were represented, as well. I don’t believe anyone from the Osceola Campus served on the team nor did anyone from Sand Lake. There was no representation from the community.
   - Included: Representatives from faculty, administration, professional, and career staffs. Not included: Student representation.

3. Which stakeholder groups were included in your consultations? Which were not? Please explain.
   - All groups (except students) were included.
   - The same employee categories were consulted more widely, and additional stakeholders were contacted by the Communications Task Force.
   - We spoke to everyone who went to the sessions at learning day so, theoretically, we spoke to all college employees. To my knowledge we did not reach the community.
   - All groups (except students) were included in our consultations and requests for input.

4. What methods did you use to collect information for your task force?
   - A learning day survey, and feedback from circulating early drafts.
   - Regularly scheduled meetings with councils; Learning Day; Email; Data and Situational/Needs Analysis Task Force information.
   - The Visioning Scan was a workshop format with directed responses.
   - Additional comments were solicited by group meetings with all Governing
Councils, selected committees and college groups, and random distribution of the draft statements to locations around campuses. We also reviewed SACS and Florida state documents on the mission of community colleges, and reviewed at least a dozen Vision, Value, and Mission statements from other colleges nationwide.

- The vast majority of our information came from the Learning Day sessions.
- College Learning Day; Face-to-face meetings with various groups and individuals; Email; Data and Situational/Needs Analysis Task Force information.

5. **What information did you not collect that might have been useful to your task force?**
   - Perspective of students.
   - The task force did not directly consult with a consultant or text on how to prepare these statements. It might have been useful to construct a training session on the process of composing. On the other hand, our task was to respond to college input.
   - Suggestions for a better vision statement, apparently. ;-)
   - Student input? Not aware of anything else.

6. **What actions, behaviors and/or strategies did your task force use that helped the accomplishment of your goals? What actions, behaviors, and/or strategies hindered your task force? Please explain.**
   - Helpful: Our task force conducted punctual meetings. We met our agreed-upon deadlines for reviewing and electronically re-submitting drafts, etc.
   - Meeting minutes and email updates were very helpful.
   - I think the best strategy was to categorize all responses from the Visioning Scan by 1) existing VVM statements from 2000, and 2) to categorize again after the task force had examined the existing statements and discussed the values implicit in them. This allowed the group to inductively develop the value themes. When we sorted the response lists again, it allowed us to confirm there were not missing qualities. We were not able to do the same with the Statutory Purpose and Mission statements, as we were under the impression that the Statutory Purpose was not revisable.
   - Our work, up to this point, has been truly collaborative in nature and inclusive of input from all stakeholders reached through Learning Day. The current draft of the vision, values, and mission is representative of what the majority of Valencians have told us, not just a select few decision-makers.
   - Helped: Open email communication among task force members very helpful.
   - Task force leader (David Rogers) was always available. Task Force meetings when needed. Hindered: ??

7. **What presumptions were made in shaping the solicitation of information (questions, surveys, observations, data) that your taskforce requested? Did they make sense? Please comment.**
   - Not sure if everyone participated (perhaps they did not want to?).
   - We presumed that the spirit of the existing statements was true, and that the existing statements were good but needed updating and consolidation to be better remembered and articulated by our population.
I assumed the solicitation process would move more quickly than it did. Although the categorization process moved quickly (about a month and a half), discussions in the task force bridged the Christmas interim. That allowed 30 days for review by the college. Major college groups had sufficient time for feedback, but many individuals prefer personal contact (as stated eloquently by the Communications Task Force). That is difficult at the beginning of an academic term. In future, I would recommend that the most important work in a project such as this – the feedback and review – be scheduled for the two month period from week 4 – 11 in a college term. This would place the work mid-term, an advantage with both faculty and Student Affairs staff.

- That everyone’s opinions and stories are valid of consideration? I think that was the presumption leading our work on Learning Day.
- Presumption was that all faculty and staff wanted to play a roll in planning the future of the college. It makes sense, but is probably not reality.

8. Of the principles created by the Planning Council which did you address? How did they emerge?

- All of the DRAFT Principles for the design of the Strategic Planning Process were followed.
- All of the principles were addressed.
- To be honest I think that the work that has been done thus far has hit them all. The task force simply served as a vehicle to elucidate and categorize what the rest of the college told us they believed about our vision, values and mission.
- Our task force really addressed all 14 of the principles. #7 (evaluation of implementation of plan) will be later.

Product Questions:

1. What criteria should be used to evaluate the quality of the products of your task force?

- Additional student and community feedback needed (and is underway).
- Satisfaction levels with the Vision, Values, and Mission statements singly, as well as adherence to the requested time line would be adequate measures.
- The CPC principles.
- Input from any/all college stakeholders. Communities outside the college community.

2. How do the products reflect one or more of the principles established by the Planning Council?

- The content of our product was taken entirely from Faculty and Staff submissions to the Learning Day survey. The language of our product was developed by adhering to the spirit behind the Learning Day submissions.
- Mirrored.
- I think the collaborative, trusting, and data-driven components of the process used to garner and evaluate input on the Vision, Values, and Mission statements, as well as the broadly communicated results reflect Principles 3, 4, 6 and 12.
- Very well, I believe. Our process implemented each of the principles…the product is simply the outcome of our following the directions given. Whether or not it is adopted is not for the task force to decide but our product is
precisely what the Valencia community at large has told us they hold as their vision, values and mission.
- The products are based upon the Planning Council’s principles.

3. **How will one know that the products add to the learning mission of Valencia?**
- They are at the core of all our work.
- We hope to create statements that faculty and staff can remember and be inspired by to support and focus our efforts to help students learn.
- I would hope that the language of the VVM statements, and their college-wide discussion, will make them more visible to the culture of the college, and so aid Valencia’s learning mission.
- A call to action, a guide for the work that we do.
- They will provide the vision, leadership, focus, meaning, and direction to our learning mission.

4. **How do you think your team’s work, including its report and recommendations, will influence the final strategic plan?**
- Help ground our work on a common vision and narrow our focus (maintaining low number of goals.)
- The VVM statements provide a focal point for discussions on the strategic issues affecting the college.
- The future work, leading to the final strategic plan, will be based and built upon our task force’s work.

**Final Question:**
Is there something you think should be asked about any aspect of the work of the Task Force that is not listed here? If so, please pose the question and answer it.
- The above questions have adequately covered my thoughts and concerns.

**Supplemental Evaluation Questions 8-7-2007**

*ZingFest*, our late-spring, additional, creative endeavor is the focus of the following prompts. This process involved * one brainstorming session, * the submission of a number of possible vision statements, * two voting/selection rounds, and * a final brainstorming/drafting session.

1. **What ZingFest activities do you feel were valuable to the final product?**
- The convenience of it. Not having to leave campus as much for meetings
- It probably would have helped if we could have gotten Christian involved a little earlier in the process to give us insight and guidance from his perspective as the Marketing and Media Director for the College.

2. **What about the activities could have been designed/implemented more efficiently?**
- Hard to say. I think some creativity is lost doing it through email.
- I think the e-mail communication made it much more convenient than having to attend more meetings.

3. **Email “activities” can drag on for quite a while. What do you think is a “reasonable” time for turn-around on responses from a group of about 20 members?**
• One full week is good.
• I think 3-4 days is reasonable. You lose people if you give them too much time.

4. Please share any additional comments or thoughts you might have
   • Thanks for all the coordinating, wrangling, and other duties as assigned you performed Dave. Will miss your emails. (:  
   • This whole process was a little challenging and overwhelming at times because there were so many different opinions. But I want to thank you David, for the great leadership and guidance that you provided us through this process. I am very pleased with the final product that we came up with.
**EVALUATION**

**TOTALS**

Please indicate the extent to which you agree or disagree with the following statements as pertaining to this meeting.  5 = STRONGLY AGREE, 1 = STRONGLY DISAGREE

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>The meeting helped to identify and clarify issues and trends that have</td>
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<td>shaped Valencia and our community to date and that can be expected to</td>
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<td>impact our future.</td>
<td>(61)</td>
<td>(30)</td>
<td>(6)</td>
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<td>The meeting helped to identify areas of common interest among those</td>
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<td>attending.</td>
<td>(69)</td>
<td>(24)</td>
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<td>The meeting helped to identify areas on which do not all agree.</td>
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<td></td>
<td>(25)</td>
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<td>The meeting provided sufficient opportunity for critical discussion about</td>
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<td>important issues. All comments were valued and considered, honoring our</td>
<td>(56)</td>
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<td>commitment to collaboration.</td>
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<td>The meeting enabled the group to approach consensus on strategic issues</td>
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<td>of concern as the College plans for the future.</td>
<td>(49)</td>
<td>(37)</td>
<td>(9)</td>
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<tr>
<td>The meeting enabled the group to approach consensus on priority areas of</td>
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<td>focus for our strategic goals for 2008-15.</td>
<td>(42)</td>
<td>(38)</td>
<td>(11)</td>
<td>(1)</td>
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<td>The meeting was well organized.</td>
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<td></td>
<td>(83)</td>
<td>(9)</td>
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Additional narrative comments were recorded at the Big Meeting and are available at the Strategic Planning web site at:

- [http://www.valenciacc.edu/strategicplan/documents/BigMeetingSWOTInternalQuestionsMarch22006.pdf](http://www.valenciacc.edu/strategicplan/documents/BigMeetingSWOTInternalQuestionsMarch22006.pdf)
- [http://www.valenciacc.edu/strategicplan/documents/BigMeetingSWOTExternalQuestionsMarch22007.pdf](http://www.valenciacc.edu/strategicplan/documents/BigMeetingSWOTExternalQuestionsMarch22007.pdf)
Appendix G

Strategic Planning Glossary

**Assessment:** Valencia has developed several definitions that relate to the purpose of assessment, its focus, and tools:

**Assessment for Accountability:** Assessment of some unit (department, program, or entire institution) to satisfy external (external to the unit, not the institutional necessarily) stakeholders. Results are sometimes compared across units (maybe similar departments on different campuses) and are always summative.

**Assessment of/for learning:** Processes and tools/instruments that measure learning outcomes; student demonstration of new/expanded abilities (results of learning); documentation of the alignment or dissonance between the intended learning (as stated in the outcomes) and the actual learning (as demonstrated by the student); intended to inform, improve and or prove (Thomas A. Angelo): a vehicle for internal knowledge, insight and improvement and for external evidence of achievement.

**Assessment for Improvement:** Assessment that feeds directly, and often immediately, back into revising the course, program, or institution to improve student learning results. Results are often kept internal to the unit and can be formative or summative.

**Assessment of Individuals:** Uses the individual student and his/her learning as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value-added and/or used for improvement. (This type of assessment would need to be aggregated if used for accountability purposes.) Examples include improvement in student knowledge of a subject during a single course or improvement of the ability of a student to build cogent arguments over the course of an undergraduate career.

**Assessment of Programs:** Uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value-added and used for improvement and/or accountability. Ideally program goals and objectives would serve as a basis for the assessment. Example: improved critical reading skills for students completing the prep reading program.

**Assessment of Institutions:** Uses the institution as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value-added and/or used for improvement or accountability. Ideally institution-wide goals and objectives would serve as a basis for the assessment.
**Assessment Tool**: Instrument used to measure the characteristic or outcome of interest. It is the tool used to implement part of a larger assessment plan. Example: assessment tools for learning include classroom assessment techniques (minute paper, muddiest point, etc.), capstone projects, examinations, portfolio entries, or student performances.

**Big Meeting**: A collaborative method through which a representative group of 100 or more people are gathered to discuss data, develop ideas, and/or design processes, aimed at advancing the work of the College.

**Budget Manager**: A staff or faculty member who is assigned responsibility for one or more budgets. These may include internal college budgets as well as budgets for external grant funds.

**Career Growth** – Advancing along the successive steps in a person’s career plan constitutes career growth. Growth may occur within a particular job as depth, scope, knowledge and responsibility expand; may involve advancing to a higher level position; and/or may involve changing career paths.

**College Planning Council**: The governing council charged with designing and carrying out a collaborative strategic planning process.

**College Planning Committee** – a college-wide committee appointed by the President and charged with developing the content of the strategic plan, based on a collaborative, college-wide conversation and decision-making process.

**Competency** – see Core Competencies, below.

**Core Competencies**: Statements of intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities (deep learning) and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. For example, Valencia's Student Competencies are Think, Value, Communicate, and Act (TVCA). For further explanation of TVCA see: [http://valencia.cc.fl.us/competencies/default.asp](http://valencia.cc.fl.us/competencies/default.asp)


Similarly, Pennsylvania State University offers the following definition: The process of improving the quality of human life through increasing per capita income, reducing poverty, and enhancing individual economic opportunities. It is also sometimes defined to include better education, improved health and nutrition, conservation of natural resources, a cleaner environment, and a richer cultural life. [http://450.aers.psu.edu/glossary_search.cfm?letter=e](http://450.aers.psu.edu/glossary_search.cfm?letter=e)

**Evaluation**: In the context of learning, evaluation is a summative appraisal of learning intended to provide a final judgment of the quality of learning. Evaluation
is the culmination of the formative assessment process. In the context of the strategic planning process, evaluation is an appraisal of progress toward the goals and objectives in the plan taking place annually and at the end of the strategic planning period.

**Formative Evaluation** – As used in planning, a formative evaluation takes place at agreed upon intervals during the execution of a plan to determine progress toward goals and objectives and to assist in making mid-point corrections or changes that will enhance achievement of the goals and objectives. This is also referred to as “process evaluation.”

**Institutional Effectiveness**: According to the Southern Association of Colleges and Schools (SACS), Institutional Effectiveness requires that the institution identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes; administrative support services; educational support services; research within its educational mission, if appropriate; and community/public service within its educational mission, if appropriate. [http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf](http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf)

**Indicator of Progress**: The strategic objectives in the Strategic Plan were selected to serve as indicators of progress toward the goals. These are not the only indicators of progress, nor do they represent all of the strategic work to be accomplished under each goal. A comprehensive view of the work for each goal will result as the various unit plans are completed and linked to the goals. The strategic indicators function as signals, much in the way that heart rate, blood pressure, and cholesterol are key indicators of our physical health. (Note, the word “key” was deleted in front of “indicator.”)

**Learning**: The acquisition of knowledge, skills, and/or abilities through instruction or experience.

**Math Sequence**: The mathematics courses required for students to achieve their educational goals. Depending on entry-level assessment and the educational goal of each student, the number of courses needed to complete the math sequence will vary.

**Measure**: To collect quantitative and/or qualitative data to be analyzed. Qualitative data are data that do not lend themselves to quantitative methods but rather to interpretive criteria, for example, interviews, focus groups, and anecdotal evidence.

**Quantitative Assessment**: Collects data that can be analyzed using quantitative methods.

**Mission**: The role the College will play in society, rooted in our statutory purpose as provided by the Florida Legislature. According to SACS, the mission statement must be current and comprehensive, accurately guide the institution’s operations,
be periodically reviewed and updated, approved by the governing board, and communicated to the institution’s constituencies.


**Need**: In the context of strategic planning, a need is a gap in results that have meaning to the individuals and society that we serve.

**Objective (Planning Objective)** – For the purposes of guiding the College’s strategic planning, the College Planning Council adopted the Organizational Elements Model, which includes a model for objectives that uses the acronym SMARTER. SMARTER objectives are those that: focus on a **Specific** result; contain a **Measurable** component; are **Audacious**, challenging the status quo; define **Results** to be achieved; have a target **Time** for completion; are **Encompassing**, aligned and supportive of each other; **Reviewed** and evaluated to check relevance and progress toward the results. (See Organizational Elements Model.)

**Objective (Learning Objective)**: Incremental learning steps students must take to reach a broader learning outcome. Students must normally learn several objectives for each course learning outcome.

**Organizational Elements Model Model**: A strategic planning model developed by Dr. Roger Kaufman that focuses on the value that the College adds to individuals and to society, based on an analysis of needs, or gaps in results, and a projection of activities and processes aimed at closing those gaps. (See *Strategic Planning for Success: Aligning People, Performance, and Payoffs*, by Roger Kaufman, Hugh Oakley-Browne, Ryan Watkins, and Doug Leigh. Published in 2003 by Jossey-Bass/Pfeiffer.)

**Outcome (Learning Outcome)**: A learning outcome is defined by Valencia as a statement of what a student should understand and be able to do as a result of what he or she has learned in a course or learning program . . . in other words, "the essential and enduring knowledge, abilities, and attitudes or dispositions" that enable a student to practice and apply her learning in the real world. Synonyms: learning goal, competency, ability.

**Outcome (Organizational Outcome)**: In the Organizational Elements Model used for strategic planning at Valencia, outcomes are the societal impact and value added to society by an organization. Example: active citizens and a higher standard of living in the community.

**Planning Unit**: Each subdivision of the College that is assigned a separate budget is considered to be a planning unit and will be engaged in planning that ties the work of the unit and its budget to the Strategic Plan.

**SACS**: The Southern Association of Colleges and Schools, the organization through which Valencia is regionally accredited. http://www.sacscoc.org/about.asp
**Situational/Needs Analysis**: A process of arriving at a description of the current and projected situation of the College and the community we serve, with the gaps in results, or needs, that the College and the community wish to address.

**Strategic Goal**: A strategic goal names results that we want to change in order to better meet our mission and help resolve strategic issues. A strategic goal addresses results, not the means of achieving the results.

**Strategic Goal Team**: A group of volunteers who reviewed all comments received regarding a specific goal as well as relevant data, and developed a set of measurable strategic objectives for the goal and a draft essay explaining the meaning of the goal.

**Strategic Issue**: An issue that must be resolved if the College is to meet its mission.

**Strategic Learning Plan (SLP)**: In 2001, the College created a Strategic Learning Plan that focused specifically on improving learning results. The Strategic Plan for 2008-15 is more comprehensive, and replaces the SLP.

**Strategic Plan**: The College Planning Council defines the strategic plan as a comprehensive college-wide plan flowing from the College’s mission that focuses our collective efforts on the value that the College intends to add to society and to students, and names the results that the College intends to deliver over a specific time period. These results include learning results as well as results related to the environment and conditions that support learning (for example, the expansion of campuses and enhanced community partnerships).

**Strategic Objectives**: One or more measures that the College aims to improve that will indicate that we are meeting the needs named in a strategic goal. These serve as significant indicators of progress toward a goal and are not intended to represent comprehensively all of the work that must take place to realize a goal.

**Strategies**: The ways in which the College will achieve desired results. A strategy is a means of achieving our mission and the results we name in our goals. Strategies are the ways we will play our role. A strategy is a means to an end, a way to get results. It is tempting for any institution to focus first on strategies and activities that we believe will get better results, before we decide which results we want to change and why. The selection of strategies and activities is important, but that step comes after we decide what results we want to change.

**Summative Evaluation** – As used in planning, a summative evaluation is conducted at the conclusion of the execution of a plan to determine to what extent the goals and objectives were met. This is sometimes referred to as a “product evaluation.”

**SWOT Analysis**: A form of situational analysis that involves describing the strengths, weaknesses, opportunities, and threats to the College and the community that we serve. Valencia’s situational/needs analysis was used as the basis for a SWOT analysis.
As the College examined strengths, weakness, opportunities, and threats, we identified points where:

- our strengths match our opportunities. In this case, we have the opportunity to base strategies around taking advantage of these points of leverage.

- we have an internal weakness in an areas in which there is significant opportunity. In this case, we may choose to base strategies on changing the internal weakness that acts as a constraint.

- an external threat exists to an area of internal strength. In this case, we may choose to devise strategies to shore up vulnerable areas.

- an external threat exists in an area in which we are weak, presenting a problem. In this case, strategies may include taking on a partner who has the strength that we lack, building our internal strength, or eliminating the area of weakness.

**Task Force:** One of four volunteer groups that were charged with major component of the planning process, including the Situational/Needs Analysis; the Vision, Values, and Mission Statements; the Strategic Goals and Objectives; the Evaluation Plan; and various communications to the College regarding the plan to support the collaborative process.

**Unit:** For the purposes of strategic planning, a unit is a portion of the College that has been assigned its own budget and that produces its own plan that the unit thoughtfully links to the College Strategic Plan. A unit might be a division, a department, a program, or a sub-group of one of these that has its own budget. The College’s organization is comprised of these units.

**Vision:** A picture of what the College wishes to help create by carrying out its mission.

**Values:** The shared commitments that will shape the College’s work in carrying out its role and achieving its vision.