

Valencia College

**College Annual Equity Update
2019-20
Template for Submission**

Deadline: May 1, 2020

Submission Information

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for the annual update.

- Section 1000.05, F.S., the “Florida Educational Equity Act”
- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Section 1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by May 1, 2020. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format.** PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees’ approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for its next district board of trustees meeting.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates, monitor efforts by the college to increase diversity in student participation and employment and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college’s methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2019-20 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked “Completed by Division of Florida Colleges.” Example:

***Review of Part I: Course Substitutions
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: No**
If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

Response: [Click here to enter text.](#)

A description of the participation of any advisory groups or persons.

Response: [Click here to enter text.](#)

Review of Part I: Description of Plan Development (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision: [Click here to enter text.](#)

Description of the revision: [Click here to enter text.](#)

Web link(s) to document the revision: [Click here to enter text.](#)

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

Response: [Click here to enter text.](#)

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.

Name/title: [Click here to enter text.](#)

Phone number: Click here to enter text.

Address: Click here to enter text.

Email address: Click here to enter text.

Is this contact's information available in the regular notice of nondiscrimination?

Make a selection: Select one.

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: Yes** If yes, provide the following applicable updates.

Date of revision: August 22, 20219

Description of the revision: Minor updates to procedures and updated contact list.

Web link(s) to document the revision: <https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-01-discrimination-harassment-related-conduct.pdf>

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

- 1) Notifications of these procedures are placed in prominent and common information sources.
Make a selection: Yes
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college's plan for compliance.

Response: Click here to enter text.

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	Yes
Title II?	No
Section 504?	Yes
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No
Other policies or procedures related to civil rights or nondiscrimination?	Yes

If yes, address the following for any identified policies or procedures.

Name of the policy and/or procedure(s): College Policy 6Hx28:2-01 (procedures)

Date of revision: August 22, 2019

Description of the revision: minor grievance/reporting procedural updates and updated contact list

Web link(s) to document the revision: <https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-01-discrimination-harassment-related-conduct.pdf>

***Review of Part II: Policies and Procedures that Prohibit Discrimination
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.	-	-	-
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee	Select one.		

Requirement	Response	Comments	Action
and applicant complaints, but do not prohibit individuals from seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

Part III. College Employment Equity Accountability Plan

Section 1012.86, F.S., Florida College System institution employment equity accountability program, requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions and full-time faculty positions who have attained continuing contract status. The plan must include specific, measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives and comparable national standards as provided by the Florida Department of Education.

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Black Female	11.9	4.3	6.0	5	Yes	6%
Black Male	8.1	4.3	6.0	5	Yes	6%
Hispanic Female	25.2	7.1	9.0	8	Yes	9%
Hispanic Male	17.9	1.4	3.0	3	Yes	3%

	2018-19 Report Year College Student Population (%)	EAM Actuals (%) Fall 2018	EAM Actuals (%) Fall 2019	EAM Stated Goals (%) Fall 2019	EAM Goal Met (Yes/No)	EAM Goals for Fall 2020
Other Minorities Female	4.5	0	0	2	No	2%
Other Minorities Male	3.7	1.4	1.5	2	No	2%
White Female	15.4	51.4	44.8	n/a	n/a	n/a
White Male	13.3	30	29.9	n/a	n/a	n/a
Total Female	57	62.9	59.7	55	Yes	60%
Total Male	43	37.1	40.3	44	No	44%

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response: All members of search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online. We are continuing to improve and monitor recruitment branding, focusing on diversity, ensuring that our message, tone and images are aligned with the strategic plan of equity and belonging. A significant step we've taken to help in overall recruitment is the hiring of an additional recruiter for more support of recruitment efforts to increase the diversity of faculty, staff, and administration. We will continue to review and implement new sources to build robust and comprehensive sourcing and advertising plans across multiple website channels and platforms which will aid in recruiting a large, diverse applicant pool. For a full source list please see Appendix I. In addition to our recruitment, we will continue to review employee engagement and evaluate exit questionnaire data to assist in employee retention. Lastly, our Talent Acquisition team plays an integral role in the search process for every EAM position at Valencia College, offering support, guidance, and equity minded questions as a part of the recruitment and selection process. Key members of the administration and staff at the college engaged in a 4 part webinar from the Center for Urban Education on hiring with an equity mindset and are engaged in updating and modifying position postings, hiring and interview practices and developing rubrics based upon this information. Based on the information learned, the College has provided continuing training to all members of the Leadership Forum (over 75 Collegewide leaders) on the topic of equity with regarding to recruitment and hiring. Follow up conversations were had with the Instructional Affairs Committee to promote hiring practices from an equity-minded lens.

College Full-Time Instructional Staff

Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	2018-19 Report Year College Student Population (%)	INST Actuals (%) Fall 2018	INST Actuals (%) Fall 2019	INST Stated Goals (%) Fall 2019	INST Goal Met (Yes/No)	INST Goals for Fall 2020
Black Female	11.9%	6.7%	6.8%	8%	No	8%
Black Male	8.1%	5.1%	5.1%	6%	No	6%
Hispanic Female	25.2%	5.6%	5.3%	7%	No	7%
Hispanic Male	17.9%	4.7%	5.3%	6%	No	6%
Other Minorities Female	4.5%	4.4%	4.2%	5%	No	5%
Other Minorities Male	3.7%	2.5%	2.5%	4%	No	4%
White Female	15.4%	40.6%	40.5%	n/a	n/a	n/a
White Male	13.3%	30.5%	30.2%	n/a	n/a	n/a
Total Female	57%	57.2%	56.8%	55%	Yes	55%
Total Male	43%	42.8%	43.2%	44%	No	44%

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response: All members of search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online. We are continuing to improve and monitor recruitment branding, focusing on diversity, ensuring that our message, tone and images are aligned with the strategic plan of equity and belonging. A significant step we've taken to help in overall recruitment is the hiring of an additional recruiter for more support of recruitment efforts to increase the diversity of faculty, staff, and administration. We will continue to review and implement new sources to build a robust and comprehensive sourcing and advertising plan across multiple website channels and platforms which will aid in recruiting a large, diverse applicant pool. For a full source list please see Appendix I. In addition to our recruitment, we will continue to review employee engagement and evaluate exit questionnaire data to assist in employee retention. Lastly, our Talent Acquisition team plays an integral role in the search process for every instructional position at Valencia College, offering support, guidance, and equity minded questions to the process. Key members of the administration and staff at the college engaged in a 4 part webinar from the Center for Urban Education on hiring with an equity mindset and are engaged in updating and modifying position postings, hiring and interview practices and developing rubrics based upon this information. Based on the information learned, the College has provided continuing training to all members of the Leadership Forum (over 75 Collegewide leaders) on the topic of equity with regarding to recruitment and hiring. Follow up conversations were had with the Instructional Affairs Committee to promote hiring practices from an equity-minded lens.

College Full-Time Instructional Staff with Continuing Contract

Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	2018-19 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2018	INST-CONT Actuals (%) Fall 2019	INST-CONT Stated Goals (%) Fall 2019	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2020
Black Female	11.9%	4.7%	4.8%	6%	No	6%
Black Male	8.1%	4.3%	4.5%	5%	No	5%
Hispanic Female	25.2%	6.0%	6.1%	7%	No	7%
Hispanic Male	17.9%	3.0%	3.8%	4%	No	4%
Other Minorities Female	4.5%	4.0%	3.8%	5%	No	5%
Other Minorities Male	3.7%	2.3%	2.9%	4%	No	4%
White Female	15.4%	42.0%	40.4%	n/a	n/a	n/a
White Male	13.3%	33.7%	33.7%	n/a	n/a	n/a
Total Female	57%	56.7%	55.1%	55%	Yes	55%
Total Male	43%	43.3%	44.9%	44%	Yes	44%

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued contract.

Response: All members of search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online. We are continuing to improve and monitor recruitment branding, focusing on diversity, ensuring that our message, tone and images are aligned with the strategic plan of equity and belonging. A significant step we've taken to help in overall recruitment is the hiring of an additional recruiter for more support of recruitment efforts to increase the diversity of faculty, staff, and administration. We will continue to review and implement new sources to build a robust and comprehensive sourcing and advertising plan across multiple website channels and platforms which will aid in recruiting a large, diverse applicant pool. For a full source list please see Appendix I. In addition to our recruitment, we will continue to review employee engagement and evaluate exit questionnaire data to assist in employee retention. Lastly, our Talent Acquisition team plays an integral role in the search process for every instructional position at Valencia College, offering support, guidance, and equity minded questions to the process. Key members of the administration and staff at the college engaged in a 4 part webinar from the Center for Urban Education on hiring with an equity mindset and are engaged in updating and modifying position postings, hiring and interview practices and developing rubrics based upon this information. Based on the information learned, the College has provided continuing training to all members of the Leadership Forum (over 75 Collegewide leaders) on the topic of equity with regarding to recruitment and hiring. Follow up conversations were had with the Instructional Affairs Committee to promote hiring practices from an equity-minded lens.

Additionally, we are piloting an equity minded hiring practice process in selecting collegewide math faculty in Spring 2020. This involves specific training to committee members, HR representation on the hiring committee and sample/model rubrics, interview questions and hiring procedures to attract the most diverse candidate pool while utilizing an equity mindset.

New Barriers (Optional)

Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: [Click here to enter text.](#)

Review of Part III (A): Attainment of Annual Goals (Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
<i>EAM positions?</i>	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents

1) Provide a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

Response: Diversity is one of Valencia's core values. All employees go through an annual review process that links back to the College's overall mission, vision, and values. Employment accountability goals are not necessarily a part of this evaluation. Instead, Valencia focuses on employment accountability goals throughout the recruitment and hiring process. Valencia has implemented procedures and guidelines including: A diversity goal for applicant pools, annual mandatory inclusion and bias training for all search committee members, diverse marketing strategies for job openings to reach different racial, ethnic, cultural and/or social groups, veteran's preference at every step in the hiring process.

2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: Each Valencia District Board of Trustee member received a form to be completed for the evaluation of the President. This evaluation solicits input on the President's leadership toward the achievement of the goals of the College including plans for diversity, equity, inclusion and accountability. All trustees express confidence that Dr. Shugart displays and exemplifies excellent leadership characteristics. No performance factor received an indication of unsatisfactory performance from a

Board member. Overall, the evaluation results indicated the Board is unanimously pleased with Dr. Shugart's performance as President of Valencia College.

3) What is the date of the president's most recent evaluation?

Response: June 26, 2019

***Review of Part III (B): Evaluations of Employment Practices
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements

The college should complete the following related to additional processes required by section 1012.86, F.S.

1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. **Make a selection: Yes**
Include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Response: Search committee representation may include: a) faculty members representing department disciplines, b) other academic deans including representatives from other campuses, c) a representative from the student services area, d) a representative with knowledge of technology as it applies to the department, and e) in addition, the committee should be appropriately representative of the college. In most cases, all members of the search committee will screen applications and participate in all interviews. Prior to serving on a search committee, each representative is required to participate in and successfully pass an online inclusion and bias training. This training helps to assist each person in approaching recruitment and hiring through a lens of equity, diversity, and inclusion. There is also a focus on minimizing and eliminating unconscious bias in the hiring process. This training must be repeated on an annual basis to continue serving on various search committees.

2) Briefly describe the process used to grant continuing contracts.

Response: It is the policy of the District Board of Trustees to award continuing contracts to full-time faculty in accordance with the law and procedures to be developed and approved by the President or designee, in consultation with the Faculty Council. In order to become eligible to be considered for the award of a continuing contract, a full-time faculty member must: (1) prepare and submit a Portfolio determined to be acceptable by the College in accordance with standards, requirements, and procedures established for the College's Teaching and Learning Academy, (2) complete at least five years of satisfactory service at Valencia College, based on criteria established by the College, during a period not in excess of seven years, and (3) receive the recommendation of the President and approval by the District Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant Valencia policies and procedures, and the needs of the College. [College Policy 6Hx28:3E-02]

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Response: Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. The Dean appoints an ILP/Portfolio Review Panel. It provides, at least annually, formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. Additionally, feedback and guidance are provided to the candidate through classroom observations conducted by the Dean or tenured designee during each term of tenure track employment or more frequent as deemed appropriate by the Dean. The process also includes student assessment forms for each class section taught at the College, dean evaluations annually or more often as deemed appropriate, and written feedback from the campus community in the second and fifth year of a candidate's pre-tenure period. In the event of a determination of below-acceptable performance on the part of the candidate, the Dean will make specific recommendations for improvement and may include recommendations that the candidate works with Teaching and Learning Academy (TLA) facilitators to improve performance and or quality of the ILP/Portfolio. Evaluations and or observations will continue each term until a candidate achieves an acceptable level or until reappointment is no longer not recommended.

4) Briefly describe the college's budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: The College continues to add support to the area of recruitment adding an additional recruiter in the last year to assist with increasing the recruitment of talent to the college.

5) Salary Information: In the following table, include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86(2)(b)(5), F.S. Add additional rows if needed.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Management Occupations	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	0	\$30K - \$35K
	0	\$35K - \$40K	0	\$35K - \$40K
	0	\$40K - \$45K	0	\$40K - \$45K
	0	\$45K - \$55K	0	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	2	Above \$75K	69	Above \$75K
Business and Financial Operations	0	Below \$25K	0	Below \$25K
	1	\$25K - \$30K	1	\$25K - \$30K
	7	\$30K - \$35K	13	\$30K - \$35K
	8	\$35K - \$40K	66	\$35K - \$40K
	2	\$40K - \$45K	71	\$40K - \$45K
	11	\$45K - \$55K	134	\$45K - \$55K
	3	\$55K - \$65K	69	\$55K - \$65K
	1	\$65K - \$75K	34	\$65K - \$75K
	5	Above \$75K	65	Above \$75K
Computer Engineering and Science	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	0	\$30K - \$35K
	0	\$35K - \$40K	7	\$35K - \$40K
	2	\$40K - \$45K	13	\$40K - \$45K
	2	\$45K - \$55K	22	\$45K - \$55K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	1	\$55K - \$65K	22	\$55K - \$65K
	1	\$65K - \$75K	9	\$65K - \$75K
	0	Above \$75K	22	Above \$75K
Community Service, Legal, Arts & Media	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	6	\$25K - \$30K
	3	\$30K - \$35K	10	\$30K - \$35K
	4	\$35K - \$40K	38	\$35K - \$40K
	0	\$40K - \$45K	18	\$40K - \$45K
	0	\$45K - \$55K	6	\$45K - \$55K
	0	\$55K - \$65K	2	\$55K - \$65K
	0	\$65K - \$75K	3	\$65K - \$75K
	0	Above \$75K	10	Above \$75K
Instruction	0	Below \$25K	18	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	1	\$30K - \$35K
	0	\$35K - \$40K	10	\$35K - \$40K
	1	\$40K - \$45K	21	\$40K - \$45K
	1	\$45K - \$55K	97	\$45K - \$55K
	6	\$55K - \$65K	178	\$55K - \$65K
	2	\$65K - \$75K	181	\$65K - \$75K
	1	Above \$75K	113	Above \$75K
Librarians	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	0	\$25K - \$30K
	0	\$30K - \$35K	0	\$30K - \$35K
	0	\$35K - \$40K	0	\$35K - \$40K
	0	\$40K - \$45K	0	\$40K - \$45K
	0	\$45K - \$55K	0	\$45K - \$55K
	0	\$55K - \$65K	3	\$55K - \$65K
	1	\$65K - \$75K	5	\$65K - \$75K
	0	Above \$75K	6	Above \$75K
Non-Postsecondary Teaching	0	Below \$25K	0	Below \$25K
	1	\$25K - \$30K	4	\$25K - \$30K
	4	\$30K - \$35K	14	\$30K - \$35K
	1	\$35K - \$40K	24	\$35K - \$40K
	0	\$40K - \$45K	24	\$40K - \$45K
	0	\$45K - \$55K	30	\$45K - \$55K
	0	\$55K - \$65K	3	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	0	Above \$75K	0	Above \$75K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Service Occupations	0	Below \$25K	0	Below \$25K
	18	\$25K - \$30K	137	\$25K - \$30K
	2	\$30K - \$35K	20	\$30K - \$35K
	0	\$35K - \$40K	7	\$35K - \$40K
	0	\$40K - \$45K	4	\$40K - \$45K
	0	\$45K - \$55K	1	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Sales and Related Occupations	0	Below \$25K	0	Below \$25K
	1	\$25K - \$30K	13	\$25K - \$30K
	1	\$30K - \$35K	7	\$30K - \$35K
	0	\$35K - \$40K	5	\$35K - \$40K
	1	\$40K - \$45K	2	\$40K - \$45K
	0	\$45K - \$55K	2	\$45K - \$55K
	0	\$55K - \$65K	1	\$55K - \$65K
	0	\$65K - \$75K	1	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Office and Admin Support Occupations	0	Below \$25K	0	Below \$25K
	17	\$25K - \$30K	81	\$25K - \$30K
	7	\$30K - \$35K	84	\$30K - \$35K
	2	\$35K - \$40K	68	\$35K - \$40K
	1	\$40K - \$45K	15	\$40K - \$45K
	0	\$45K - \$55K	14	\$45K - \$55K
	0	\$55K - \$65K	2	\$55K - \$65K
	0	\$65K - \$75K	1	\$65K - \$75K
	0	Above \$75K	0	Above \$75K
Natural Resources, Construction & Maintenance Occupations	0	Below \$25K	0	Below \$25K
	0	\$25K - \$30K	6	\$25K - \$30K
	1	\$30K - \$35K	8	\$30K - \$35K
	0	\$35K - \$40K	15	\$35K - \$40K
	0	\$40K - \$45K	3	\$40K - \$45K
	0	\$45K - \$55K	1	\$45K - \$55K
	0	\$55K - \$65K	0	\$55K - \$65K
	0	\$65K - \$75K	0	\$65K - \$75K
	0	Above \$75K	0	Above \$75K

**IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2018, and October 31, 2019, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2018.*

**Review of Part III(C): Additional Requirements
(Completed by Division of Florida Colleges)**

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2018-19 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2018-19 Goals % increase	2018-19 Goals Achieved (Yes/No)	2019-20 Goals %increase	2018-19 Goals % increase	2018-19 Goals Achieved (Yes/No)	2019-20 Goals % Increase
Black	1%	No	1%	.5%	No	.5%
Hispanic	1%	No	1%	.5%	Yes	.5%
Other Minorities	1%	No	1%	.5%	No	.5%
White	X	x	X	X	x	x
Female	.75%	Yes	.75%	.5%	Yes	.5%
Male	X	x	X	X	x	X
LEP	.25%	Yes	.25%	.25%	Yes	.25%
DIS	.25%	No	.25%	.25%	No	.25%

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

Response:

Poinciana Campus

The campus has provided access to higher education to the Poinciana area that previously did not exist. This campus is a majority Hispanic student population at 56.10% in the spring of 2020. It has set a goal to exceed 53% more than the average college-going rate of the high schools serving the Poinciana community by 2021. In response to this goal, campus faculty, staff, and student leaders collaborated in the implementation of our student outreach plan designed to support students at all stages in their academic lifecycle. This plan has been in effect since Fall 2017 and includes intentional and targeted outreach campaigns to increase student enrollment, retention, and classroom success. Strategies include using student data to design outreach around specific groups of students, which include texting, emailing, and phone calling campaigns. A subset of this work includes our Early Alert campaign, where all faculty submit

midterm grades in Atlas. College faculty and staff conduct outreach to students to let them know of the services available to them to help support their academic success. Upon analysis of data reviewed at the end of each term, our faculty and staff determine how to adjust outreach in terms of academic advising, learning support, and professor communication in the classroom.

New methods and strategies, if applicable.

Response:

Dual Enrollment – Dual enrollment is an accelerated mechanism through which eligible middle and high school and home school students can enroll in college courses while in middle or high school in order to earn academic credit that counts towards an associate degree and their high school diploma. It is also a way in which underserved students can experience college success while in middle or high school and gain the confidence and initiative to continue college enrollment. To this end, Valencia has partnered with Orange County Public Schools (OCPS) and School District of Osceola County (SDOC) and private and home schools to expand access to dual enrollment to students from diverse backgrounds.

Valencia College coordinated with school districts in our area to provide bus transportation from high schools with historically low rates of dual enrollment participation.

Student Completions

This year's report evaluates completions of Associate in Arts (AA) degrees, Associate in Science/Associate in Applied Science (AS/AAS) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2019-20. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

AA Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	1%	No	1%
Hispanic	1.5%	Yes	1.5%
Other Minorities	1%	No	1%
White	X	x	x
Female	1%	No	1%
Male	X	x	x
LEP	.25%	No	.25%
DIS	.5%	No	.5%
AS/AAS Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	1%	No	1%
Hispanic	1.5%	Yes	1.5%
Other Minorities	1%	No	1%
White	X	x	x
Female	.75%	Yes	.75%
Male	X	x	x
LEP	.75%	Yes	.75%
DIS	.5%	No	.5%
Certificates	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	1%	No	1%
Hispanic	1.5%	Yes	1.5%
Other Minorities	1%	No	1%
White	X	x	x
Female	.75%	Yes	.75%
Male	X	x	x
LEP	.75%	No	.75%
DIS	.5%	No	.5%
Baccalaureate Degrees	2018-19 Goals	2018-19 Goals Achieved (Yes/No)	2019-20 Goals
Black	2%	No	2%
Hispanic	3%	Yes	3%
Other Minorities	1%	Yes	1%
White	X	X	x
Female	1%	No	1%
Male	X	X	x
LEP	4%	No	4%
DIS	4%	No	4%

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

Response:

Strengthening Academic Advising and Transfer

Strengthening Academic Advising and Transfer is a 2.6 million dollar Hispanic-Serving Institution Title V Federal grant, whose goal is to create a collaborative infrastructure to support students to successful graduation and transfer over five years. One key performance measure of this grant is to increase the cumulative number of Hispanic students transferring to the University of Central Florida by 5%.

As part of this grant, a **Faculty Mentorship Program** has been created. This is a discipline-based outreach effort to students with 12 or more credits at the college who have indicated they plan to earn a baccalaureate degree in Arts, Business, Education or Psychology.

The Faculty mentor serves as a discipline-based guide for students in developing their educational pathway and personal connections, as they prepare for graduation, transfer, and careers. Faculty Mentors coordinate with various academic and student support service departments to support, students' purpose, sense of place at the College, intended transfer institution, and/or career field. Mentors connect with students by various activities, such as individual mentoring, orientation sessions, workshops and discipline-specific events.

The grant has conducted two pilots of the program. Based on the most recent program analysis, the percentage of students in the Title V grant cohort on Valencia's East Campus graduating with three years was 33%. This percentage is higher than the three year graduation rate for all East Campus students, which was 16%. Additionally, the percentage of students in the Title V grant cohort on Valencia's East Campus persisting from Fall 2018 to Fall 2019 increased from a baseline of 81.5% in 2015 to 91.7% in Fall 2019. This is also an increase over East Campus students with 12 or more credit hours who are not a part of the cohort, whose persistence rate was 64.6%.

During the 2019-2020 academic year, a new institutionalized model for Faculty Mentorship was established. This model has a training program for faculty in all disciplines.

New methods and strategies, if applicable.

Response:

Student Provost Advisory Board – Valencia College student leaders assist in helping the college move toward the 50% graduation rate goal for students of each race and ethnicity. For more information about this and other programs, please see Appendix II for Provost Updates.

Start right, Late Start work team – Valencia College leadership recognized that there was a need to learn more about the impact of starting courses later in the term or registering later for courses had on student's completion of courses. College leadership created a specific work team

in order to review the available data and work is in progress to examine the potential unintended consequences of the College's attendance and withdrawal policies on students, their course success and overall degree success. More information can be found in appendix III.

Student Success – A larger conversation is taking place within Valencia College, looking at student success and completion of their degree programs. Please review appendix IV for more information about this work.

Student Success in Targeted Programs

The college's plan for 2018-19 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

Response: LSAMP Valencia College is a proud member and lead institution of the Central Florida STEM Alliance (CFSA). In partnership with Seminole State College and Lake-Sumter State College, CFSA received from the National Science Foundation an initial, three-year grant award of \$1.5 million through the Louis Stokes Alliances for Minority Participation (LSAMP) Program. The work of the first grant concluded after a fourth-year, no-cost extension. By the end of that first grant, Valencia College and its alliance partners realized a 20% increase in the number of underrepresented minority (URM) students who completed an associate degree and transferred into a baccalaureate degree program at the University of Central Florida to pursue majors in computer and information sciences, engineering, life sciences, mathematics, architecture, and physical sciences.

The College applied for and received in 2017 a second , three-year LSAMP grant, in partnership with Lake-Sumter State College and Polk State College. The goal of the new LSAMP grant is to increase by 25% the number of URM students who complete an A.A. at the CFSA colleges and transfer to one of the partner universities for the grant in a science, technology, engineering, or mathematics (STEM) field. The partner universities are Florida Institute of Technology, Florida Polytechnic University, University of Central Florida, University of Florida, and University of South Florida. For this particular grant, the targeted underrepresented minorities are African-American and Hispanic students. Students from other National Science Foundation-defined URM groups also are included in the program. CFSA colleges are now in the third year of its latest LSAMP grant and will continue the work of the project into a fourth year

Under the two LSAMP grants, Valencia has hired a full-time Project Director and Implementation Coordinator for the initiative, as well as three STEM Transfer Program Advisors. This team has organized

the following activities: Dedicated STEM Academic Advising Summer Bridge Program STEM Student Internships and Research STEM Co-curricular Experiences (e.g., college and facility tours, STEM speakers, conferences, STEM-related clubs, workshops The project team has developed and refined a two-semester cohort engagement model, LSAMP Scholars. This model affords participating students opportunities to gain field experience in STEM through mentored research and to provide learning support to other students through structured peer learning opportunities. Concurrent with their workplace and peer support duties, students participate in various professional development workshops to enhance their STEM career skills and to broaden their networks of support.

Students participating as Scholars and in other sustained programming report to project staff their increased confidence, competence, and capacity to succeed in STEM, including seeking and securing positions in nationally competitive programs for research experiences for undergraduates (REU). During the summer of 2019, thirteen Valencia students engaged in research through national REU programs. Additionally, eight unique Valencia undergraduate researchers submitted abstracts, and these LSAMP students made nine presentations about their work during four national STEM conferences. present their work during national STEM conferences. Twenty-one Valencia students completed a ten-week summer internships with various managers at Siemens Energy. Through a variety of learning opportunities undergirded by meaningful relationships, LSAMP continues to support students on their education and career paths.

New methods and strategies, if applicable.

Response: [Click here to enter text.](#)

***Review of Part IV: Strategies to Overcome Underrepresentation of Students
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		

Requirement	Response	Comments	Action
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

**Part V. Substitution Waivers for Admissions and
Course Substitutions for Eligible Students with Disabilities**

Course Substitution Report, Form CSR01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided and discipline area (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	2	2 Semesters Foreign Language	EUH 2000 – Ancient and Medieval Western Civilization	Foreign Language

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			HUM 2250 20 th and 21 st Century Humanities	Foreign Language
Specific Learning Disability	15	Gordon Rule Math	GEB1011 – Introduction to Business SBM 1000 – Small Business Management PHI 2600 – Ethics and Critical Thinking EME2040 - Intro to Tech for Educators BSC 1005 – Biological Science EVR 1001 – Intro to Environmental Science CGS 2100 – Computer Fundamentals and Applications	MATH
	3	Foreign Language	REL2300 – World Religions HUM2250 – 20 th and 21 st Century Humanities	Foreign Language
Orthopedic Impairment	0			
Speech/Language Impairment	0			
Emotional or Behavioral Disability	4	Gordon Rule Math	OCE1001 – Intro to Oceanography CGS2100 – Computer Fundamentals and Applications SBM 1000 – Small Business Management EME 2040 – Intro to Tech for Educators	MATH

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Autism Spectrum Disorder	4	Gordon Rule Math	PHI2600 – Ethics and Critical Thinking	MATH
		DEV Ed Requirement	waived	MATH
		Foreign Language	INR2002 – International Politics	Foreign Language
Traumatic Brain Injury	3	Gordon Rule Math	GEB1001 – Introduction to Business PHI 2600 – Ethics and Critical Thinking	Math
		Foreign Language	Student to choose from the list of approved courses. See Appendix	Foreign Language
Other Health Impairment	0			

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate “0” if no substitutions were requested or granted.

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall	12	12
Spring	13	12
Summer	11	09
Total	36	33

***Review of Part V: Course Substitutions
(Completed by Division of Florida Colleges)***

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part VI. Gender Equity in Athletics

The college offers athletic programs: **No** If no, move to the next section. If yes, complete this section.

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2019-20 Annual EQUITY UPDATE REPORT
*Signature Page***

Valencia College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 6A-19.001-.010, F.A.C., referenced in this report, are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, section 1006.71, F.S., Gender equity in intercollegiate athletics and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of section 1012.86, F.S.

EQUITY OFFICER

DATE

COLLEGE PRESIDENT

DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES

DATE

This concludes the 2019-20 Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by May 1, 2020. Colleges may attach additional files (PDF or Word) as appendices. Note: while the report must be submitted by May 1, 2020, DFC will accept signature pages signifying district board of trustees' approval after the May 1, 2020, deadline, if the college indicates the equity report approval is scheduled for the next district board of trustees meeting.

Appendix I – Source list for Recruitment strategies

Valencia College Sponsored Job Boards

Higher education large job boards/ specific job posting resources with high diversity:

- HigherEdjobs
- The Chronicle of higher Education
- LatinosinHigherEd - Latino Higher education
- HBCUConnect – Historically Black Colleges and Universities

Diversity higher education

- JBHE – The Journal of Blacks in Higher Education
- WIHE – Women in Higher Education
- WIA – Women in Academia
- SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science-

Veterans/ Diversity focused general job boards:

- Hire a Hero - <http://www.hireahero.org/>
- Military1 - <https://www.military1.com>
- JOFDAV - <https://www.jofdav.com/>
- RecruitABILITY - <http://www.recruit-ability.com/index2.html>
- Kimble Group - <https://kimblegroup.com>
- David Careers - <https://davidcareers.com/>
- US Diversity <https://www.usdiversity.com>
- African American Careers <https://www.africanamericancareers.org>
- African American Jobs <https://www.africanamericanjobs.org>
- Asian Careers <https://www.asiancareers.org>
- Asian Workforce <https://www.usd-asianworkforce.com>
- Asian Jobs <https://www.asianjobs.org>
- Disability Jobs <https://www.disabilityjobs.org>
- Disability Careers <https://www.disabilitycareers.org>
- USD Veterans <https://www.usd-veterans.com>
- Veteran Careers <https://www.veterancareers.org>
- Veteran Jobs <https://www.veteranjobs.org/> Feed
- USD Disabled Vets <https://www.usd-disabledvets.com>
- Gay Careers <https://www.gaycareers.org>
- Gay Jobs <https://www.gayjobs.org>
- Hispanic Careers <https://www.hispaniccareers.org>
- USD Hispanic Workforce <https://www.usd-hispanicworkforce.com>
- Hispanic Jobs <https://www.hispanicjobs.org>
- Native American Careers <https://www.nativeamericancareers.org>
- American Indian Jobs <https://www.americanindianjobs.org>
- Senior Careers <https://www.seniorscareers.org>
- Senior Jobs <https://www.seniorsjobs.org>
- USD Working Women <https://www.usd-workingwomen.com>

- Woman's Careers <https://www.womenscareers.org>
- Women's Jobs <https://www.womensjobs.org>
- US Diversity <https://www.usdiversity.net>
- US Diversity <https://www.usdiversity.org>

Local Outreach

- Careersources (Central Florida, Brevard, Polk, Flager Volusia, Pasco Hernando counties, multiple locations)
- Job link (orange, Brevard counties)
- Workforce Central Florida
- Goodwill industries
- Catholic Charities
- Goodwill Self Sufficiency Job Centers
- Center for independent living
- Central Florida Urban League
- Metropolitan Urban League
- Division of Vocational Rehabilitation (locations within 50 miles radius)
- Division of Vocational Rehabilitation Florida Department of Education
- Chamber of commences (various)
- Orlando VA Medical Center
- Veterans Center
- Veterans Memorial Center
- Women's Resource Center

Association/ Group specialized job boards

We presently work with 250+ groups and professional associations on a regular basis for faculty recruitment or hard to fill positions, to mention a few sites:

- AIR – Association for Institutional Research Association
- AIGA – the professional association for design
- Audio Engineer Society
- FNA- Florida Nurses Association
- ASEE – American Society of engineering education
- ALA – American Library Association
- FRID -Florida Registry of Interpreters of Deaf
- CLAM - Clinical Laboratory Management Association
- ANA- American Nurses Association
- AMS – American Mathematical Society
- MAA - Mathematical Association of America
- NSTA – National Science Teacher Association
- Health Careers – Allied health and Nursing
- SLA – Special Libraries Association
- AAPT - American Association of Physics Teachers

- The chronicle of Philanthropy
- ITC - Instructional Technology Council
- UFVA – University and Film & Video Association
- TESOL – English of speakers of other languages
- HERC- Higher Education Recruitment Consortium

Diversity higher education groups/ association targeted to reach URM:

- HACU – Hispanic Association of Colleges and Universities
- SACNAS.org – Advancing Chicanos/Hispanics & Native American in Science
- AABHE - American Association of Blacks in Higher Education
- AAHHE - American Association of Hispanic in Higher Education –
- Central Florida Black Nurses Associate of Orlando
- JBHE- the journal of blacks in higher Education
- WIA – Women in Academia
- NSBE – National society of black engineers
- AWM – Association for women in Mathematics
- SWE – Society of Women Engineers

Colleges/ Universities Career sites

Handshake – School Network totaling **582** Colleges and Universities and growing.

Handshake is the fast and powerful recruiting platform for sourcing students and alumni. It uses cutting edge technology to better connect employers with qualified candidates.

We use Handshake to post job and register for career fairs, advertise our events, and message students and alumni who meet your qualifications. This is a great way to promote Valencia College.

Appendix II – November 2019 and January 2020 Provost Update



JAN

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Share

Provost Update — January 2020



PROVOST UPDATE JANUARY 2020

A Message from Kathleen Plinske, Executive Vice President and Provost

Celebrating Our Students Who Completed Their “First 15”

As I shared [last November](#), we asked our Student Government Association (SGA) to help us design a way to celebrate students who complete their first 15 college-level credit hours at Valencia. The 15-credit threshold is an important milestone toward graduation, but nearly half of the students who reach this mark do not complete an associate degree at Valencia. Our efforts to celebrate students’ “First 15” are intended to provide encouragement and motivation for students along their academic journeys.

Our SGA suggested that we reach out to students after they complete their first 15 credit hours, provide them with a T-shirt to celebrate their achievement and offer a student-designed “care package” with information about resources available to students on their campuses.

At the completion of the fall 2019 semester, 3,279 students reached the 15-credit milestone. On Wednesday, January 15, 2020, they will receive an email which will celebrate their achievement and encourage them to visit the Student Development office on their campuses to pick up a T-shirt and care package. Also, students will be encouraged to wear their “First 15” T-shirts on Thursday, January 30, 2020, so that we can collectively celebrate our students.



Over the next few weeks, when you see students wearing a “First 15” T-shirt, please don’t be bashful about saying a few words of encouragement. When our students hear us tell them that we believe in them, or that we are proud of them, or that we know that they can do anything they set their minds to, it can make a world of difference.

Submit your news

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- Procurement
- Global Experiences
- Energy Saving Tips
- Awards and Recognition

The Grove Archive:

March 2020

February 2020

This semester, we've asked our SGA to help us design how we should reach out to students after they receive their first grade of D, F or W at Valencia — stay tuned!

Valencia's Strategic Enrollment Plan

Last fall, a collegewide team worked on the development of Valencia's first **Strategic Enrollment Plan**. To meet our mission-centric goals related to access, educational attainment and community impact, the College must be prepared for enrollment growth and changes in enrollment patterns over the next decade. We're not interested in growth for growth's sake nor are we chasing a target to reach a certain size; rather, the aspirational goals articulated in our **Impact Plan** will require us to serve more students each year. This first iteration of the plan represents our best thinking at the moment in terms of where we expect to naturally see growth and where we should work to stimulate growth, and will inform our efforts to prepare to serve additional students.

I welcome your comments, questions and feedback about the plan. Please feel free to **email me**, or I invite you to attend an upcoming **College Operations Town Hall** hosted by Loren Bender, vice president of operations and finance; Amy Bosley, vice president of organizational development and human resources; and me:

DATE	TIME	LOCATION
January 14, 2020	1 - 2 p.m.	West Campus 11-106
January 17, 2020	10 - 11 a.m.	Downtown Campus UnionWest 403
January 21, 2020	1 - 2 p.m.	East Campus 3-113
January 24, 2020	12 - 1 p.m.	Poinciana Campus 300
January 28, 2020	1 - 2 p.m.	Osceola Campus 4-308
January 31, 2020	1 - 2 p.m.	District Office 502
February 7, 2020	1:30 - 2:30 p.m.	Winter Park Campus 225
February 11, 2020	1 - 2 p.m.	Lake Nona Campus 148

As always, please feel free to reach out directly to me with your thoughts, comments, questions, suggestions and feedback at kplinske@valenciacollege.edu.

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PROVOST UPDATE NOVEMBER 2019

A Message from Kathleen Plinske, Executive Vice President and Provost

At our Student Government Association (SGA) Induction Ceremony in August, we invited our SGA leaders at all of our campuses to join us in thinking about how to create the conditions necessary for more of our students to experience success at Valencia. We shared our student outcomes data and our goal of increasing the five-year graduation rate for students of each race/ethnicity to more than 50% by 2025.

We also shared data that suggest that the completion of 15 college-level credit hours is a significant milestone on a student’s academic journey and is highly correlated with degree completion. Nevertheless, only about half of students who complete 15 college-level credit hours at Valencia ultimately graduate.

Accordingly, we asked our SGA leaders to collect feedback at their campuses about the most impactful ways in which we might encourage students who reach the 15-credit hour milestone to continue on their academic journeys. They wholeheartedly accepted the challenge, surveying nearly 1,000 students collegewide.

Their findings suggested that an overwhelming majority of students would value being recognized by the College for having completed the 15-credit hour milestone, and that for some students, this would be the first time that they would receive any type of recognition for academic achievement. Our SGA leaders also shared the importance of peer validation as well as connecting students with the resources they will need to be successful as they move closer to graduation.

After grades post this December, we estimate that about 4,000 students will reach the 15-credit hour milestone. We asked our SGA leadership, based on the feedback that they collected from their peers, to help us design the College’s outreach to these students.

In January, we will send a letter of congratulations, signed by the seven SGA presidents and me, to each student who reaches the 15-credit hour milestone. The letter will invite students to visit their campus’ Student Development Office to pick up a special #First15 T-shirt and a “care package” that is being designed by our SGA leaders. The care package will include information about helpful campus resources for students, including advising, counseling and learning support.

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My hope is that this outreach effort will indicate to students who reach this critical milestone how much we care about them and that we noticed their academic achievement, will create opportunities for them to make personal connections with student leaders on campus, and will provide them with a just-in-time reminder of the resources that are available on campus. I am looking forward to measuring the impact of this effort.



I wish each of you could have seen our SGA leaders' presentations and their engagement in the design of this outreach initiative. Their level of professionalism, the depth of their insights, their genuine concern for their peers and their passion for creating opportunities for students were truly remarkable. I am confident that our future is in good hands with leaders like these. My profound thanks to our SGA leaders and to our Student Development team for their willingness to accept this research and design challenge.

We'll be asking the SGA to engage in another research and design challenge this spring — stay tuned!

As always, please feel free to reach out directly to me with your thoughts, comments, questions, suggestions and feedback at kplinske@valenciacollege.edu.

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Appendix III – Start right, Late Start Work Team



WORK PROPOSAL FOR START RIGHT: LATE START

1. Background

No more than 250 words: What is the problem or issue the team needs to solve? Why is it important?

One of the hypotheses related to the conditions that affect student learning and outcomes at Valencia that was selected by the Learning Council for further exploration was related to the success of students who attend New Student Orientation (NSO) close to the start of the term. The Insight Team assembled to explore this hypothesis discovered that students who attend orientation the week before the start of the term are less successful in their courses. For example, students who attended NSO one week before the start of Fall had a Fall-to-Spring persistence rate of 68.5% compared to a 76.3% Fall-to-Spring persistence rate overall (data from 2012-2017).

The Insight Team recommended that the college not offer NSO the week before start of full-term classes. When this recommendation was shared at Big Meeting, the general feedback was that the recommendation was incomplete. There was significant interest in exploring how best to support students who attend NSO relatively late in addition to not offering NSO the week before the start of the full-term.

Upon further discussion, the Learning Council suggested that the problem be reframed, so that the emphasis shifts from students' NSO attendance to the broader issue of students who begin engaging with the College's enrollment and application process at a late stage (hereafter, "late-start students").

2. Charge and Work Products

No more than 100 words: What does the team have to produce? A plan? A set of recommendations? A cost-benefit analysis?

The team is asked to

- revisit the report prepared by the Insight Team to review the data on the number of late-start students and the impact of late engagement, as well as the key research in this area;
- develop a working theory(ies) regarding the relationship between a late start and student persistence. For instance, we know that late-start students find themselves in one of the late NSO sessions and with fewer class sessions (perhaps especially full-term ones) available to them. To what extent do the limited scheduling options appear to impact student persistence? Are there common characteristics among late-start students that appear to be correlated with their persistence? And/or are there subgroups within the "late start" umbrella to which we might attend differently?
- use the working theory(ies) to develop recommendations to support late start students, to ensure that they too "start right." These may include offering a set of "late start" classes designed and reserved exclusively for them and professional development opportunities for faculty teaching "late start" classes.

3. Known Constraints, Criteria, or Design Principles

Is there a budgetary impact¹ on the actions proposed? Are there logistical constraints? Are there legal implications? Is there a required format from the sponsor or an external agency?

- *If recommendations are made in the area of scheduling, sufficient time will need to be allocated for revising/updating course offerings.*
- *If recommendations are made in the area of professional development for faculty, sufficient time will need to be allocated for the design and implementation of PD opportunities.*

¹ Please attach a budget and justification as appropriate.

4. Relevant Strategic Goals

Which of Valencia's strategic goals is served by the work?

- a. Build Pathways
- b. Learning Assured
- c. *Invest in Each Other*
- d. *Partner with the Community*

5. Council Overseeing the Work

- a. Learning Council
- b. *Faculty Council*
- c. *Senior Team*

6. Sponsors of the Work

Isis Artze-Vega

7. Decision-making Authority

Ultimately, decisions about course scheduling and course offerings will be approved by Deans and Campus Presidents; recommendations will be reviewed and approved by Learning Council.

8. Internal Stakeholders or Constituents

Who are the individuals or groups of individuals at Valencia who touch this work? Whose expertise are needed to address the issue? Who might be surprised that they weren't included on the team?

- *NSE Faculty*
- *General Education Faculty (particularly those teaching "front door" courses)*
- *Dean of Learning Support*
- *Deans of Communication, Mathematics, Humanities, and Social Sciences*
- *Dean of Students*
- *Dean of Academic Affairs*
- *Advisors and Director of Advising*
- *Coordinator of New Student Orientation*
- *Rep. from International Student Services*
- *Analyst, Analytics and Planning*

9. Preliminary List of Team Members

- *Isis Artze-Vega, Vice President for Academic Affairs*
- *Joe Richardson, Vice President for Student Affairs*
- *Wendi Dew, Assistant Vice President for Teaching and Learning*

10. Deadline for Work Products

November 7 (Learning Council) for working theory(ies) and initial recommendations

February 27 (Learning Council) for additional recommendations

11. Proposed Meeting Times

Appendix IV – Student Success Narrative PDF

Persistence, Progression, and Completion: A Review of Valencia's Student Outcomes

A review of Valencia's student outcomes data informs us about questions such as:

- How have Valencia students' completion rates and time to degree changed over time?
- How have Valencia students' academic persistence and momentum changed over time?
- Is Valencia achieving equity in student outcomes?

It also allows us to track progress toward the student outcomes goals that were endorsed by Faculty Council in 2018:

- The five-year disaggregated graduation rates for first-time-in-college (FTIC), degree-seeking students of each race/ethnicity will exceed 50% so that more than half of all FTIC, degree-seeking students of each race/ethnicity who first enroll at Valencia in the Fall 2025 term will complete an associate degree from Valencia by Summer 2030.
- As a leading indicator of Valencia's graduation rate, more than 75% of all FTIC, degree-seeking students who first enroll at Valencia in Fall 2021 will earn at least 15 college-level credit hours by Summer 2023.
- As a leading indicator of Valencia's graduation rate, more than 50% of all FTIC, degree-seeking students who first enroll at Valencia in Fall 2023 will earn all attempted credit hours in their first five courses at Valencia as defined by earning an A, B, or C in each course.

Executive Summary

- Overall, completion rates have increased and time to degree has decreased over time.
- While academic momentum has fluctuated over time, student persistence has increased.
- Completion rates for students of all races and ethnicities have increased over time.
- The percentage of students who complete fifteen college-level credit hours within two years has increased over time; this measure serves as a leading indicator for completion.
- The percentage of students who successfully complete all five of their first five course attempts has not increased in recent years; this measure serves as a leading indicator for completion.

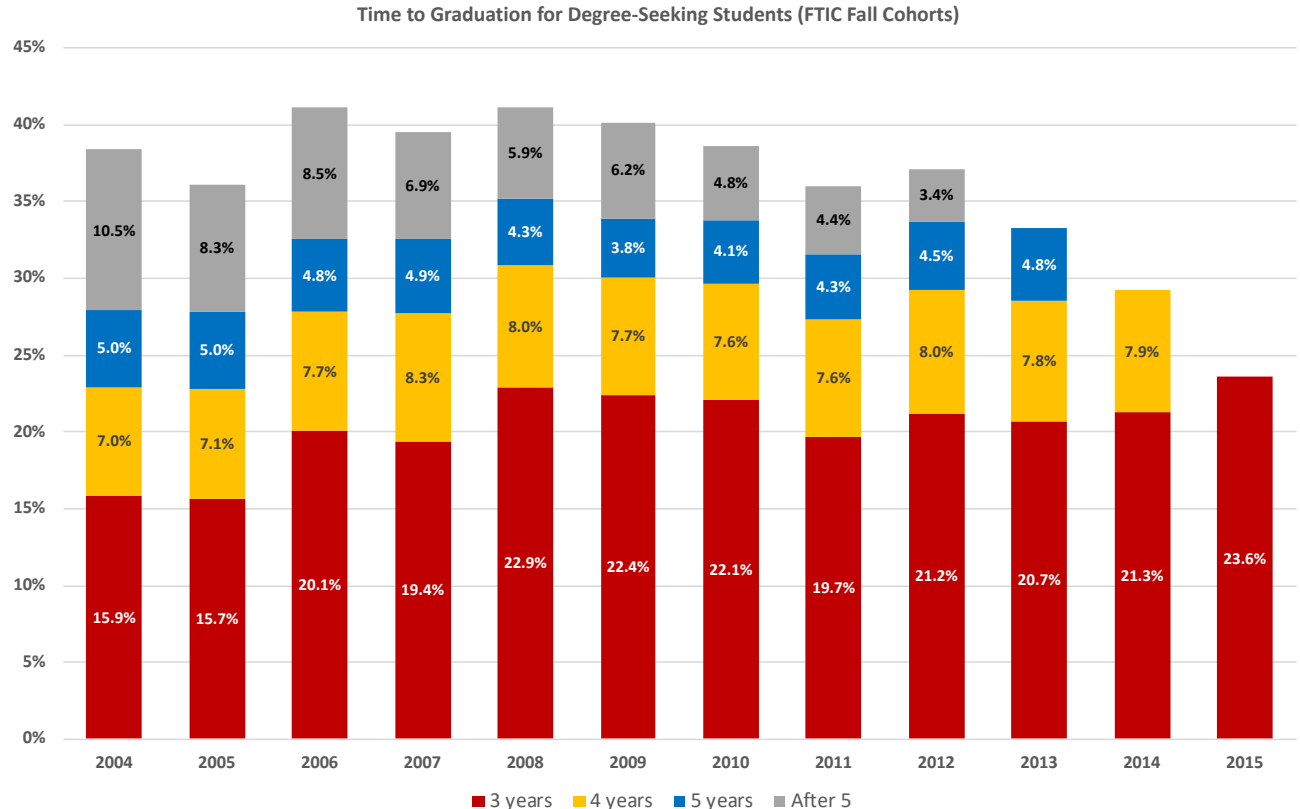
Completion Trends

Cohort Graduation Rates and Time to Degree

One standard measure of completion is the graduation rates of Fall FTIC cohorts. This method examines the percentage of students who started at the college in a Fall term as degree-seeking, first-time-in-college (FTIC) students and who completed an associate degree within three, four, and five years. The students who start in a Fall term as FTIC, degree-seeking students are considered to be part of the Fall FTIC cohort for the year in which they first enrolled. For example, a student who first enrolled at Valencia in Fall 2010 as an FTIC, degree-seeking student would be considered part of the Fall 2010 cohort.

Looking back over the last decade, the graduation rates of Valencia's Fall FTIC cohorts have improved. The three-year graduation rate for the Fall 2004 cohort was 15.9%; for the Fall 2015 cohort the three-year graduation rate was 23.6% (the highest on record). The five-year graduation rate for the 2004 cohort was 27.9%; for the 2013 cohort, the five-year graduation rate was 33.3%. (The Fall 2013 cohort is the most recent cohort for which we have five-year graduation rate data, as it was measured five years after the Fall 2013 cohort first enrolled.)

While rates of completion and time to degree have improved overall, progress has been uneven. The 2008 cohort had the highest five-year (33.9%) graduation on record; early performance of more recent cohorts suggests a positive trend.



Cohort Sizes

Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
3,617	4,166	4,518	5,524	5,507	5,931	5,957	6,497	6,393	6,586	6,906	7,076

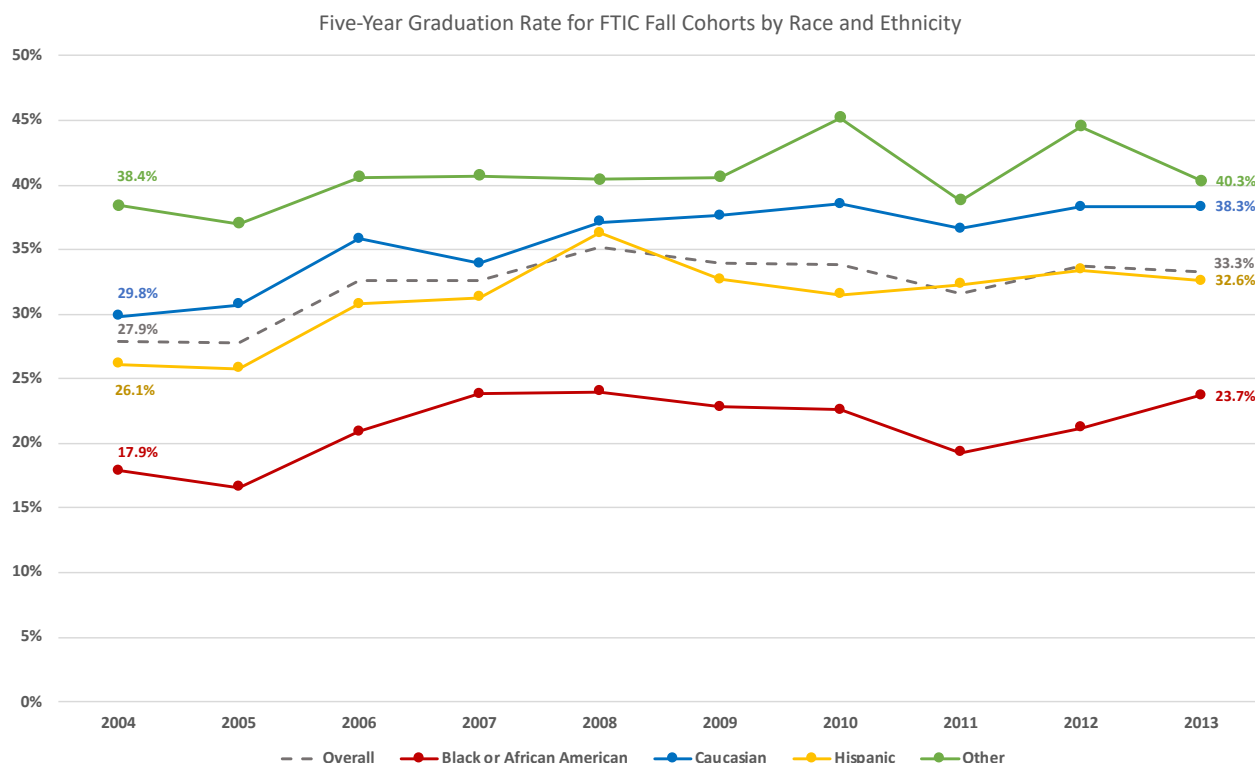
Graduation Rates Disaggregated by Race and Ethnicity

The five-year graduation rate for our FTIC Fall cohorts has increased from 27.9% for the cohort that began in Fall 2004 to 33.3% for the cohort that began in Fall 2013. The five-year graduation rates for students of all races and ethnicities have increased over that same time frame.

The percentage of students graduating is not the only measure that has increased over time; the size and diversity of Valencia's Fall, FTIC, degree-seeking cohorts have also increased over time, resulting in significant increases in actual numbers of graduates.

For example, from the Fall 2004 cohort, 103 Black or African American students, 476 Caucasian students, and 262 Hispanic students graduated within five years. From the Fall 2013 cohort, 326 Black or African American students, 752 Caucasian students, and 819 Hispanic students graduated within five years.

Put another way, the overall number of students earning an associate degree more than doubled between 2004 and 2013; the number of students of color earning an associate degree during that same time frame more than tripled.



Cohort Sizes

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Black or African American	577	669	755	878	924	1,027	1,104	1,365	1,266	1,376
Caucasian	1,598	1,829	1,748	2,070	1,936	2,014	2,067	2,106	2,012	1,965
Hispanic	1,004	1,165	1,313	1,694	1,754	1,971	2,135	2,382	2,425	2,513
Other*	438	503	702	882	893	919	651	644	690	792

*Other includes Asian, Pacific Islander, Hawaiian, Indian, Multi-Racial, Native American, Other, and Unknown.

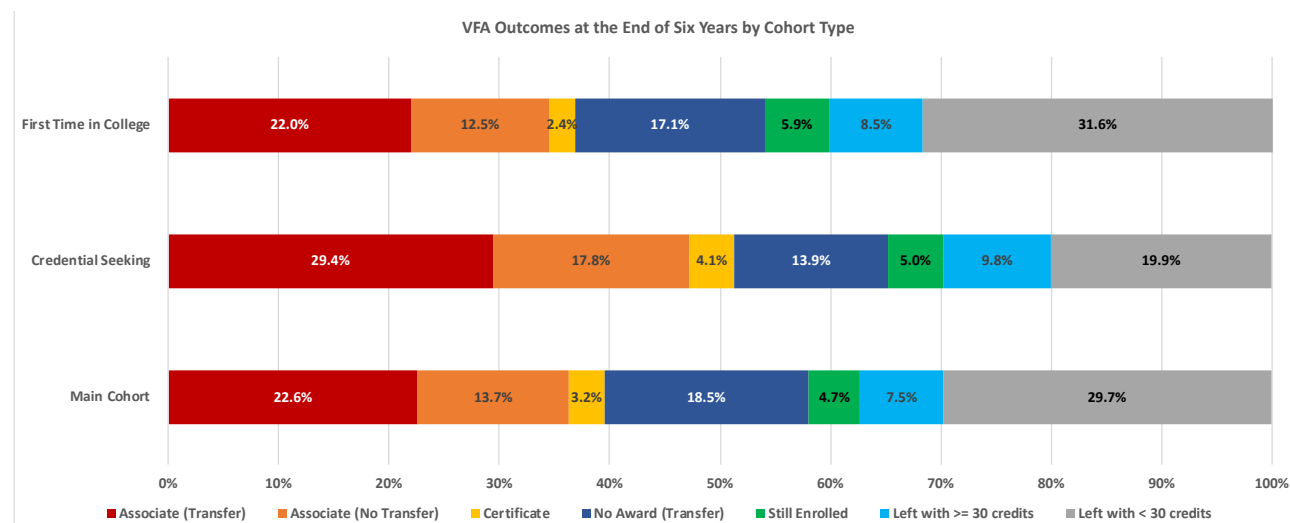
Voluntary Framework of Accountability

One of the benefits of measuring the graduation rate of Fall, FTIC, degree-seeking cohorts is that it provides a consistent methodology to compare performance over time and across institutions. One challenge with the methodology is that fewer than half of Valencia's students begin in a Fall term as degree-seeking, FTIC students.

The American Association of Community Colleges (AACC) facilitated the development of the Voluntary Framework of Accountability (VFA) for community colleges. The VFA is intended to be a more inclusive measure of student performance.

The VFA tracks three cohorts of students. The Main Cohort is the most inclusive, tracking the outcomes for all students who were first-time-at-Valencia in Fall 2011, not just FTIC students. The Credential Seeking Cohort includes any student who started at Valencia in Fall 2011 and earned 12 credit hours within two years. The First Time in College Cohort tracks the completion of students who were FTIC in Fall 2011, similar to our standard institutional cohorts. The VFA completion rate is measured at six years.

Of all students who enrolled at Valencia for the first time in Fall 2011, 36.3% completed an associate degree within six years; nearly two-thirds of those graduates transferred to continue their studies. More than 18% of the students who started at Valencia in Fall 2011 transferred without completing an associate degree, which represents a smaller proportion than those who transferred after having completed an associate degree (22.6%). Nearly 30% of students who started at Valencia in Fall 2011 left after having completed fewer than 30 credit hours.



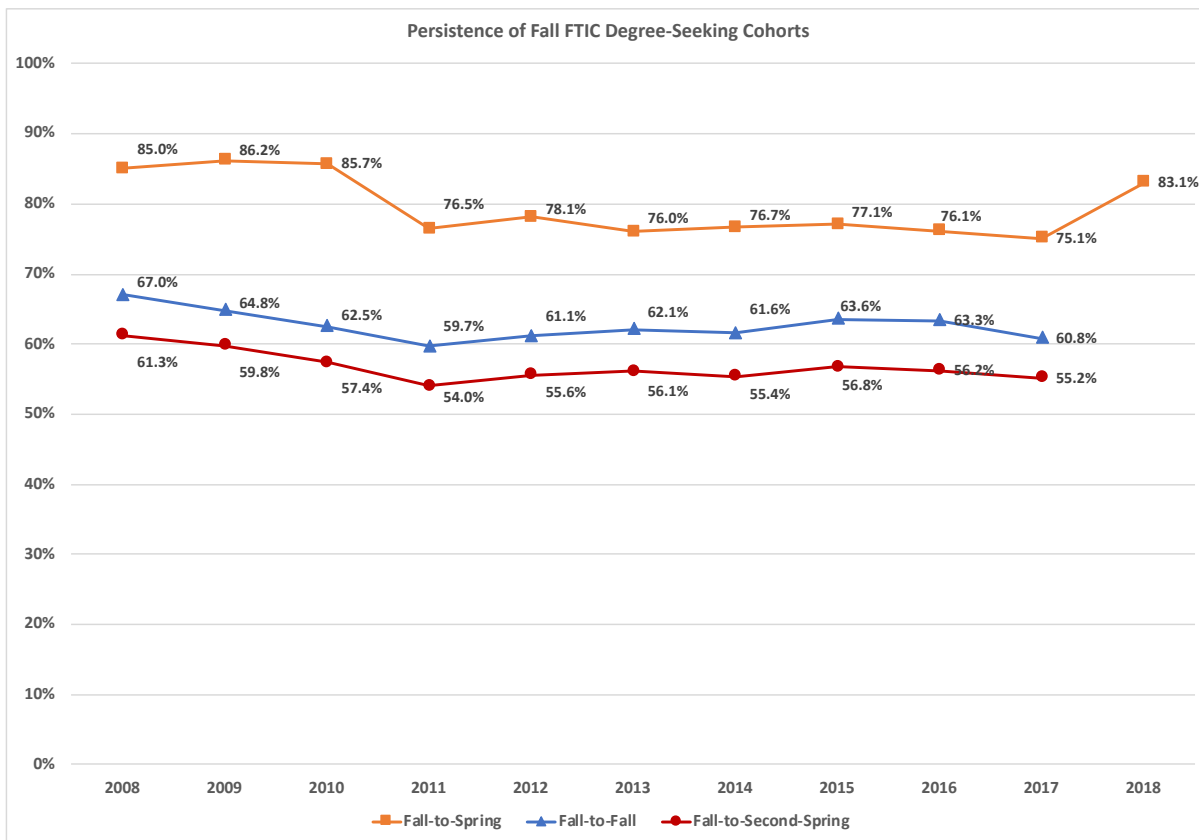
While transfer prior to completion is often perceived as a positive outcome, it is important to note the primary transfer institutions for students who transfer without having completed an associate degree from Valencia: Seminole State (15.2%), UCF (6.2%), Broward College (3.7%), Florida Technical College (3.5%), and Palm Beach State College (3.4%). For students who transfer after completing an associate's degree, the primary transfer institutions are UCF (73.0%), Seminole State (3.0%), USF (2.7%), UF (1.8%), and FSU (1.5%).

Trends in Student Persistence and Momentum

Cohort Persistence

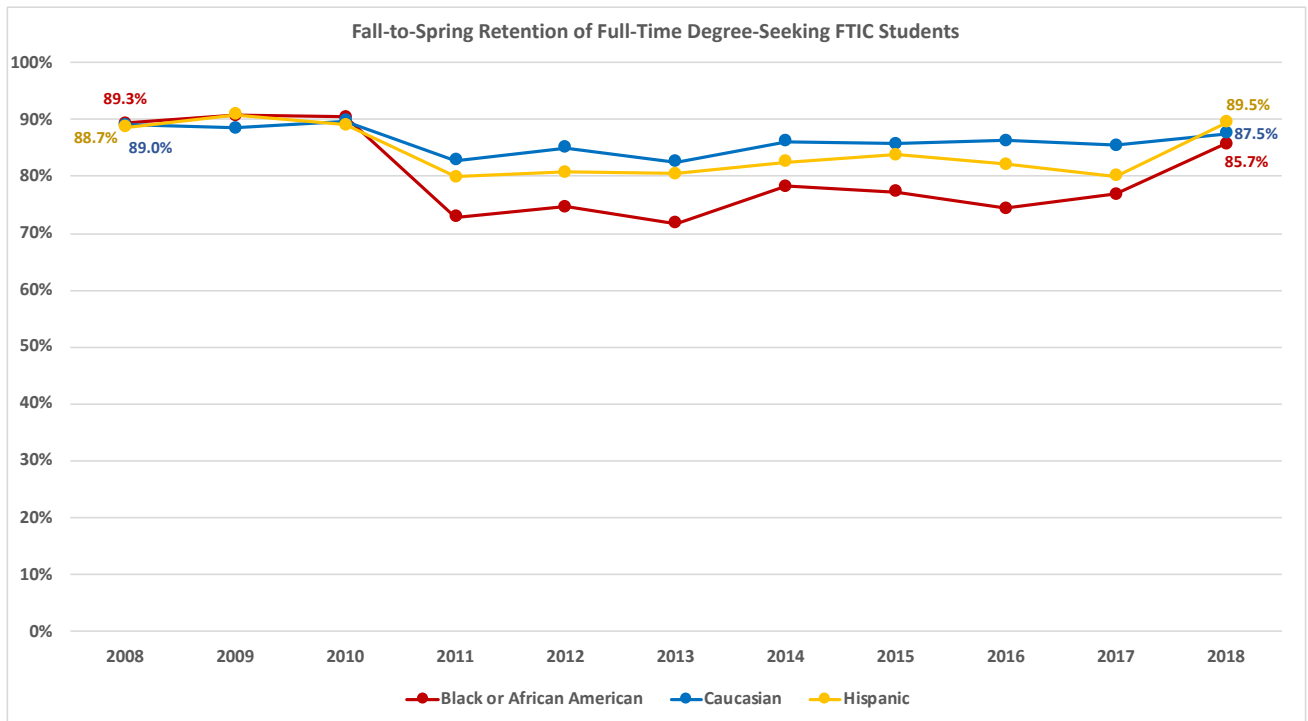
Between 2011-2017, fall-to-spring, fall-to-fall, and fall-to-second-spring persistence was relatively stable for Fall FTIC cohorts. However, persistence rates of the Fall 2011 cohort dropped significantly as compared to the previous cohorts. Notably, a new Satisfactory Academic Progress (SAP) process was implemented in Fall 2011. In previous years, students who did not meet SAP requirements were placed on probation prior to being suspended from Financial Aid. In Fall 2011, students who did not meet SAP requirements were automatically placed on Financial Aid Suspension, with an opportunity to appeal the suspension to once again become eligible for financial aid.

In Fall 2018, Valencia returned to a financial aid process similar to what was in place prior to Fall 2011 in that students who did not meet SAP requirements for the first time were placed on Financial Aid Warning without losing eligibility for financial aid. Fall-to-spring persistence for the Fall 2018 cohort approached persistence rates experienced by cohorts prior to 2011.

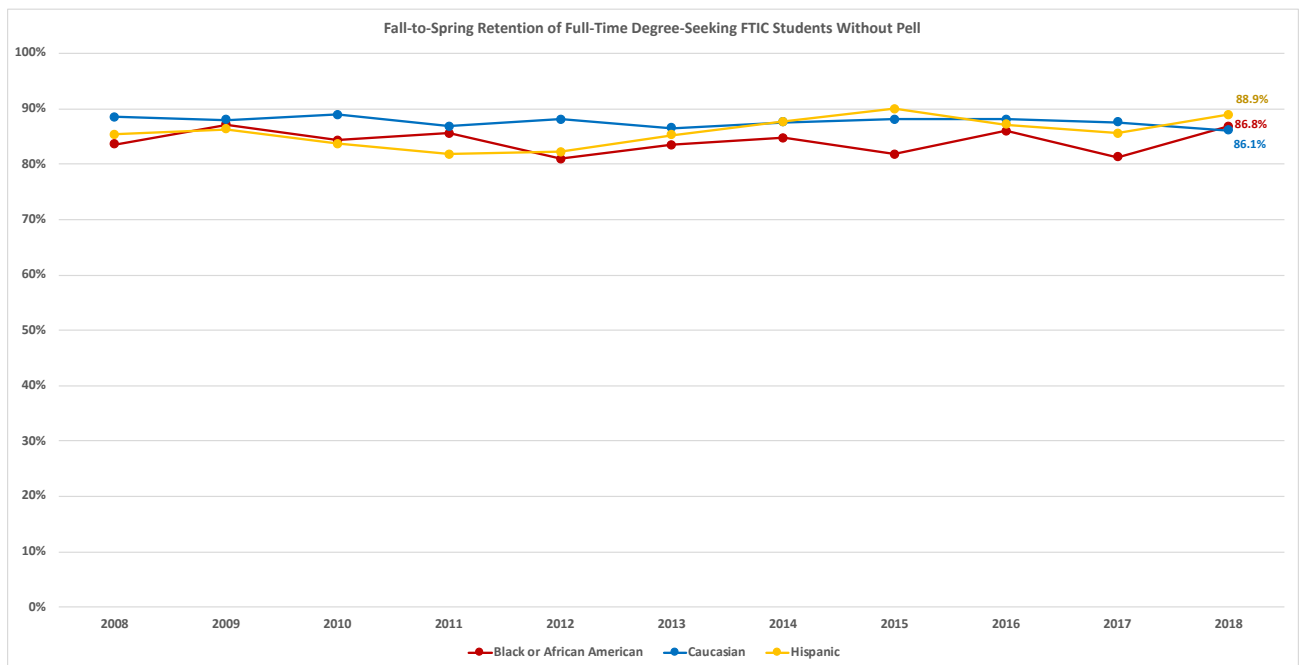


Persistence Rates Disaggregated by Race, Ethnicity, and Pell

While Fall-to-Spring persistence rates were similar for students of different races and ethnicities before 2010, gaps in persistence appeared beginning with the Fall 2011 cohort. While all student groups in the Fall 2011 cohort experienced a decline in persistence, Black or African American students experienced the greatest decline. After a period of Financial Aid Warning was reestablished in 2018, gaps in persistence among students of different races and ethnicities decreased substantially.



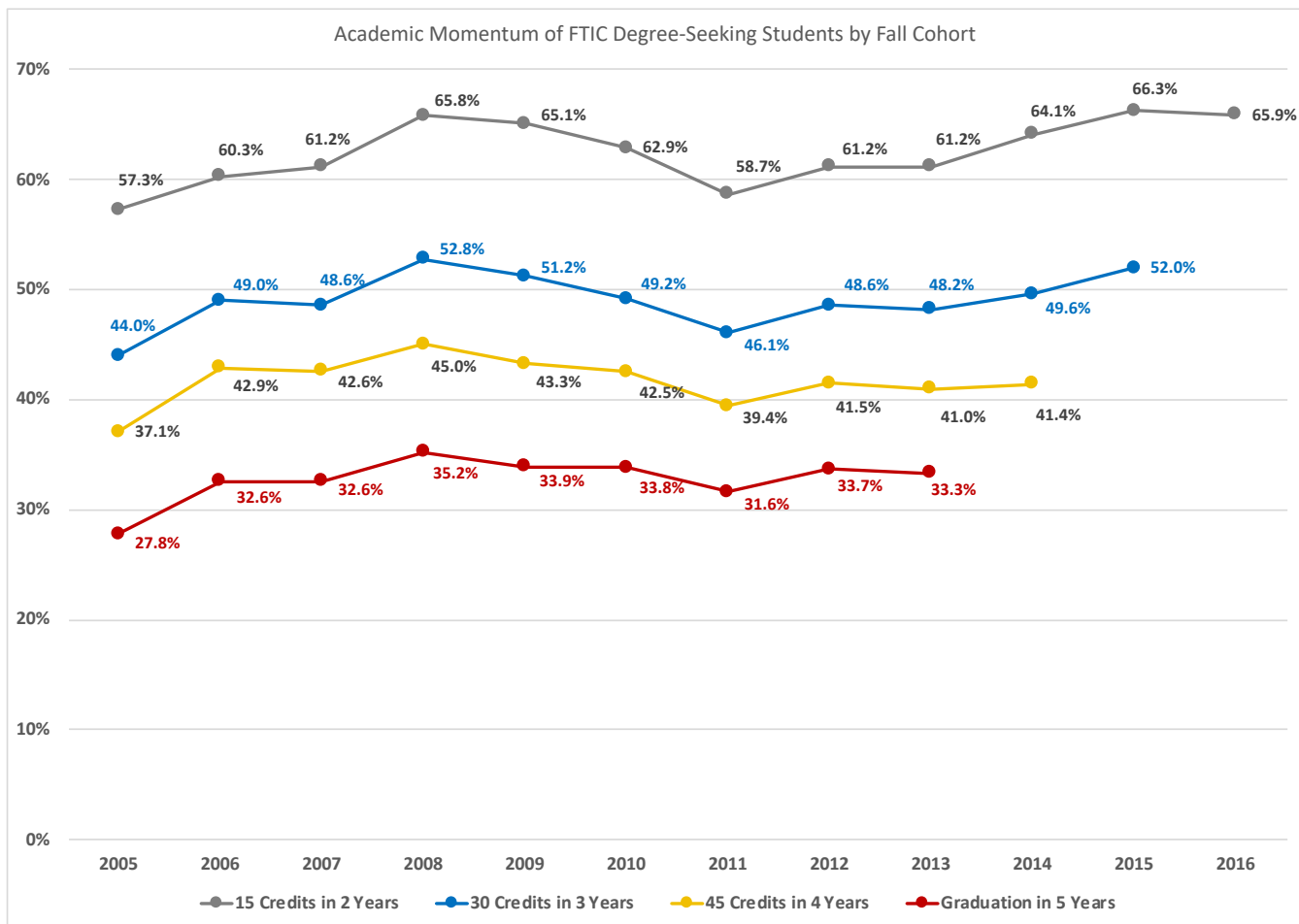
When examining persistence rates of students who were not awarded a Pell grant, there is not a substantial difference between African American, Caucasian, or Hispanic students in the Fall 2018 cohort.



Academic Momentum

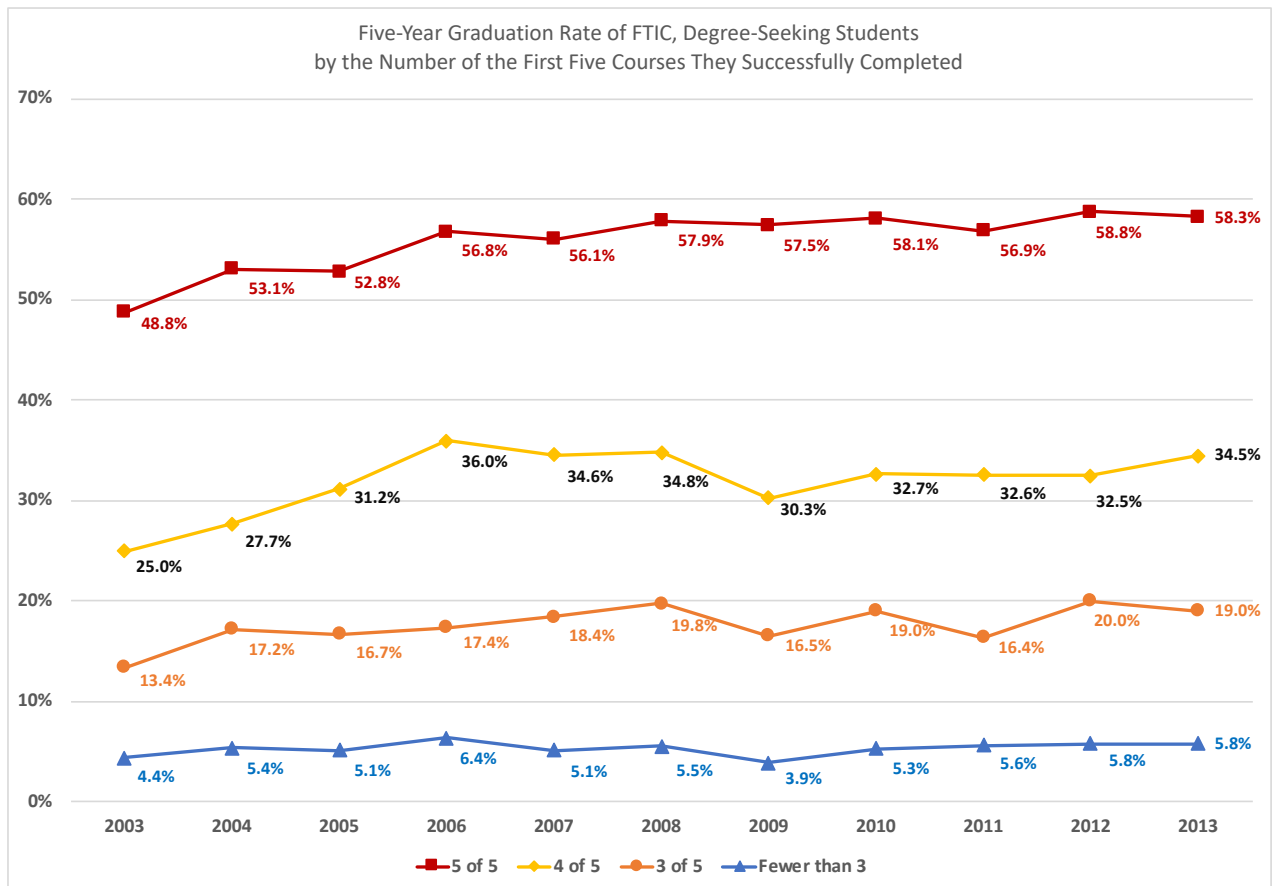
Academic momentum points, such as completion of 15 credit hours within two years, serve as leading indicators for a cohort's future graduation rate. The proportion of FTIC, degree-seeking students (full-time and part-time) who completed 15 credit hours within two years grew between Fall 2005 and 2008, reaching a peak of 65.8%, and then declined between 2009 and 2011. Nevertheless, the proportion of students who completed 15 credit hours within two years in 2011 (58.7%) was higher than 2005 (57.3%). Between 2011 and 2015, the proportion of students who completed 15 credit hours within two years increased, reaching 66.3% in the Fall 2015 cohort. The Fall 2016 cohort experienced a slight decline (65.9%).

Echoes of these trends are visible throughout the data related to other academic momentum points, including 30 credits in three years, 45 credits in four years, and ultimately, graduation within five years. Accordingly, the overall increase in the proportion of students who have completed 15 credit hours within two years is a positive trend as this could serve as an early indicator that five-year graduation rates will also be on the rise.



Success in First Five Courses

Students' success in their first five courses at Valencia is a powerful predictor of graduation. Students who successfully complete (earn an A, B, or C in) all five of the first five classes they take at Valencia have had a five-year graduation rate that is substantially higher than the rate of students who successfully complete four of their first five courses, and triple the graduation rate of students who successfully complete three of their first five classes at Valencia.



Success in First Five Courses Disaggregated by Race and Ethnicity

The relationship between students' success in their first five courses at Valencia and completion holds true for all races and ethnicities; however, the magnitude of impact is highest for students of color. For example, while 52.4% of Black or African American students who successfully completed all of their first five courses in 2012 graduated within five years, only 26.9% who successfully completed four out of five graduated within five years. Put another way, nearly three out of four Black or African American students who have just one unsuccessful course attempt in their first five courses at Valencia do not graduate within five years.

Five-Year Graduation Rate for the 2012 Cohort by Success in First Five Courses at Valencia				
	All Students	Black or African American	Caucasian	Hispanic
5/5	58.3%	52.4%	62.1%	56.1%
4/5	34.5%	26.9%	43.1%	31.8%
3/5	19.0%	16.8%	20.2%	19.6%
Fewer than 3	5.8%	2.6%	9.2%	5.0%

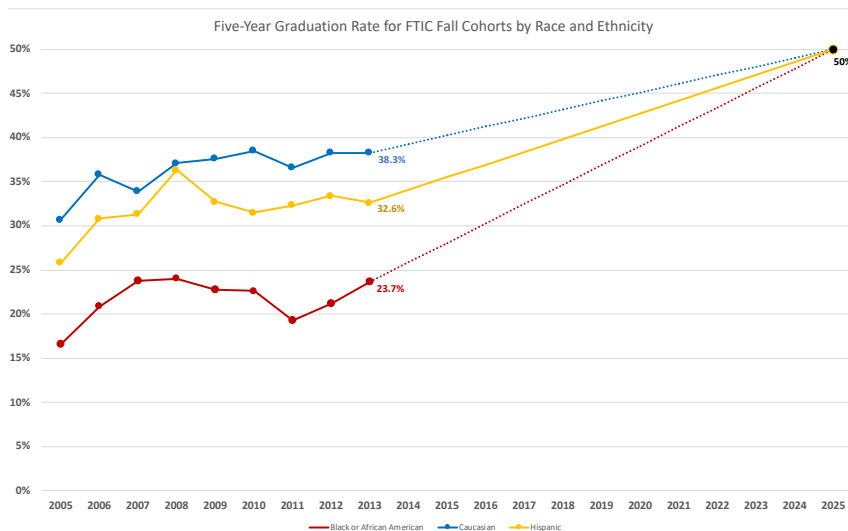
Progress Toward Student Outcomes Goals

In 2018, our Faculty Council endorsed the following objectives related to student outcomes:

- The five-year disaggregated graduation rates for first-time-in-college (FTIC), degree-seeking students of each race/ethnicity will exceed 50% so that more than half of all FTIC, degree-seeking students of each race/ethnicity who first enroll at Valencia in the Fall 2025 term will complete an associate degree from Valencia by Summer 2030.
- As a leading indicator of Valencia's graduation rate, more than 75% of all FTIC, degree-seeking students who first enroll at Valencia in Fall 2021 will earn at least 15 college-level credit hours by Summer 2023.
- As a leading indicator of Valencia's graduation rate, more than 50% of all FTIC, degree-seeking students who first enroll at Valencia in Fall 2023 will earn all attempted credit hours in their first five courses at Valencia as defined by earning an A, B, or C in each course.

Goal #1: Graduation Rate

The five-year graduation rate for students of each race and ethnicity will be at least 50% by 2025.



Black or African American Graduation Rate:

Three-Year Change	↑ 1.1 percentage points
From Goal	26.3 percentage points

Caucasian Graduation Rate:

Three-Year Change	↓ 0.2 percentage points
From Goal	11.7 percentage points

Hispanic Graduation Rate:

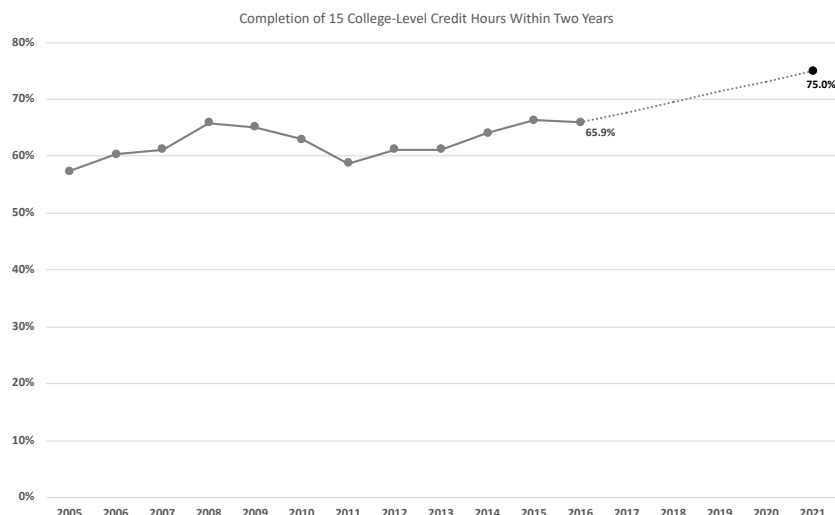
Three-Year Change	↑ 1.1 percentage points
From Goal	17.4 percentage points

The most recent five-year graduation rate data are from the cohort of students that started at Valencia in Fall 2013 (as the 2018-19 academic year marks five years after they started college). Generally, the graduation rate for Black and African American students has been on an upward trend since the 2011 cohort, while there has been little recent change in the graduation rates for Caucasian and Hispanic students.

While the change needed to meet our graduation rate goal appears significant, relatively small changes in absolute numbers of students graduating will have a large impact on graduation rates. For example, for the 2013 cohort to have reached our goal of 50% of students completing their goal of earning a degree from Valencia, 362 additional Black or African American graduates, 230 additional Caucasian graduates, and 439 additional Hispanic students would have had to have graduated.

Goal #2: College-Level Credits

More than 75% of FTIC, degree-seeking students will earn at least 15 college-level credit hours within two years.

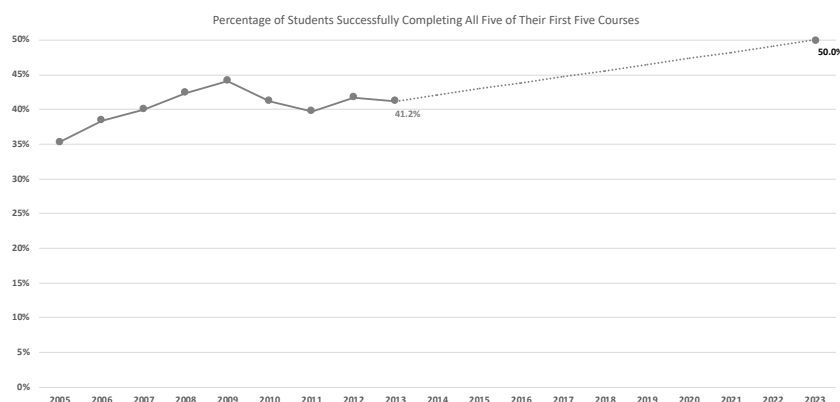


Three-Year Change	↑ 4.7 percentage points
From Goal	9.1 percentage points

In recent years, the percentage of students who complete fifteen college-level credits within two years has been on an upward trend. For the 2016 cohort, if 670 additional students would have completed fifteen college-level credits within two years, we would have reached our goal of 75%.

Goal #3: Success in First Five

More than 50% of FTIC, degree-seeking students will successfully complete all five of their first five course attempts as defined by earning an A, B, or C in each course.



Three-Year Change	no change
From Goal	8.8 percentage points

After a steady increase in the percentage of students successfully completing all five of their first five course attempts between 2005-2009, the percentage declined between 2010-2011 and has made only a modest recovery. For the 2013 cohort, if 581 additional students would have successfully completed all of their first five course attempts, we would have reached our goal of 50%.

Goals #2 and #3 serve as leading indicators for our graduation rate goal. While our most recent data show that more of our students have been completing fifteen college-level credits within two years, fewer students have been successful in all five of their first five course attempts. Given the strong correlation between success in first five and completion, this is a trend to which we should pay close attention. These data also suggest that the development of interventions to support the success of students who have unsuccessful course attempts early in their academic trajectories will be important as we work to raise the graduation rates of all students.

Appendix V – Course Substitution list

2019-2020 Foreign Language Course Substitutions

COURSE TITLE

ANT 2000	Introductory Anthropology
ARH 2050	Introduction to Art History I
ARH 2051	Introduction to Art History II
ASL 2510	Deaf Culture
EDF 2085	Intro to Diversity for Educators
EUH 2000	Western Civilization I
GEB 1350	Intro to International Business
HUM 2220	Greek and Roman Humanities
HUM 2223	Late Roman and Medieval Humanities
HUM 2232	Renaissance and Baroque
HUM 2234	Enlightenment and Romanticism
HUM 2250	Humanities 20th Century
HUM 2310	Mythology in Art and Literature
HUM 2403	Middle Eastern Humanities
HUM 2410	Asian Humanities
HUM 2454	African American Humanities
HUM 2461	Latin American Humanities
LIT 1000	Introduction to Literature
INR 2002	International Politics
REL 2300	Understanding Religious Traditions
THE 1100	Introduction to Theater History

2019-2020 Math Course Substitutions

COURSE TITLE

ACG 2021C Principles of Financial Accounting
ACG 2071C Principles of Managerial Accounting
APA 1111 Basic Accounting
BSC 1005 Biological Science
BSC 1010C Fundamentals of Biology I
BSC 1011C Fundamentals of Biology II
BSC 1026 Biology of Human Sexuality
EVR 1001 Introduction to Environmental Science
CGS 2100C Computer Fundamentals and Applications
CGS 2510C Spreadsheet Applications
ECO 2013 Principles of Economics-Macro
ECO 2023 Principles of Economics-Micro
EME 2040 Technology for Educators
GEB 1011 Introduction to Business
MCB 2010C Microbiology
MGF 1106 College Mathematics
MGF 1107 Mathematics for the Liberal Arts
OCE 1001 Introduction to Oceanography
PHI 2600 Ethics and Critical Thinking
SBM 1000 Small Business Management
STA 1001C Introduction to Statistical Reasoning