VALENCIA

DATE: September 12, 2011

TO: Board of Trustees

FROM: Sanford C. Shugart, President

SUBJECT: Trustees Meeting
September 20, 2011 (**9:00 a.m.**)
West Campus
1800 Kirkman Road
Orlando, FL
Building 8, Room 111 A-C

Dear Members of the Board:

We look forward to welcoming you to the ***West Campus (Building 8, Room 111 A-C) on Tuesday, September 20, 2011 for our trustees meeting beginning at 9:00 a.m.***

It is imperative that we begin our meeting as scheduled to ensure that college personnel are available to serve you and also to welcome our guests whose visits on that day are not only noteworthy but timely.

In addition to our own trustees meeting, the State Board of Education will be meeting on the West Campus. Chair Maguire and I will bring welcoming remarks to this group in advance of our meeting. Further, representatives from the Aspen Institute will be conducting its second day of conversations (fact finding) with college leaders, faculty, staff, and partners. I will brief the board on this important recognition. It will be a busy and significant day for the college.

Enclosed you will find the materials for our trustees meeting on ***Tuesday, September 20, 2011 at the West Campus (Building 8, Room 111 A-C) beginning at 9:00 a.m.***

As always, please feel free to call with any questions prior to the meeting.

Yours truly,

Sanford C. Shugart

SCS:mev

Attachments

Valencia College
Post Office Box 3028
Orlando, FL 32802-3028
407 299 5000
valenciacollege.edu

VALENCIA COLLEGE
DISTRICT BOARD OF TRUSTEES
Orlando, Florida

Regular Meeting — Bldg 8 – Room 111 A-C, West Campus
September 20, 2011- 9:00 a.m. — AGENDA — 1800 Kirkman Road, Orlando
THIS MEETING IS OPEN TO THE PUBLIC

Call to Order -- Board Chairman

Invocation – Dr. Stanley H. Stone, Vice President of Human Resources and Diversity

Pledge of Allegiance to the Flag

Recognition:

I. Approval of Minutes – July 19, 2011, Regular & Organizational Meetings

II. Reports
- A. West Campus (Dr. Falecia Williams, West Campus President)
- B. West Campus Student Government Association Report (Mr. Patrick O'Connor, West SGA President)
- C. Faculty Council Report (Dr. Bob Gessner, Faculty Association President)
- D. Fall Enrollment & Student Characteristics (Dr. Joyce Romano, Vice President, Student Affairs & Ms. Joan Tiller, Vice President, Academic Affairs & Planning)
- E. Valencia Transfer Students' Performance at UCF (Dr. Sanford Shugart, President)
- F. Construction Report (Ms. Helene Loiselle, Assistant Vice President, Facilities)
- G. Valencia Foundation Report (Ms. Lori Kifer Johnson, Trustee)
- H. President's Report (Dr. Sanford Shugart)
  - McKinsey Report, *Winning by Degrees*
  - Texas Public Policy Foundation: Policy Perspective *Reforming Higher Education*

III. New Business
- A. Educational Plant Survey
- B. Guaranteed Maximum Price (GMP) for Bldg. 4, Osceola Campus
- C. Budget Amendment Request – 2011-2012
- D. Authorization to Designate an Apopka Campus
- E. Additions, Deletions or Modifications of Courses and Program
- F. Continuing Education Courses and Fees
- G. Human Resources Agenda
- H. Submission of Grant Proposals
- I. Property Deletions

IV. Other Business

VALENCIA COLLEGE
DISTRICT BOARD OF TRUSTEES

Minutes

Regular Meeting – July 19, 2011
Osceola Campus, Room 1-219B

Present
Mr. Raymer F. Maguire III, Chair
Ms. Bertica Cabrera-Morris, Vice Chair
Ms. Jerry D. Buchanan
Ms. Maria Grulich-Toumazos
Ms. Lori Kifer-Johnson
Mr. Lewis M. Oliver III
Ms. Jo Quittschreiber

Dr. Sanford C. Shugart, Secretary to the Board and President of the College

Call to Order	The meeting was called to order at 8:37 am.
Invocation	The invocation was offered by Dr. Stan Stone, Vice President of Human Resources and Diversity.
Pledge of Allegiance	The pledge of allegiance was recited by all.
Acknowledgement	Dr. Shugart observed that this was the first board meeting of the Valencia College era. In recognition, trustees were presented with a small token marking this important milestone for the college.
Approval of Minutes June 21, 2011	A motion was made by Ms. Buchanan and seconded by Ms. Cabrera-Morris to approve the June 21, 2011 Regular Meeting minutes. The motion was approved unanimously.
Osceola Campus Report	Dr. Kathleen Plinske welcomed Trustees to the Osceola Campus highlighting the construction of the parking lot and the re-numbering of the buildings to accommodate the addition of Building 4. Dr. Plinske introduced Christie Pikeral, Professor of ESL, who provided an overview of the service learning efforts, in general, noting that such projects focus on service to the community with an emphasis on instruction and learning. This eight-day study abroad experience to the Dominican Republic was a partnership between Valencia's Study Abroad Program and the Diocese of Orlando. Students, Bridget Watson and Nicole Quidgely shared their experiences. Kevin Mulholland, Professor of Humanities and English thanked trustees for their support noting that in all, 10 students and two faculty participated in this study abroad experience which took place this past July.

Osceola Campus Student Government Association Report	None provided.
Construction Report	Mr. Keith Houck, Vice President, Administrative Services referenced the Construction Report included in the Board meeting binders and made note of the ongoing construction of the parking lot at the Osceola Campus.
Faculty Council Report	Dr. Bob Gessner, Faculty Council President, provided a short presentation on the BayCare Behavioral Health Student Assistance Program (SAP). The program which is free to Valencia students is underutilized and efforts are underway to inform faculty of this service.
Internal Auditor Report	Ms. Undria Stalling, Internal Auditor referenced the Multi-Year Audit Plan FY2009-FY2011 included in the Board meeting binders. She stated the Audit Plan 2011-2012 had also been provided and is subject to their approval.
Foundation Report	The Foundation Report was provided by Ms. Lori Kifer-Johnson. Ms. Kifer-Johnson reported that the Foundation offers scholarship for student abroad opportunities. Letters of gratitude from students illustrate their appreciation for these kinds of experiences and opportunities. Trustees were reminded of the Anita S. Wooten 10th Anniversary Exhibit and Reception to be held on Friday, August 5th from 5:30-7:30pm at the Anita S. Wooten Gallery on Valencia's East Campus. Once a Valencia professor, the late Ms. Wooten's work reflects the hopes, anxieties and fears of her 10-year battle with cancer.
President's Report	Dr. Shugart mentioned several awards recognizing important work done at the college. Recently, the college's purchasing department was recognized by the National Purchasing Institute with the Achievement of Excellence in Procurement Award. The award recognizes organizational excellence and the college is one of only 20 higher education institutions nationwide receiving this award in 2011. Dr. Shugart noted that a year ago the college embarked on a water treatment program with a goal to cut water usage at the West Campus and reduce costs. He reported that water usage was indeed cut by 36% over the course of the year and costs were reduced by 57%--a savings of $102,747.00. Similar efforts are underway at the East Campus. Chiller plants at Lake Nona and in Building 4 at the Osceola will utilize similar technology. Dr. Shugart reported that The National Security Agency and The Committee on National Security Systems presented Valencia College with an award lauding the college's Cyber Security curriculum. Dr.

Shugart suggested there may be new and different instructional opportunities in the area of national and homeland security including, but not limited to, a bachelor's degree within Cyber Security and Digital Forensics.

Dr. Shugart took note of the recent success rates of Valencia students who have taken the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for the 2nd Quarter 2011. In all, 68 students sat for the NCLEX-RN (62 first time takers and eight repeaters). Of import, 60 of 62 first time takers passed resulting in a 96.77% pass rate. Another six students passed the exam the second time around. The overall score for first and second time takers is 97.06%. Dr. Shugart noted that Valencia's program includes one year of pre-requisites and two years of content-specific coursework. By contrast, the University of Florida (UF) program is a five-year program. Comparatively speaking, the Valencia program is one-half the price and 25% the total cost of UF program.

Finally, Dr. Shugart referenced the copies of the June 13th issue of Community College Week provided to the Board reporting that Valencia College ranked number one in the production of associate degree graduates among community colleges nationwide. Other noteworthy rankings include the college's number two ranking in associate degrees awarded to minority students, its number one ranking in awarding associates to "non-minority" students, number three ranking in awarding associate degrees to African-American students and number two ranking in awarding associate degrees to Hispanic students.

Dr. Shugart noted that Valencia will be compared with four-year institutions on these measures given the re-classification by the Southern Association of Colleges and Schools (SACS).

Approval of the President's Evaluation, President's Contract, Policy Adoption: 6Hx28: 10-05 - Smoke Free Campuses, Recommendation to Adjust 2011-2012 Compensation

Ms. Grulich-Toumazos moved that the Board remove the following items from the consent agenda: President's Evaluation, President's Contract, Policy Adoption: 6Hx28: 10-05 - Smoke Free Campuses, and Recommendation to Adjust 2011-2012 Compensation. The motion was seconded by Ms. Quittschreiber, and the motion was approved unanimously.

Consent Agenda

Budget Amendment Request

Ms. Cabrera-Morris moved that the Board approve the following items as part of the Consent Agenda: Budget Amendment Request, Guaranteed Maximum Price for Site and Foundation of Osceola Building 4, Capital Improvement Plan (CIP) FY 2012-2013 to 2016-2017, Annual Pre-

Guaranteed Maximum Price for Site and Foundation of Osceola Building 4

Capital Improvement Plan (CIP) FY 2012-2013 to 2016-2017

Annual Pre-Qualification of Contractors

Audit Plan 2011-2012

Continuing Education Courses and Fees

Human Resources Agenda

Submission of Grant Proposals

Property Deletions

Qualification of Contractors, Audit Plan 2011-2012, Continuing Education Courses and Fees, Human Resources Agenda, Submission of Grant Proposals, and Property Deletions. The motion was seconded by Ms. Grulich-Toumazos, and the motion was approved unanimously.

President's Evaluation

Mr. Maguire reported on the feedback received from Trustees with regard to Dr. Shugart's year-end evaluation. Overall, Dr. Shugart has performed well in accordance with the measures set forth including leadership characteristics, goals and self-evaluation and statewide performance indexes with ratings by Trustees of between eight and 10 (on a 10-point scale).

Mr. Maguire noted that Dr. Shugart is viewed as a key leader and driver in education. He is also lauded for approaching complicated issues with unique solutions and for his collaborative manner.

Trustees have requested one-on-one sessions with the president throughout the year in an effort to keep the board informed and ensure enhanced communication. Mr. Maguire thanked trustees for their feedback.

President's Contract

Trustees asked if the President's Contract included any substantive changes. Dr. William J. Mullowney, Vice President, Policy & General Counsel stated there were none and that the new contract observed Dr. Shugart's request not to receive a raise in compensation.

There being no further discussion, Ms. Buchanan moved that the Board adopt the President's Contract as presented. The motion was seconded by Ms. Kifer-Johnson. The motion was approved 6-1.

Policy Adoption: 6Hx28: 10-05 - Smoke Free Campuses

Dr. Mullowney referenced the Smoke-Free/Tobacco Free Campus Policy Work Plan provided to the Board at this meeting. He reported that a college-wide work team met to develop the proposed policy and determine plans for implementation. The work team also sought input from students and other stakeholders.

Dr. Mullowney noted the proposed policy complies with the requirements of law and regulation and is representative of best practices at other colleges/universities and literature from across the field. Dr. Mullowney also stated that, if adopted, implementation would be deferred until fall 2012 giving the college time to communicate and implement well.

Following a full discussion by the Board, Ms. Grulich-Toumazos moved that the Board approve adoption of Policy: 6Hx28: 10-05 - Smoke Free Campuses, seconded by Ms. Quittschreiber. The motion was approved unanimously.

Recommendation to Adjust 2011-2012 Compensation

Mr. Maguire called for a motion to reconsider the original motion to Adjust 2011-2012 Compensation passed in June. Ms. Quittscreiber, who voted in the affirmative in June, moved to reconsider, seconded by Ms. Kifer-Johnson. The motion was approved unanimously.

Discussion ensued. Dr. Shugart provided the Board with facts and rationale in favor of the recommendation. Dr. Shugart urged the Board to reconsider the compensation issue on the basis of the market, cost of living increases, and performance, including stewardship, workload and results and he discussed each aspect at length.

After discussion, Ms. Kifer-Johnson moved that the Board approve a 3% increase in compensation for full-time faculty, staff and long term part-time employees, seconded by Ms. Quittschreiber. The motion was approved 5-2.

Other Business

Ms. Cabrera-Morris asked the Board to consider the recording of board meetings for informational purposes. After a brief discussion, Ms. Cabrera-Morris moved that the Board approve the recording of board meetings, seconded by Mr. Oliver. The motion was approved unanimously.

Adjournment

Mr. Maguire moved for adjournment, the motion was seconded by Ms. Grulich-Toumazos, and the motion was approved. The meeting adjourned at 10:58 a.m.

Secretary

Chairman

VALENCIA COLLEGE
DISTRICT BOARD OF TRUSTEES

Minutes

Organizational Meeting – July 19, 2011
Osceola Campus, Room 1-219B
1800 Denn John Lane, Kissimmee, Florida

Present
Ms. Jerry D. Buchanan
Ms. Bertica Cabrera-Morris
Ms. Maria Grulich-Toumazos
Ms. Lori Kifer-Johnson
Mr. Raymer F. Maguire III
Mr. Lewis M. Oliver III
Ms. Jo Quittschreiber

Dr. Sanford C. Shugart, Secretary to the Board and President of the College

Call to Order	Dr. William J. Mullowney, Vice President, Policy & General Counsel called the meeting to order at 10:59 a.m. He stated the meeting's purpose was to elect a Chair and Vice Chair, establish a regular meeting schedule, authorize official signatures, and appoint a representative to the Valencia Foundation Board of Directors.
Election of Chair and Vice Chair	Dr. Mullowney remarked that it has been the custom and practice at Valencia for the Chair and Vice Chair to serve two year terms. Mr. Oliver moved to reappoint Mr. Maguire as Chair and Ms. Cabrera-Morris as Vice Chair to serve the second year of their respective terms as Chair and Vice Chair. Ms. Grulich-Toumazos seconded the motion, and the motion was unanimously approved.
Schedule of Regular Meetings of the District Board of Trustees	Dr. Mullowney referenced the schedule of regular meetings provided to the Board at this meeting. Ms. Buchanan moved that the Board approve the Schedule of Regular Meetings of the District Board of Trustees as presented. Mr. Maguire seconded the motion, and the motion was unanimously approved.

Authorization of Signature of Board Officers	Dr. Mullowney noted the Authorization of Signature of Board Officers is a legal requirement. Mr. Oliver moved that the Board authorize the Chair and Secretary of the District Board of Trustees, or their designees, to sign all official documents of the college. Ms. Grulich-Toumazos seconded the motion, and the motion was unanimously approved.
Representative to the Valencia Foundation Board of Directors	Mr. Oliver moved to reappoint Ms. Kifer-Johnson as the Board's representative to the Valencia College Foundation Board of Directors. Ms. Buchanan seconded the motion, and the motion was unanimously approved.
Adjournment	The meeting adjourned at 11:05 a.m.

_____ _____

Secretary Chairman

State of Florida
County of Orange

I, the undersigned authority, herby certify that this document is a true and exact copy of the July 19, 2011 Organization Meeting Minutes of the Valencia College District Board of Trustees wherein the Board authorized the Chair and Secretary (President) to sign all official documents for the college.

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Barbara Halstead, Notary Public, State of Florida

Reports

West Campus

President's Report

West Campus

Student Government Association

Report

Faculty Council Report

Fall Enrollment
&
Student Characteristics Report

Valencia Transfer Students' Performance at the University of Central Florida

2009 UCF Community College Consortium Partners' Student Success Feedback Report

Valencia Community College

Spring 2010

UCF
Stands For Opportunity

Prepared by the UCF Office of University Analysis and Planning Support
On behalf of UCF Regional Campuses

Introduction

This report has been prepared by the UCF Office of University Analysis and Planning Support on behalf of Dr. David Harrison, Vice Provost for UCF Regional Campuses. The objective of the report is to provide each Central Florida Higher Education Consortium community college member institution with information regarding their graduates' success upon transfer to UCF. The information contained within is intended to provide insights for each individual partner school to eventually understand ways to better prepare its students for transfer into upper level coursework at UCF. The intention is not for direct comparison purposes among partner institutions; instead, a collegial sharing of information in the interest of student success. Concerns regarding the content of the report may be directed to Dr. Sandra Archer, Director for the UCF Office of University Analysis and Planning Support at archer@mail.ucf.edu or 407-882-0287.

Report Layout

The report contains the following sections:

1. Section 1 – "Statewide CC Transfer Trends and Perspectives" contains overall UCF/Community College Consortium Partnership statistics and success measures
2. Student success measures specific to each partner school including:
    a. Section 2 – "VCC Students Upon Transfer to UCF" contains student information upon transfer to UCF
    b. Section 3 – "VCC Student Progression at UCF" contains student progression measures at UCF
    c. Section 4 – "VCC Students at UCF Graduation" contains statistics about CC transfer students upon graduation from UCF

Data Sources and Definitions

All figures in this report are annotated with the appropriate data source. Unless otherwise specified, all figures in this report are prepared from UCF's Admissions and Student Data Course Files. Other sources include the Florida Department of Education's Community College Fact Books and reports from various departments at UCF.

This report contains figures addressing characteristics and trends of former Valencia Community College students who transferred to UCF. Information for these students is provided alongside that of their peers, defined as members of the following groups:

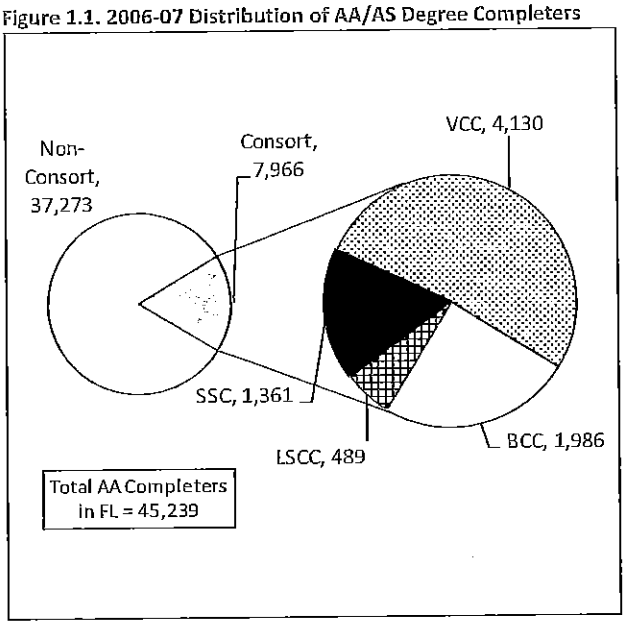
- First Time in College (FTIC) – Student has less than 12 hours of transfer credit earned after high school graduation.
- Other Consortium – Student transferred from one of the other consortium institutions: Brevard Community College, Lake-Sumter Community College, or Seminole State College.
- Other CC Transfer – Student transferred from a Florida community college that does not belong to the consortium.
- Other Transfer – Student transferred from an institution other than a Florida community college.

Please note that some reports may combine the Other Consortium and Other CC Transfer groups; additionally, some reports may not include the Other Transfer group.

Section 1 – Statewide CC Transfer Trends and Perspectives

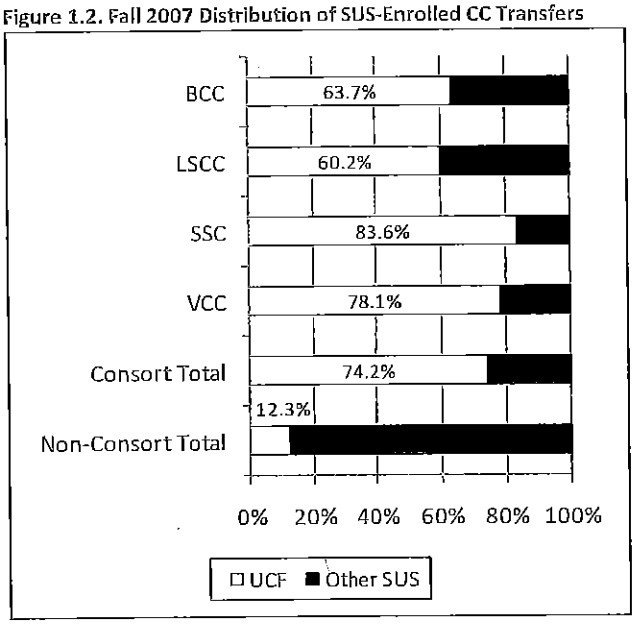
The facts and figures in this section display a snapshot regarding the presence of current UCF students previously enrolled at the four Consortium institutions.

Figure 1.1. 2006-07 Distribution of AA/AS Degree Completers



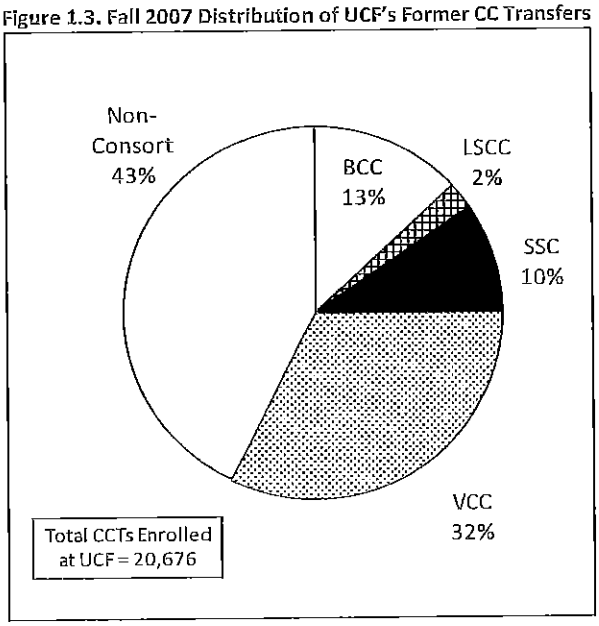
SOURCE: FLDOE Community College Fact Book 2008

Figure 1.2. Fall 2007 Distribution of SUS-Enrolled CC Transfers



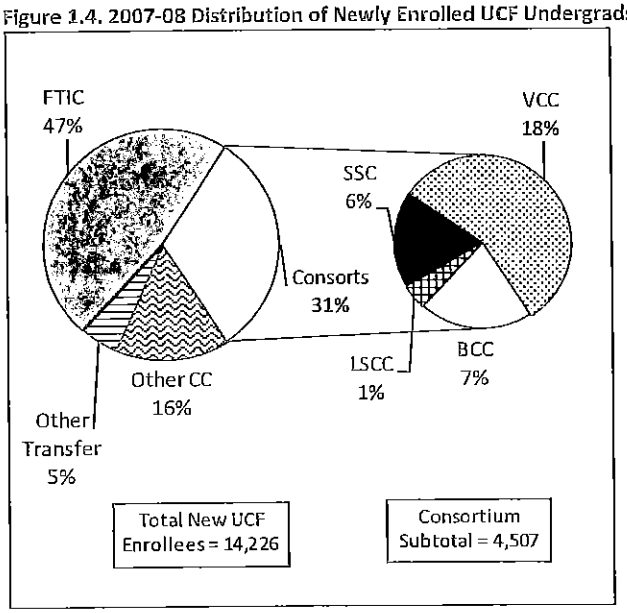
SOURCE: FLDOE Community College Articulation Reports, Fall 2007

Figure 1.3. Fall 2007 Distribution of UCF's Former CC Transfers



SOURCE: FLDOE Community College Articulation Reports, Fall 2007

Figure 1.4. 2007-08 Distribution of Newly Enrolled UCF Undergrads

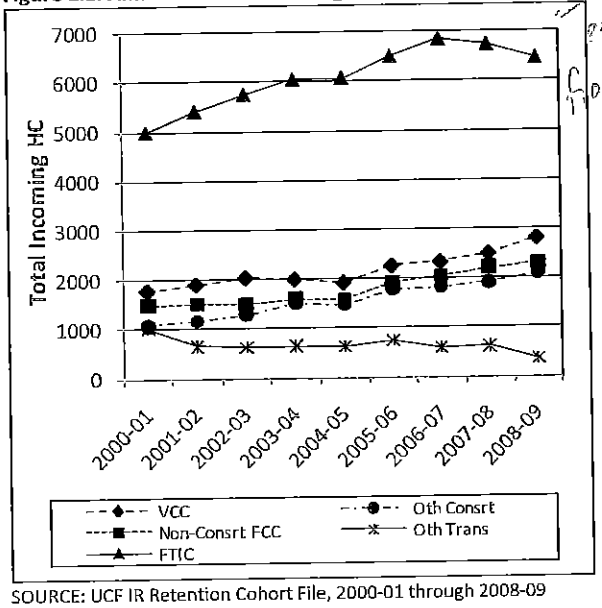


Source: UCF Admission Tables, 2007-08

Section 2 – VCC Students Upon Transfer to UCF

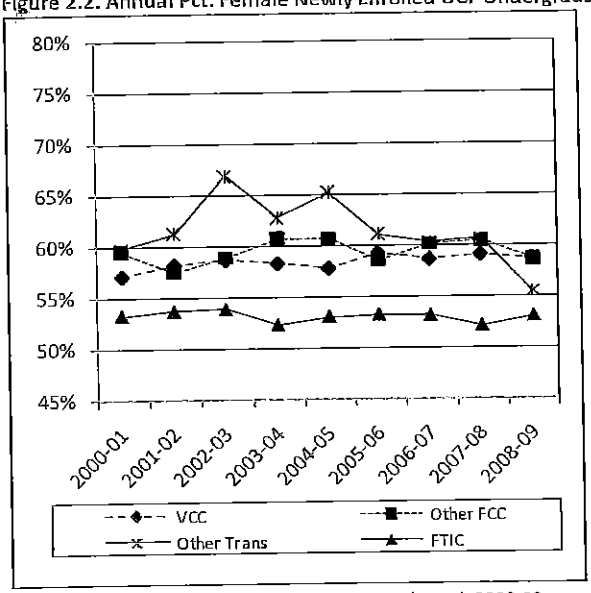
The facts and figures in this section display overall and demographic trends by incoming cohorts of UCF students previously enrolled at VCC and other institutions.

Figure 2.1. Annual New UCF Undergraduate Enrollment



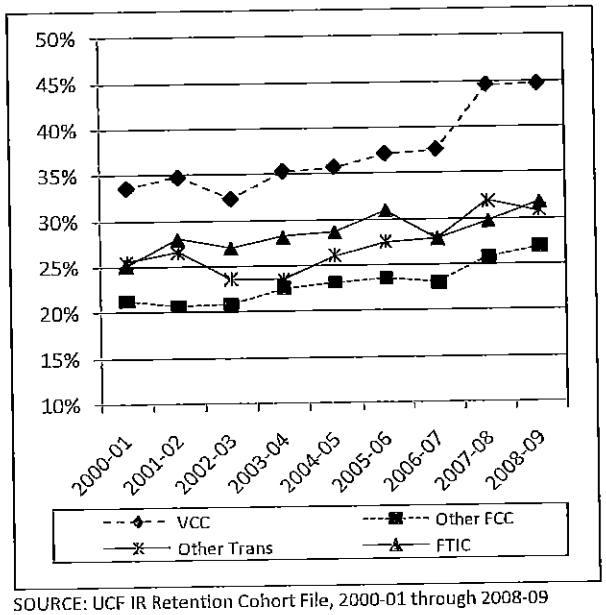
SOURCE: UCF IR Retention Cohort File, 2000-01 through 2008-09

Figure 2.2. Annual Pct. Female Newly Enrolled UCF Undergrads



SOURCE: UCF IR Retention Cohort File, 2000-01 through 2008-09

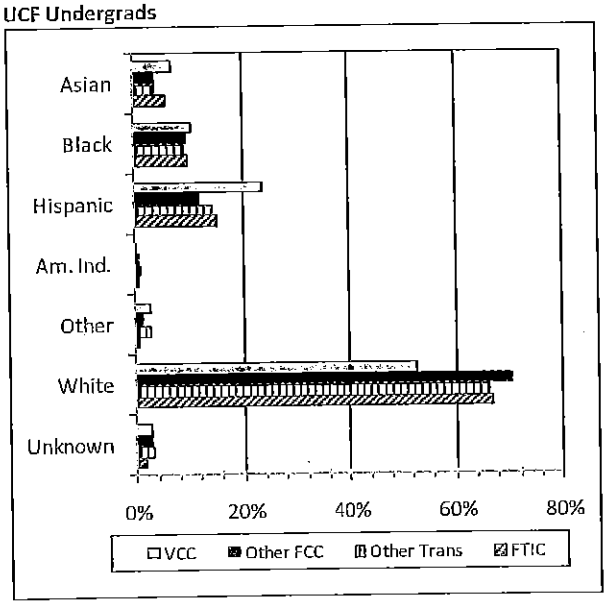
Figure 2.3. Annual Pct. Minority Newly Enrolled UCF Undergrads



SOURCE: UCF IR Retention Cohort File, 2000-01 through 2008-09

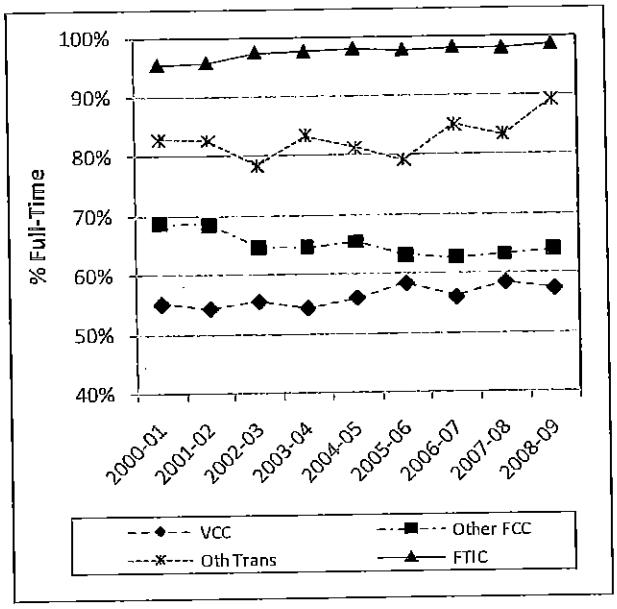
NOTE: Percentage represents Asian, Black, Hispanic, American Indian, and Other students. Total does not include students who did not identify ethnicity.

Figure 2.4. Annual 2008-09 Ethnicity Distribution for Newly Enrolled UCF Undergrads



SOURCE: UCF IR Retention Cohort File, 2008-09

Figure 2.5. Percentage of **UCF Full-Time Students** During First Semester (Fall Entrants Only)



SOURCE: UCF IR Retention Cohort File, 2000-01 through 2008-09

Figure 2.6. **Fall 2008 Semester GPA by College and Student Type (FTIC Juniors and First-Semester Transfers with an AA or AS)**

	First-Semester GPA (Fall)									
	VCC		Other Consort		Non-Consrt FCC		Other Transfer		FTIC (*)	
	#	Avg	#	Avg	#	Avg	#	Avg	#	Avg
Arts & Humanities	105	2.97	77	3.02	124	2.93		-	508	3.11
Business Admin	329	2.41	215	2.58	211	2.47	6	2.58	898	2.92
Education	131	3.23	176	3.51	163	3.38		-	306	3.43
Engineering & Comp Sci	78	2.22	84	2.58	95	2.37	12	2.43	579	2.71
Health & Public Affairs	142	2.94	125	2.97	161	2.86	6	2.93	467	3.18
Hosp Mgmt	70	2.96	36	3.19	51	3.17	6	2.87	286	3.25
Medicine	37	2.72	33	2.54	19	2.94		-	255	2.97
Nursing	38	3.26	31	3.37	52	3.41		-	128	3.20
Sciences	219	2.69	214	2.89	247	2.84	9	2.90	1,006	3.12
Undergrad Studies	32	2.78	43	3.13	59	2.67	8	3.08	161	2.97
Grand Total		**2.73**		**2.95**		**2.85**		**2.85**		**3.05**

SOURCE: UCF Student Data Course File, Fall 2008

(*) NOTE: FTIC and Other Transfer performance is represented by Fall 2008 term GPA for all students with a recent entry type of FTIC or Other Transfer enrolled with junior standing during that semester. All other students included are transfer students ONLY WITH an AA or AS degree. All categories with 5 or fewer students have been removed.

Section 3 – VCC Student Progression at UCF

This section addresses the performance of entering student cohorts as they progress through their academic careers at UCF, in the areas of major selection, retention, and graduation. Please note that all transfer students addressed in this section (from both VCC and other institutions) are those who have earned an AA or AS degree in order to provide fair comparisons among student groups.

Fig ure 3.1. Popularity of UCF Undergrad Selected College of Major (Initial College of 2008-09 Transfer Annual Cohort; Fall 2008 College of 2006-07 FTIC Annual Cohort)

	VCC		Other Consort		Non-Consrt FCC		FTIC (*)	
	% in Coll	Popularity	% in Coll	Popularity	% in Coll	Popularity	% in Coll	Popularity
Business Administration	25.4%	1	21.9%	1	17.3%	2	19.3%	2
Sciences	19.2%	2	18.7%	2	20.8%	1	22.3%	1
Health & Public Affairs	12.0%	3	11.9%	4	12.7%	3	10.1%	5
Education	10.9%	4	15.8%	3	12.4%	4	6.9%	7
Arts & Humanities	7.8%	5	6.6%	6	9.5%	5	10.3%	4
Engineering & Comp Sci	7.4%	6	9.4%	5	8.8%	6	11.9%	3
Rosen Hospitality Mgmt	5.7%	7	2.9%	9	4.4%	9	7.0%	6
Nursing	5.7%	7	5.4%	7	7.5%	7	3.0%	9
Undergraduate Studies	3.9%	9	4.7%	8	5.1%	8	2.7%	10
Medicine	3.1%	10	2.5%	10	1.4%	10	5.8%	8
Undeclared	0.4%	11	0.3%	11	0.3%	11	0.6%	11

SOURCE: UCF IR Retention Cohort Files, 2006-07 and 2008-09

(*) NOTE: FTIC colleges are represented by selected college of major as of Fall 2008 for all 2006-07 cohort students still enrolled. All other groups are represented by selected college of major as of entry and ONLY include student with an AA or AS degree upon transfer.

Figure 3.2. Top 15 UCF Majors of Incoming Transfer Students (Initial Major of 2008-09 Transfer Annual Cohort; Fall 2008 Major of 2006-07 FTIC Annual Cohort)

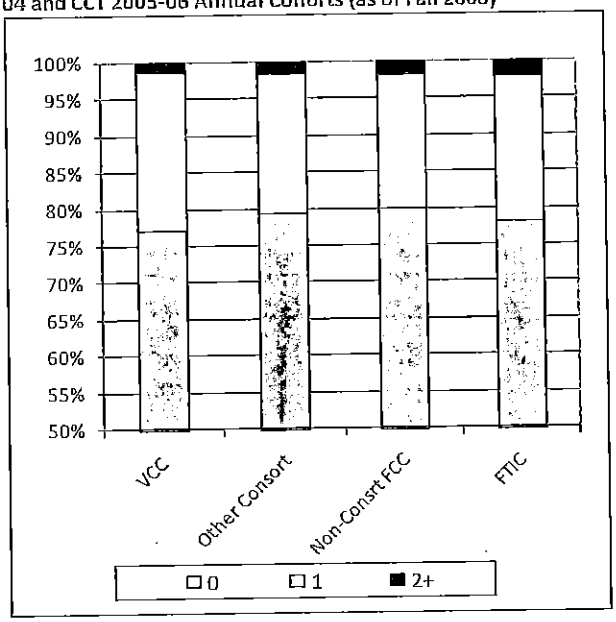
VCC		Other Consort		Non-Consrt FCC		FTIC (*)	
Program	# Enrl	Program	# Enrl	Program	# Enrl	Program	# Enrl
Psychology	154	Elementary Education	160	Psychology	165	Psychology	362
General Business	131	Psychology	154	Nursing	152	Hospitality Management	359
Hospitality Management	126	General Business	120	Elementary Education	142	Molecular Bio and Microbio	287
Elementary Education	122	Nursing	104	Liberal Studies	103	Finance	187
Finance	100	Liberal Studies	87	Hospitality Manageme	91	Biology	180
Accounting	97	Finance	64	General Business	88	General Business	178
Marketing	88	Accounting	62	Biology	67	Marketing	175
Liberal Studies	87	Criminal Justice	59	Finance	60	Accounting	172
Nursing	87	Hospitality Management	56	Accounting	60	Political Science	167
Biology	79	Biology	47	Criminal Justice	59	Elementary Education	166
Criminal Justice	69	Marketing	46	Health Sciences	56	Nursing	152
Management	58	Communications	46	Political Science	46	Health Sciences	146
Molecular Bio and Microb	58	Molecular Bio and Micro	44	Marketing	45	Mechanical Engineering	146
Political Science	58	Undecided - Business	44	Undecided - Business	38	Liberal Studies	140
Undecided - Business	58	Management	42	Health Services Adm	34	Criminal Justice	118

SOURCE: UCF IR Retention Cohort Files, 2006-07 and 2008-09

(*) NOTE: FTIC majors are represented by selected major as of Fall 2008 for all 2006-07 cohort students still enrolled. All other groups are represented by selected major as of entry term and ONLY include student with an AA or AS degree upon transfer.

Major includes those students admitted to the major as well as those pending admission to the program.

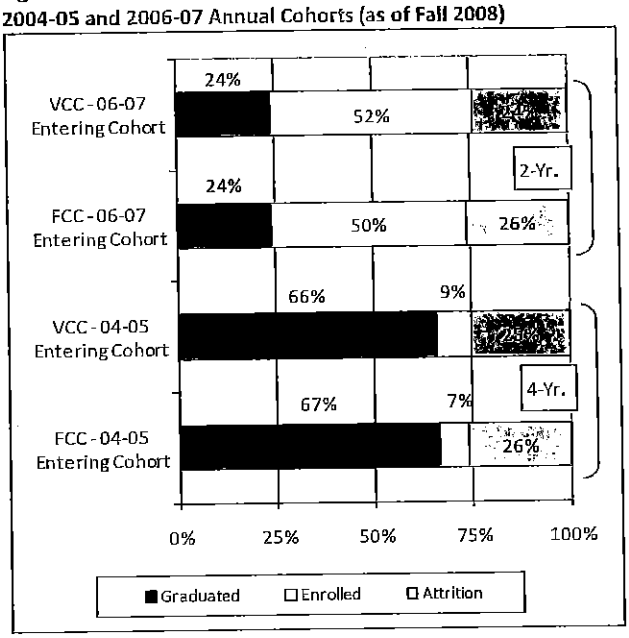
Figure 3.3. Number of Major Changes after 60 Credit Hours, FTIC 2003-04 and CCT 2005-06 Annual Cohorts (as of Fall 2008)



SOURCE: UCF IR Retention Cohort Files, 2003-04 and 2005-06

NOTE: FTIC figures are represented by major changes occurring after Fall 2005.

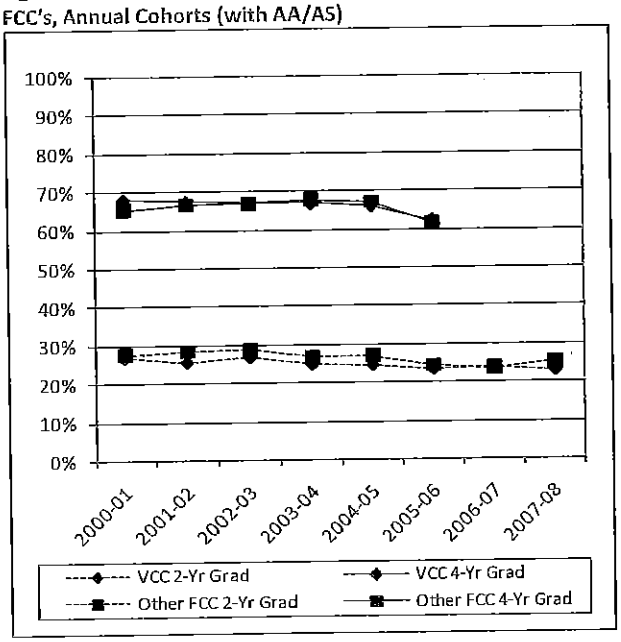
Figure 3.4. Graduation-Retention Rates of VCC and Other CC Transfers, 2004-05 and 2006-07 Annual Cohorts (as of Fall 2008)



SOURCE: UCF IR Retention Cohort Files, 2004-05 and 2006-07

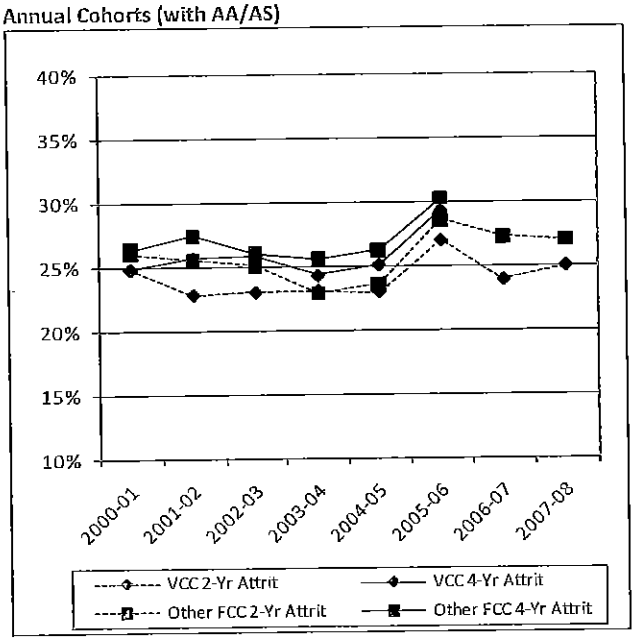
NOTE: VCC is included within the CCT statistics. Graduation and attrition trends are located in Figures 3.5 and 3.6.

Figure 3.5. Graduation Rates of CC Transfers from VCC and Other FCC's, Annual Cohorts (with AA/AS)



SOURCE: UCF IR Retention Cohort Files, 2000-01 through 2007-08

Figure 3.6. Attrition Rates of CC Transfers from VCC and Other FCC's, Annual Cohorts (with AA/AS)



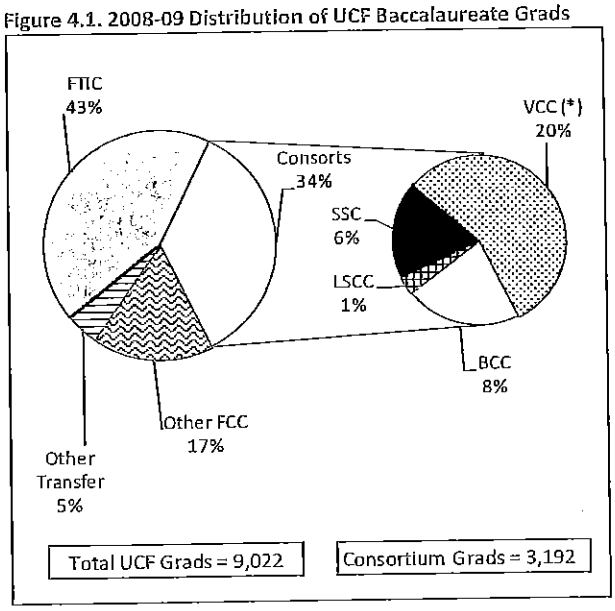
SOURCE: UCF IR Retention Cohort Files, 2000-01 through 2007-08

NOTE: Total VCC 07-08 Cohort = 1,904; Total Other FCC 07-08 Cohort = 3,421. Attrition includes students who have "stopped out" (i.e. they may return to UCF at a later time).

Section 4 – VCC Students at UCF Graduation

This section will address data and trends related to a particular graduating cohort of students – in other words, students in this group may have started their academic careers at UCF at different times but graduated in the same academic year.

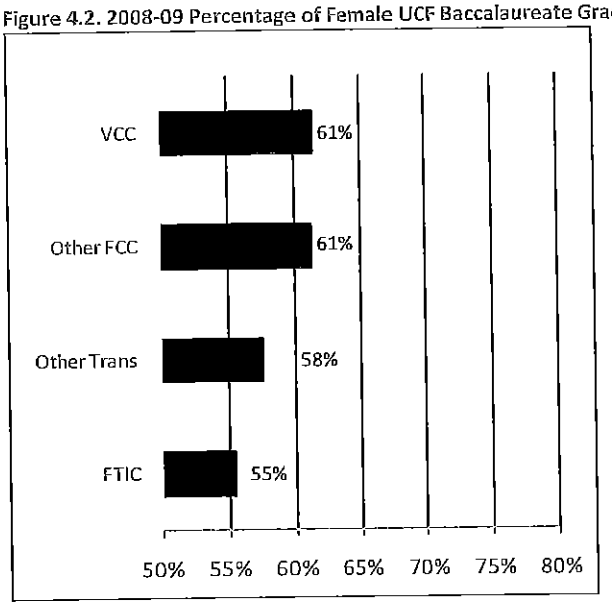
Figure 4.1. 2008-09 Distribution of UCF Baccalaureate Grads



SOURCE: UAPS TR-09-005, 2008-09 Bachelor Degree Graduates' Regional Campus Involvement

NOTE: First bachelor's grads, not double-counting dual degrees
(*) Last institution

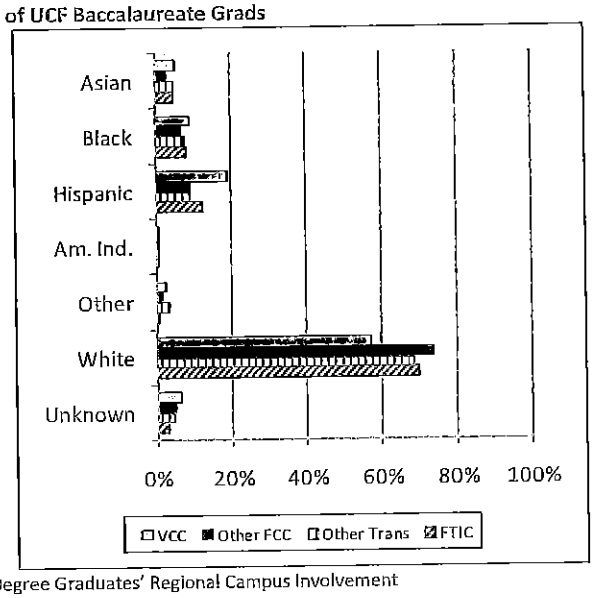
Figure 4.2. 2008-09 Percentage of Female UCF Baccalaureate Grads



SOURCE: UAPS TR-09-005, 2008-09 Bachelor Degree Graduates' Regional Campus Involvement

NOTE: All CC Transfers include only those with AA or AS degrees.

Figure 4.3. 2008-09 Ethnicity Distribution of UCF Baccalaureate Grads



SOURCE: UAPS TR-09-005, 2008-09 Bachelor Degree Graduates' Regional Campus Involvement

NOTE: All CC Transfers include only those with AA or AS degrees.

Figure 4.4. Terms to Graduation for UCF 2008-09 FCC Transfer Baccalaureate Grads

AY to Grad	Sem to Grad	VCC #	VCC Cum. %	Other Consort #	Other Consort Cum. %	Non-Consrt FCC #	Non-Consrt FCC Cum. %	Total #
1 AY	1	9	0.6%	10	0.8%	9	0.7%	28
	2	9	1.2%	7	1.3%	18	2.0%	34
	3	26	2.9%	20	2.9%	33	4.3%	79
1 AY Total		**44**	**2.9%**	**37**	**2.9%**	**60**	**4.3%**	**141**
2 AY	4	70	7.5%	44	6.3%	1	4.4%	115
	5	261	24.6%	274	27.7%	633	50.1%	1,168
	6	287	43.5%	224	45.2%	95	57.0%	606
2 AY Total		**618**	**43.5%**	**542**	**45.2%**	**633**	**50.1%**	**1,793**
3 AY	7	295	62.8%	225	62.7%	227	73.4%	747
	8	209	76.6%	161	75.3%	178	86.3%	548
	9	100	83.1%	94	82.6%	90	92.8%	284
3 AY Total		**604**	**83.1%**	**480**	**82.6%**	**495**	**85.8%**	**1,579**
4 AY	10	84	88.6%	75	88.5%	75	98.2%	234
	11	66	93.0%	51	92.4%	48	101.7%	165
	12	32	95.1%	25	94.4%	26	103.5%	83
4 AY Total		**182**	**95.1%**	**151**	**94.4%**	**149**	**96.6%**	**482**
5 AY Total		**56**	**98.8%**	**42**	**97.7%**	**28**	**98.6%**	**126**
6 AY Total		**12**	**99.5%**	**17**	**99.0%**	**13**	**99.6%**	**42**
7 AY Total		**2**	**99.7%**	**8**	**99.6%**	**1**	**99.6%**	**11**
8 AY Total		**2**	**99.8%**	**3**	**99.8%**	-	**99.6%**	**5**
9 AY Total		-	**99.8%**	**1**	**99.9%**	**1**	**99.7%**	**2**
10 AY Total		**1**	**99.9%**	**1**	**100.0%**	**1**	**99.8%**	**3**
Over 10 AY Total		**2**	**100.0%**	-	**100.0%**	**3**	**100.0%**	**5**
Grand Total		**1,523**	**100.0%**	**1,282**	**100.0%**	**1,384**	**100.0%**	**4,189**

SOURCE: UAPS TR-09-005, 2008-09 Bachelor Degree Graduates' Regional Campus Involvement

NOTE: All CC Transfers include only those with AA or AS degrees. Semesters until graduation calculated from time of most recent entry.

Figure 4.5. General Major Category (CIP) for UCF 2008-09 Baccalaureate Graduates

Major Category (CIP2)	VCC (*) #	VCC (*) % of Col	Other Consort #	Other Consort % of Col	Non-Consrt FCC #	Non-Consrt FCC % of Col	Other Transfers #	Other Transfers % of Col	FTIC #	FTIC % of Col	Total #
Business Management and Administrative Services	446	29.3%	291	22.7%	281	20.3%	266	27.9%	1,101	28.4%	2,385
Communications	82	5.4%	61	4.8%	54	3.9%	54	5.7%	259	6.7%	510
Computer and Information Sciences	26	1.7%	9	0.7%	13	0.9%	15	1.6%	78	2.0%	141
Education	189	12.4%	225	17.6%	195	14.1%	82	8.6%	302	7.8%	993
Engineering	62	4.1%	43	3.4%	59	4.3%	46	4.8%	227	5.8%	437
Engineering and Engineering Related Tech	17	1.1%	39	3.0%	36	2.6%	14	1.5%	25	0.6%	131
Foreign Languages and Literatures	9	0.6%	1	0.1%	5	0.4%	6	0.6%	10	0.3%	31
Health Professions and Related Sciences	143	9.4%	155	12.1%	169	12.2%	52	5.5%	292	7.5%	811
History, General	18	1.2%	26	2.0%	17	1.2%	22	2.3%	62	1.6%	145
Law and Legal Studies	35	2.3%	32	2.5%	22	1.6%	17	1.8%	103	2.7%	209
Letters	27	1.8%	22	1.7%	23	1.7%	25	2.6%	107	2.8%	204
Liberal/General Studies	98	6.4%	96	7.5%	155	11.2%	87	9.1%	161	4.1%	597
Life Sciences	43	2.8%	26	2.0%	29	2.1%	26	2.7%	230	5.9%	354
Mathematics	6	0.4%	1	0.1%	1	0.1%	1	0.1%	9	0.2%	18
Philosophy and Religion	7	0.5%	2	0.2%	1	0.1%	5	0.5%	13	0.3%	28
Physical Sciences	1	0.1%	2	0.2%	2	0.1%	2	0.2%	10	0.3%	17
Protective Services	59	3.9%	52	4.1%	64	4.6%	24	2.5%	183	4.7%	382
Psychology	131	8.6%	113	8.8%	131	9.5%	88	9.2%	279	7.2%	742
Public Administration and Services	24	1.6%	19	1.5%	23	1.7%	10	1.1%	31	0.8%	107
Social Sciences	67	4.4%	42	3.3%	47	3.4%	48	5.0%	182	4.7%	386
Visual and Performing Arts	33	2.2%	25	2.0%	57	4.1%	62	6.5%	217	5.6%	394
Grand Total	**1,523**	**100.0%**	**1,282**	**100.0%**	**1,384**	**100.0%**	**952**	**100.0%**	**3,881**	**100.0%**	**9,022**

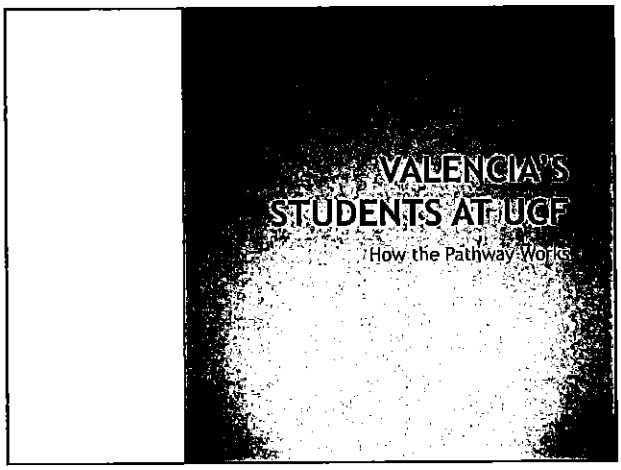
SOURCE: UAPS TR-09-005, 2008-09 Bachelor Degree Graduates' Regional Campus Involvement
NOTE: All CC Transfers include only those with AA or AS degrees. Other Transfers includes CC Transfers without AA or AS degrees, plus those from other institutions.
(*) Institution of highest degree

Figure 4.6. **Final Cumulative UCF GPA by General Major Category (CIP) for UCF 2008-09 Baccalaureate Graduates**

	Final Cumulative UCF GPA									
	VCC		Other Consort		Non-Consrt FCC		Other Transfer		FTIC (*)	
	#	Avg	#	Avg	#	Avg	#	Avg	#	Avg
Business Management and Administrative Services	446	2.93	291	2.96	281	2.92	128	3.12	1,101	3.12
Communications	82	3.04	61	3.27	54	3.00	23	3.37	259	3.30
Computer and Information Sciences	26	2.99	9	3.25	13	3.07	9	3.05	78	3.09
Education	189	3.57	225	3.62	195	3.65	24	3.62	302	3.44
Engineering	62	2.98	43	2.93	59	2.84	17	2.97	227	3.11
Engineering and Engineering Related Tech	17	3.13	39	3.42	36	3.23	2	-	25	3.04
Foreign Languages and Literatures	9	3.31	1	-	5	-	3	-	10	3.42
Health Professions and Related Sciences	143	3.38	155	3.47	169	3.49	22	3.47	292	3.31
History, General	18	3.05	26	3.15	17	3.24	12	3.30	62	3.09
Law and Legal Studies	35	3.31	32	3.23	22	3.23	9	3.40	103	3.18
Letters	27	3.24	22	3.41	23	3.26	14	3.35	107	3.27
Liberal/General Studies	98	3.06	96	3.11	155	3.11	36	2.75	161	2.98
Life Sciences	43	3.05	26	3.12	29	2.88	11	3.04	230	3.24
Mathematics	6	3.46	1	-	1	-	0	-	9	3.35
Philosophy and Religion	7	3.41	2	-	1	-	3	-	13	3.30
Physical Sciences	1	-	2	-	2	-	0	-	10	3.33
Protective Services	59	3.05	52	3.07	64	3.04	12	3.05	183	3.09
Psychology	131	3.18	113	3.34	131	3.38	33	3.36	279	3.29
Public Administration and Services	24	3.29	19	3.51	23	3.32	2	-	31	3.26
Social Sciences	67	3.17	42	3.17	47	3.13	17	3.13	182	3.22
Visual and Performing Arts	33	3.21	25	3.29	57	3.30	32	3.39	217	3.31
Grand Total	**1,523**	**3.15**	**1,282**	**3.26**	**1,384**	**3.22**	**409**	**3.21**	**3,881**	**3.20**

SOURCE: UAPS TR-09-005, 2008-09 Bachelor Degree Graduates' Regional Campus Involvement; Student Data Course File, 2008-09

(*) NOTE: All CC Transfers include only those with AA or AS degrees. FTIC student GPA's include first 60 hours of work; Transfer student GPA's do not.



VALENCIA STUDENTS AT UCF

- 78% of Valencia's Transfers in SUS are at UCF
- 32% of all transfers at UCF are from Valencia
- 18% of "new students" at UCF (14,226)are from Valencia (2561)

VALENCIA STUDENTS AT UCF

- UCF minority new students grew from 25% to 33% from 2000 to 2008
- Valencia minority transfers to UCF grew from 33% to 45%

VALENCIA STUDENTS AT UCF

- Top Majors at UCF:
  - Business and related 25.4%
  - Sciences 19.2%
  - Health/Public Affairs 12.0%
  - Education 10.9%
- 20% of Valencia transfers change majors after enrolling at UCF

VALENCIA STUDENTS AT UCF

- Grade Point Average in first semester
  - Valencia 2.73
  - UCF natives 3.05
- Grade Point Average at Graduation
  - Valencia 3.15
  - UCF natives 3.20

VALENCIA STUDENTS AT UCF

- Graduation
  - 20% of all UCF grads are from Valencia
  - 43% of UCF/Valencia Grads are minority
  - 75% of Valencia transfers graduate from UCF within 4-5 years of enrollment
- Valencia remains the number 1 community college in the US for graduates

VALUE PROPOSITION

- The most important person to care about graduation and completion is.... the STUDENT
- Why should students care to graduate at a community college?

CONSTRUCTION REPORT
September 2011

Southeast Campus – Lake Nona

All foundations are poured for Building 1. Underground utilities are 80% installed. The concrete slab-on-grade for the building and all of the Central Energy Plant has been poured.

Lake Nona Properties has begun construction of the road on the north side of our campus and the pump station. These items are on our critical path for completion of Building 1. We have been told that they are ahead of schedule with their construction. Completion of Building 1 and the Central Energy Plant are scheduled for July 2012. The Lake Nona Campus will be occupied and in use for Fall 2012.

Osceola Campus

The parking lot is complete. Work will start on the foundations as soon as permits are issued. A Guaranteed Maximum Price for the building will be submitted at the next Board meeting.

West Campus – Building 10

Schematic Design was completed and priced. Some value engineering was necessary to keep the project within budget. McCree provided a schedule to start construction in January 2012 to be completed in January 2013.

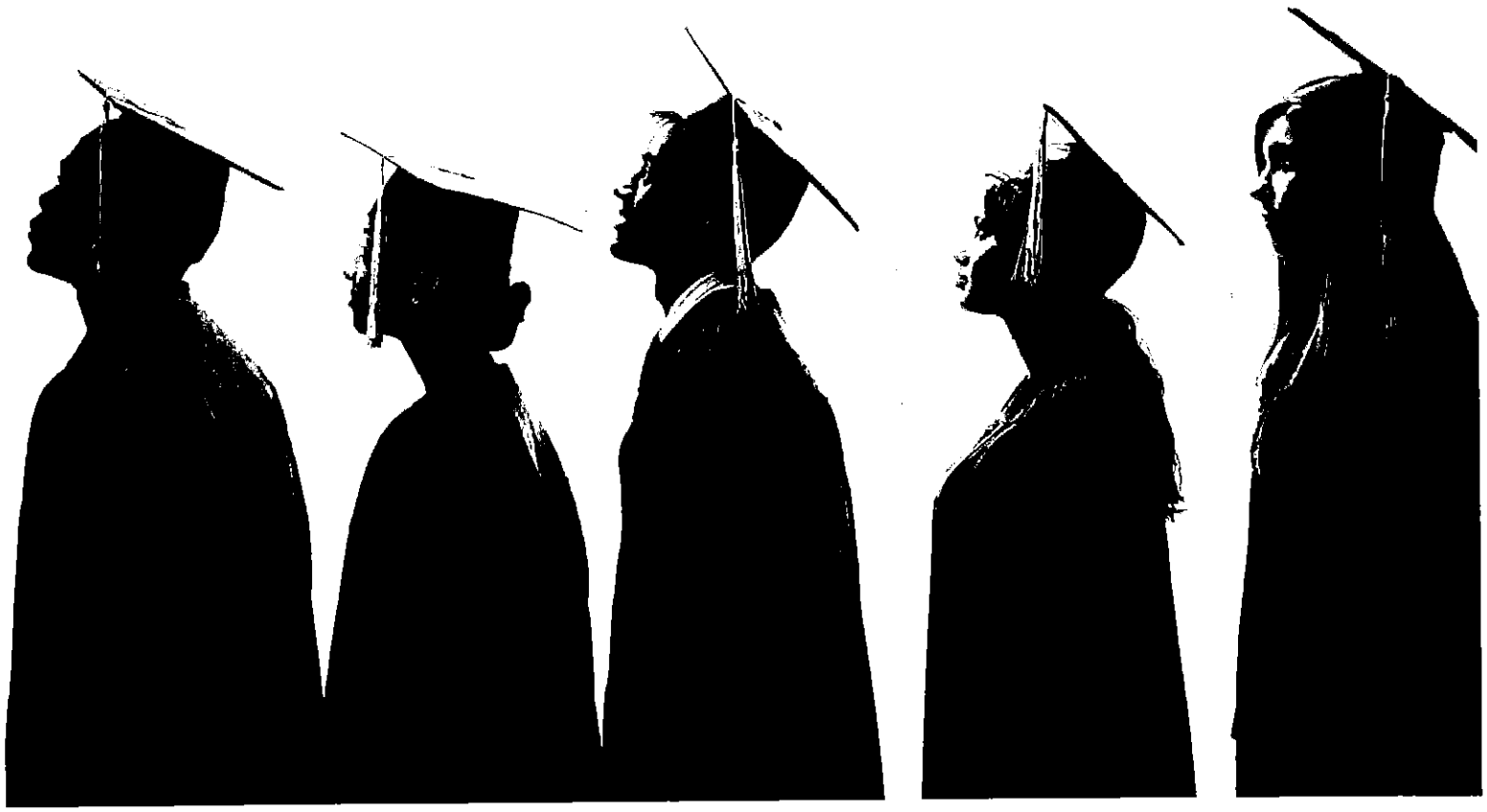
Valencia Foundation Report

President's Report

McKinsey&Company

Education

Winning by degrees: the strategies of highly productive higher-education institutions



Acknowledgements

Many have made the case for increasing degree production in the United States, both to ensure economic prosperity and also as a way to address the cycle of poverty and inequity plaguing some communities. This paper presents the findings of an investigation by McKinsey & Company's Education Practice into degree productivity in higher education as a potential approach for achieving greater degree production in a time of constrained budgets. The aim of this paper is: to provide a snapshot of current levels of productivity in all U.S. higher education institutions; to understand in detail the most important drivers of productivity in a sample of eight of the most productive institutions; and to suggest approaches to incorporating those drivers across the higher education system.

We owe a huge debt of gratitude to the many colleagues at our profiled eight institutions who welcomed us to their Campus, generously gave of their time and knowledge and kindly trusted us with their proprietary datasets.

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- **Indiana Wesleyan University–CAPS:** President Henry Smith, Douglas P. Clark, Gail Whitenack, Audrey Hahn, Sue Melton, Bridget Aitchison, Duane Kilty, David Wright
- **Rio Salado College:** President Chris Bustamante, Todd Simmons, Vernon Smith, Kishia Brock, Dana Reid, Edward Kelty, Elizabeth Moody, Devi Bala
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- **Tennessee Technology Centers:** Vice Chancellor James King, Chelle Travis, Greg Shutz, Lily Hsu
- **Valencia Community College:** President Sandy Shugart, Keith Houck, Kaye Walter, Linda Downing, Joyce Romano
- **Western Governors University:** President Bob Mendenhall, David Grow, Jim Schnitz, Greg Waddoups, Amy Fulton, Heather Chapman

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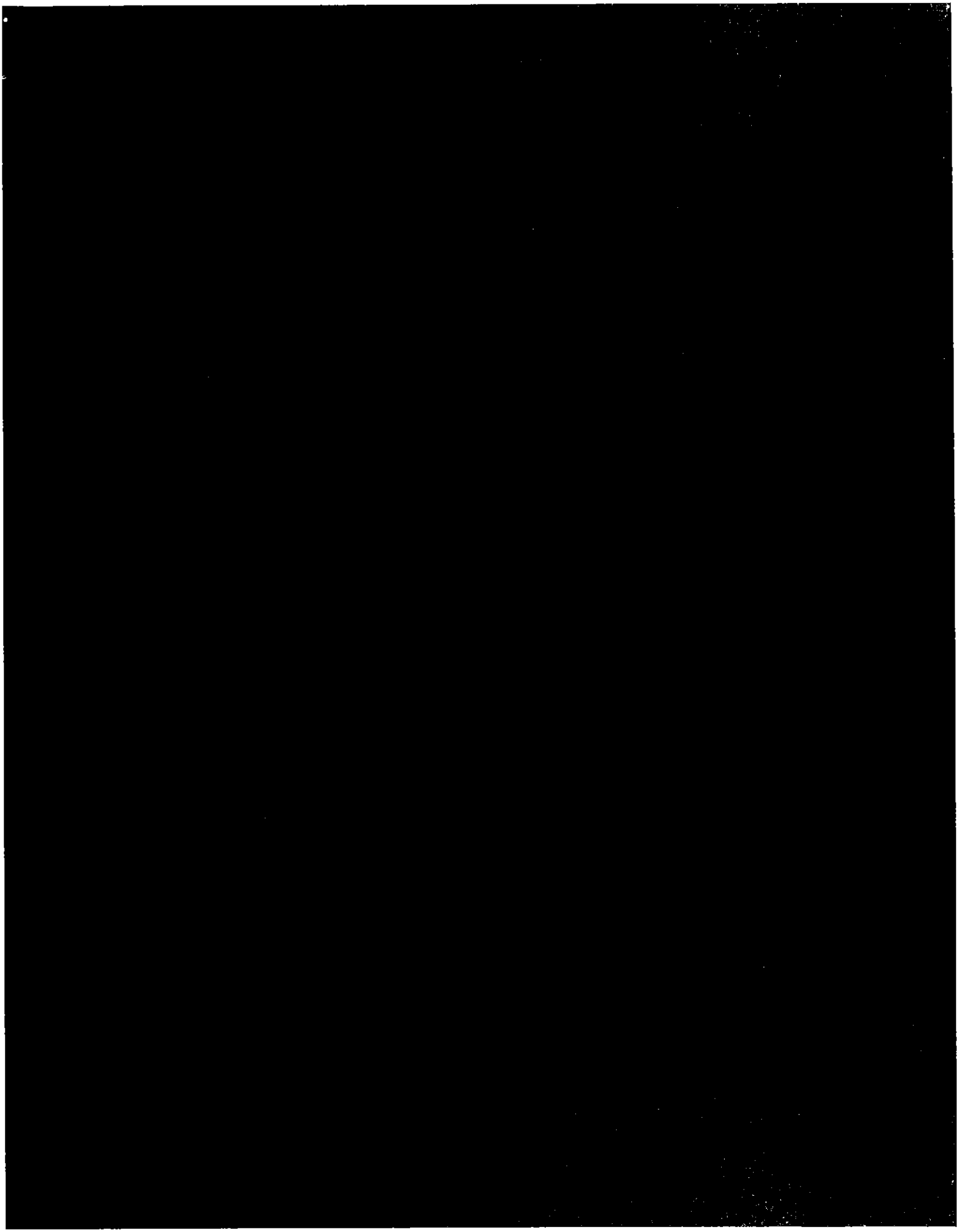


Winning by degrees: the strategies of highly productive higher-education institutions

November 2010

Byron G. Auguste
Adam Cota
Kartik Jayaram
Martha C. A. Laboissière

[redacted]

Executive Summary

College attainment rates are rising in almost every industrialized country. In the United States, however, they have remained relatively flat for the past ten years, even though completing a college degree has become increasingly critical to a person's life chances. Producing more college-educated workers is similarly critical to the nation's overall economic growth and prosperity. Based on recent research,[1] we estimate the United States needs to produce roughly one million more graduates a year by 2020—about 40 percent more than today—to ensure the country has the skilled workers it needs. Reaching this goal would mean increasing today's annual output of associate and bachelor's degree-holders by about 3.5 percent a year for the next decade.

If the United States wants to hold its position in the global economy and preserve the living standards of its citizens, reaching this goal is key. How can it be achieved? One answer would be to spend substantially more on higher education. But states have been spending less on higher education in recent years and today's economic and fiscal circumstances make a spending increase unlikely. An alternative is to produce more graduates for the same investment without compromising educational quality or restricting access to higher education[2] —in other words, to improve productivity in higher education's core process of transforming freshmen into degree-holders. This report explores such "degree productivity" improvement.

Educational experts have long been interested in degree productivity. So far, however, no consensus has emerged on its critical drivers. Candidates include tying funding to completing a degree, promoting administrative efficiencies, improving developmental education,[3] refining transfer policies to allow for easy transition between institutions, and increasing reliance on part-time faculty. But uncertainty remains about the impact of each contending driver on degree productivity and their relative importance.

To advance this dialogue, McKinsey's Education Practice has assessed the operational drivers of degree productivity from three angles. We began by synthesizing existing research on degree productivity. At the same time, using the simplified yardstick of cost per degree completed,[4] we analyzed system-wide datasets[5] to form a broad view of degree productivity across America's higher education landscape. We then conducted detailed studies of eight high-performing institutions to understand what makes them so productive. We focused on two-year associate-granting institutions and four-year bachelor's-granting institutions with open-access or less competitive admissions policies since these are the primary educators of low-income young

1 Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, "Help wanted: Projection of jobs and education requirements through 2018," Georgetown University, Center on Education and the Workforce, 2010.

2 While educational quality is difficult to measure, for the purpose of this report we rely on available evidence and proxies including graduation rates, student satisfaction surveys, staff surveys, scores on credentialing exams, credit default rates, and general reputation.

3 Developmental education programs serve students who enter college below "college ready" standards to improve their proficiency in needed skills.

4 Cost per degree completed has two key determinants: completion efficiency and cost efficiency. Completion efficiency is defined by the ratio of students a school enrolls (measured in full-time student equivalents or FTSEs) to the number of degrees it awards. A low FTSE/degree ratio means a completion efficient system, that is, one in which enrolled students have a high chance of gaining a degree. Cost efficiency is defined by an institution's total cost divided by the number of FTSEs. A low cost/FTSE ratio means a more cost efficient system, that is, one in which more students can be served with a given set of resources.

5 Including the Integrated Post-secondary Education Data Systems (IPEDS) national dataset and state longitudinal databases from two states

The country's economic needs and ethos of opportunity also demand we do more with the resources we have, not do the same with less.

adults, together accounting for 51 percent of enrolled students nationwide. Combining findings from these three research angles enabled us to break higher education degree productivity into its component parts, identify some of the most powerful drivers, and quantify their effects across these institutions.

We found no "silver bullet" driver that could by itself dramatically improve productivity for each degree delivered. Rather, we found a set of five practices that appear to raise degree productivity in these institutions without reducing quality or restricting access.

- The first two practices, (i) systematically enabling students to reach graduation (ii) reducing nonproductive credits, contribute to raising the rate at which students complete their degrees.
- The next three practices, (iii) redesigning the delivery of instruction, (iv) redesigning core support services, and (v) optimizing non-core services and other operations, contribute to reducing cost per student.

Overall, we find that a college's degree productivity depends critically on the relationship between the proportion of its students who complete their degrees and its total costs. The impact of these five strategies on productivity suggests that if they were more widely applied to a bigger student population, the nation could produce a million more degrees by 2020 within today's education spending limits.

The challenge: improve productivity in the United States higher education system by approximately 23 percent

To produce one million more graduates a year by 2020 at today's levels of degree productivity, the United States would have to increase educational funding by $52 billion a year from its 2008 level of $301 billion.[6] Such a funding increase is highly unlikely: revenue shortfalls led 42 states to cut higher education budgets in FY09 or FY10, and 31 states are planning additional cuts in FY11.[7] State funding per student had recovered briefly from cuts made between 2002 and 2005,[8] but the latest cuts are eroding it again.

To plug spending gaps, many states have increased student tuition fees, which rose by 439 percent between 1985 and 2005, compared to rises in the Consumer Price Index and the Health Care Index over the same period of 108 percent and 251 percent respectively.[9] Partly as a consequence, student loan debt and default rates are increasing. These trends threaten both access to and demand for higher education.

Expert projections suggest that pressures on student, state, and federal[10] budgets are unlikely to relax soon. Therefore the only realistic way to generate enough graduates within existing state and student financial constraints is to produce more graduates without increases to public funds or tuition per student and without compromising the quality of degrees awarded or reducing access—in short, to increase higher-education degree productivity.

6 Calculated at 2008 dollars.

7 National Association of State Budget Officers and National Governors Association, Fiscal Survey of the States, Washington, DC (June, 2010); State higher education finance FY2009, State Higher Education Executive Officers, 2010.

8 See "Trends in higher education spending" by the Delta Cost Project for more on this topic.

9 "Is college still worth the price?" April 13, 2009 (http://money.cnn.com/2008/08/20/pf/college/college_price.moneymag/); and The College Board, *Trends in College Pricing 2009; Annual Survey of Colleges.*

10 "Findings of biannual fiscal survey show states lag behind national economic recovery," National Governor's Association News Release, June 03, 2010; and Elizabeth McNichol, Phil Oliff, and Nicholas Johnson., "States continue to feel recession's impact", Center for Budget and Policy Priorities, October 7, 2010; Conor Dougherty and Sara Murray, "Lost decade for family income," The Wall Street Journal, September 17, 2010. "Federal spending target of 21 percent of GDP not appropriate benchmark for deficit-reduction efforts," Center for Budget and Public Policy, July 28, 2010.

Our calculations show that achieving the 2020 graduate goal without increasing public funding implies an improvement in average degree productivity of approximately 15 percent to 34 percent, depending on which institutions and credentials see improvement, to give an overall average improvement of 23 percent.[11] This calculation is based on a scenario in which total tuition revenue scales with enrollment.

It is important to note that while this report makes the case for lowering the cost per degree in higher education, its findings do not support cutting overall funding. Not only would funding cuts make reaching the one million goal even harder; the country's economic needs and ethos of opportunity also demand we do more with the resources we have, not do the same with less.

Productive US institutions show that 23 percent improvement in higher education productivity by 2020 is achievable

Many different types of institution make up the diverse universe of U.S. higher education: four-year, two-year, and technical colleges; public, private for-profit, and private nonprofits; rural and urban colleges; unionized and nonunionized faculty and staff. Taking the national datasets, we classified all the institutions in the system into 12 peer groups,[12] then divided the members of each peer group into quartiles according to their degree productivity.

Institutions in the top quartiles of each peer group are already delivering graduates at levels of degree productivity ranging from 17 percent to 38 percent better than their peer group average, even when differences in the top-quartile members' missions, extent of student selection, proportion of transfer students, and other student characteristics that may influence their degree productivity are taken into account.[13] On average across peer groups, the top performing competitive bachelor's- and associate-granting institutions are 23 percent and 22 percent respectively more productive than their group average. This level of variation suggests that a 23 percent improvement in degree productivity across the system is feasible.

Our subsequent research focused on finding out what institutions in the top quartile of associate-granting and less selective bachelor-granting institutions are doing to achieve their better rates of degree productivity and which of their practices other institutions may be able to emulate.

We found that all the institutions in the top-performing quartiles achieve greater degree productivity by focusing on strategies to improve rates of degree completion and increasing cost efficiency. However, different types of institution place a different emphasis on each type of strategy and no institution emphasized all of them. On average, four-year institutions in the top quartile have improved productivity most by improving cost efficiency. They educate students at a cost per degree 23 percent lower than their peer average, of which 16 percentage

11 If the $52 billion costs are shared across the whole higher education community, achieving the goal of a million extra students from a base of $301 billion would require a 15 percent improvement in productivity across the whole spectrum; if costs are shared by associate and bachelor capacity only (base of $190 billion), these institutions need to improve productivity by 21 percent; and if costs are shared by by all associates and bachelors capacity from institutions with open access and "competitive" admissions policies, these institutions need to improve productivity by 34 percent. Averaging these three scenarios results in a required productivity improvement of 23 percent.

12 Peer groups were defined according to Carnegie's classification (research or doctoral; bachelor's or master's; associates), Barron's admissions competitiveness criterion (most or highly competitive; very competitive; competitive or less / non-competitive), these 12 peer groups were further divided into subgroups for some analyses based on the proportion of transfer students, proportion of African American student, proportion of students receiving federal aid, and proportion of degree-seeking students.

13 Using IPEDS data.

points derive from better cost efficiency and 7 from higher completion rates. In contrast, two-year institutions in the top-performing quartile attain most of their greater degree productivity through higher rates of completion: they produce degrees at a 22 percent lower cost than their group average, of which 14 percentage points derive from higher completion rates and 8 points derive from improved cost efficiency. Together, better completion rates and greater cost efficiency account for roughly 70 and 60 percent of the degree productivity improvements captured by the four-year and two-year best practice institutions, respectively (Exhibit 1).

High-performing institutions are achieving degree productivity up to 60 percent better than their peer group average

To assess what highly productive institutions are doing to raise their rates of degree completion and improve cost efficiency, we partnered with eight highly productive institutions from different parts of the learning spectrum, each selected for their track record in degree productivity and for quality (Table 1).

Using a variety of strategies, these highly productive institutions attain up to 50 percent higher overall productivity than the average for the top quartile in their peer group and 60 percent higher than the peer group average (Exhibit 2). Using data provided by the schools, we measured the impact on degree productivity of their particular strategies and identified the five detailed below that had the most impact. Through implementing these five levers, the eight institutions studied achieve improved cost per degree three to six times greater for each lever than the average improvement achieved by top-quartile institutions (Exhibit 3).

Five strategies that increase degree productivity

This group of eight clearly does not represent the full breadth of higher education institutions. But the strongly positive impact on degree productivity of the five strategies suggest these are worth considering as part of any national, state or institution effort to produce more graduates on a limited budget.[14]

Systematically enabling students to reach graduation. Graduation rates vary widely between institutions, even within peer groups. Among community colleges, graduation rates typically range from 19 percent to 45 percent and from 37 percent to 62 percent among four-year institutions.[15] Reforms to enable students to persevere through to graduation include providing structured pathways to graduation, effective student supports and effective placement and college preparation, as well as preparing students for post-study work.

An integrated package of such initiatives can boost graduation rates enough to bring down the average cost of a degree by 11 percent to 33 percent. For instance, Valencia Community College's three-year graduation rate of 35 percent is 15 percentage points above that of peer institutions partly because the college provides students with support and tools for planning their path to graduation. It also tailors support to its different student segments and has redesigned student support services to improve their quality.[16]

Indiana Wesleyan University College of Adult & Professional Studies' six-year graduation rate of 65 percent is 19 percentage points above its peer average. The college has developed a cohort model and structured degree pathways with few electives.[17]

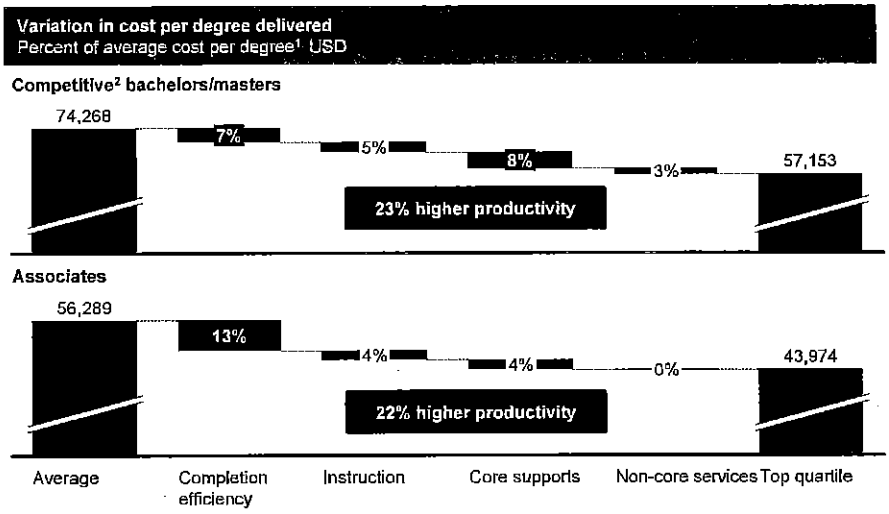
14 Institutions in different segments and with different needs may choose to focus on different strategies

15 Graduation rates are IPEDS first-time, full-time graduation rates within 150% of expected time. Ranges represent top and bottom quartiles.

16 Valencia Community College closely tracks quality and performance metrics for core student support services such as financial aid processing

17 Descriptions of Indiana Wesleyan University's practices focus on the Center for Adult and Professional Studies' associate and bachelor programs, which enroll about 5,000 of IWU's approximately 15,000 students. The remaining students are enrolled in graduate programs or enrolled in IWU's residential campus.

Exhibit 1: Associate-granting institutions captured degree productivity primarily through completion, while competitive bachelor institutions did so through costs



Note: Average across 6 peer subgroups
1 Cost/degree = cost/full-time student equivalent (FTSE) x FTSE/degree; FTSE/degree normalized to take into account of average time to obtain a degree and includes certificate and graduate production; 2005-07 3-year average
2 Competitive admissions policies as defined by Barron's

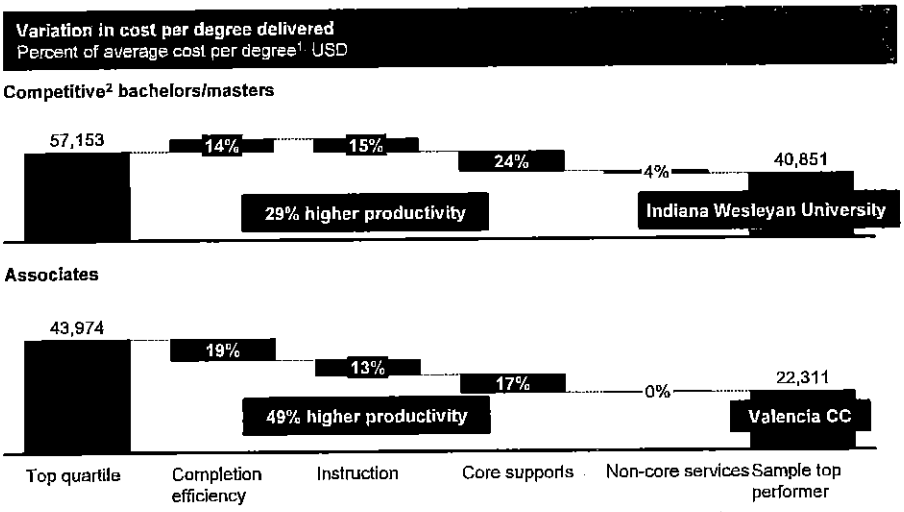
SOURCE: IPEDS; McKinsey analysis

Table 1: Institutions visited

	Institution	Description	Normalized Cost per degree Dollars	Enrollment FTSE
Competitive Bachelors	Western Governors	▪ A private nonprofit institution that offers online competency-based instruction	27,495	15,870
	Southern New Hampshire	▪ A private nonprofit institution that offers associate, bachelors, and masters degrees	52,285	5,370
	BYU Idaho	▪ A private nonprofit institution that offers associates and bachelors degrees. Currently transitioning from awarding primarily associates to primarily bachelors degrees	42,294	14,098
	DeVry	▪ A for-profit institution awarding a mix of degrees in various locations across the country, both online and on site	40,128*	46,926
	Indiana Wesleyan University-CAPS	▪ A private nonprofit faith-based institution that awards associates, bachelors, and graduate degrees. For this study, the research focused primarily on bachelors degree programs offered on-site and online via the College of Adult & Professional Studies	40,851	14,233
Associates	Valencia Community College	▪ A public, two-year community college, that awards both associates degrees and certificates	22,311	19,934
Certificates	Rio Salado	▪ A public community college that awards primarily certificates. Delivery is through unbundled online instruction	32,043	10,224
	Tennessee Technical Centers	▪ A public vocational training school with 23 campuses across the state	21,053	9,125

* Excludes marketing spend

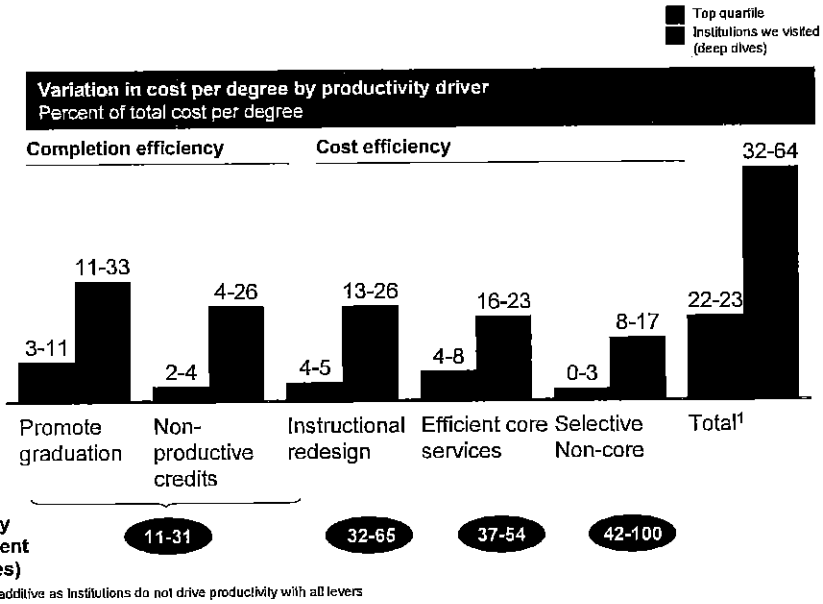
Exhibit 2: Top performing institutions can achieve 30 to 50 percent greater productivity than the top quartile



1 Cost/degree = cost/FTE x FTE/degree; FTE/degree normalized to take into account of average time to obtain degree and includes certificate and graduate production; 2005-07 3-year average
2 Competitive admissions policies as defined by Barron's

SOURCE: IPEDS; Institution data; McKinsey analysis

Exhibit 3: Five strategies can result in over 60 percent higher degree productivity



1 Impact is not additive as institutions do not drive productivity with all levers

SOURCE: IPEDS; Institution data; McKinsey analysis

Weekly online classes are organized to begin when cohorts fill. Cohort members encourage each other to participate, thanks to the University's emphasis on peer engagement within each cohort. Given the structured nature of the degree pathways, students generally move through the sequence of classes as a cohort, leaving relatively few behind.

Reduce nonproductive credits. Analysis of state data[18] suggests 14 percent of the credits earned by degree completers are over the threshold required by their degree. Such "excess crediting" may constitute up to 10 percent of total credits taken by all students.[19] Failed credits and credits from which students withdraw constitute another 7 percent. Although excess crediting may give students extra educational benefit, it adds to the cost of a degree and so diminishes degree productivity. The latter can be improved by 4 percent to 26 percent by initiatives to prevent such redundant efforts. Measures include better developmental education and tutoring, policies for tracking and intervening to support student progress and completion, transfer policies that conserve credits, and innovative delivery methods.[20]

For instance, Southern New Hampshire University (SNHU) and BYU–Idaho closely monitor student progress toward a degree and have policies that prevent students from becoming overcredited. As a result, none of those achieving a bachelor's degree at SNHU complete more than 150 credits to graduate,[21] compared with 20 percent at other peer institutions. Similarly, only 7 percent of those achieving associate degrees at BYU–Idaho complete more than 90 credits, compared to 32 percent at peer institutions.

Institutions can also sharply reduce the number of credits that students fail or drop. For example, BYU–Idaho has implemented policies to prevent redundant teaching and learning, including strict policies on courses withdrawal and academic progress. Partly as a result, BYU–Idaho has failure and withdrawal rates that are up to 32 percent lower than its peer average. Some states have also enacted policies to limit the number of credits lost during transfers between institutions. Florida and Tennessee have policies ensuring that students who complete an associate degree can enter a four-year university as a junior.

Redesigning instruction. On average, institutions spend $7,000 on instructional costs per full-time student equivalent (FTSE), ranging from $4,000 for associate-granting institutions to $22,000 for elite research institutions. By redesigning the way they deliver instruction the eight institutions that we visited achieved degree productivity 17 to 26 percent better than the average without compromising degree quality.

Sometimes controversially,[22] institutions such as Rio Salado College and Western Governors University (WGU)[23] are leveraging technology to become more cost-effective, substituting full-time faculty with part-time faculty (Rio Salado) or course mentors (WGU) to

18 State longitudinal dataset provided by State which opted to remain anonymous

19 Over a period of seven years, we find that 51 percent of the credits taken in State A's public institutions did not contribute to a degree. The other 41 percentage points of unproductive credits were due to course failure or withdrawal and non-credit bearing courses such as developmental education courses taken by those students who did graduate, and over half of these non-productive credits were due to credits taken by students who did not graduate.

20 Such innovative methods include competency-based models that require students to demonstrate mastery in a set of competencies or skills in order to progress, regardless of the time they spend sitting in class, which allows some students to progress faster.

21 Bachelor's degrees typically require 120–135 semester credit hours to complete while associate degrees typically require about 60 semester credit hours.

22 See William Massy, "Creative paths to boosting academic productivity", Nov. 2010 for discussion of instructional productivity and the barriers to instructional productivity improvements.

23 Rio Salado students score at or above common, nationally normed assessments. For example, student's average score on the ETS Proficiency Profile is 450.81, which is above the national average of 440.70. This exam measures critical thinking, reading, writing, math, humanities, social science and natural sciences in comparison to peer AA institutions nationally with our college graduate cohort. Students at WGU score above national averages on credentialing exams, while the passing scores on class assessments are set by professional psychometricians to be equivalent to a B- average.

augment online teaching materials, and centralizing development of master courses.[24] Such redesigns in instruction delivery are similar to those introduced at the course level by the National Center for Academic Transformation (NCAT), which has deployed new technology on redesigned courses at 150 institutions nationwide since 1999—primarily in large-enrollment, introductory courses across a number of disciplines—achieving 35 percent average savings while simultaneously improving learning outcomes.[25]

Other institutions in our sample achieved savings with different changes in delivery. For instance, BYU–Idaho redesigned the academic calendar to include a full summer semester serving the same number of students as the traditional fall and winter semesters. Faculty compensation was incrementally increased, but only a handful of new faculty members were hired. As a result, BYU–Idaho improved its instructional costs per student by 32 percent while still compensating its faculty at higher levels than peer institutions. All the institutions we visited were carefully managing and monitoring the quality of instruction and student outcomes to ensure that quality and effectiveness improve together.[26]

More efficient core supports and services. Core support services include institutional supports (such as HR, IT, and finance,), student services (such as financial aid, counseling, and enrollment), academic support services (including libraries, museums, and audio/visual services) and plant operations. On average, institutions spend about $9,000 per FTSE on core supports and services—ranging from about $4,000 for associate-granting institutions to $21,000 for the most competitive research institutions.

The eight institutions made their core support services more efficient by introducing lean processes, organizational redesign, and better purchasing. This route to increasing productivity yielded improvements of 16 to 23 percent above the average at BYU–Idaho, Rio Salado, and DeVry University. Initiatives include converting paper-based to electronic systems, cross-training staff to eliminate staff downtime, and using self-service online portals for administering financial aid.

Clearly the quality and effectiveness of student services is of particular concern, and the eight institutions are redesigning their core services expressly to improve efficiency and quality in tandem. Some also invest part of the savings made in this area in supports such as academic and career counselors that improve student outcomes. All meticulously monitor service quality.

Optimize non-core services and other operations. Top-performing institutions also carefully assess the non-core services and other operations they must offer to fulfill their mission, to ensure they are run efficiently. In our sample, non-core services and other operations included research, public services, and auxiliary enterprises.[27] Institutions spend an average of $3,500 per FTSE on non-core services, ranging from $500 for associate-granting institutions to $21,000 for the most competitive research institutions. Competitive bachelor's-granting institutions spend $2,500 per FTSE on non-core services.

While many non-core services, such as dinning services, generate revenues and are self-supporting, 49 percent of all institutions report auxiliary service revenue insufficient to cover auxiliary service expenditures. Often these losses are significant—19

24 In many academic institutions, curriculum is developed by individual faculty for individual courses.

25 For more information on these models and instructional redesign refer to the resources at the National Center for Academic Transformation webpage (http://www.thencat.org/).

26 For instance, institutions closely monitored scores on common assessments and credentialing exams, student satisfaction, and class withdrawal rates.

27 Public services include radio stations, institutes, and conferences while auxiliary enterprises include athletics, housing, and dining. Research institutions, which are not the focus of our report, may consider research core to their mission.

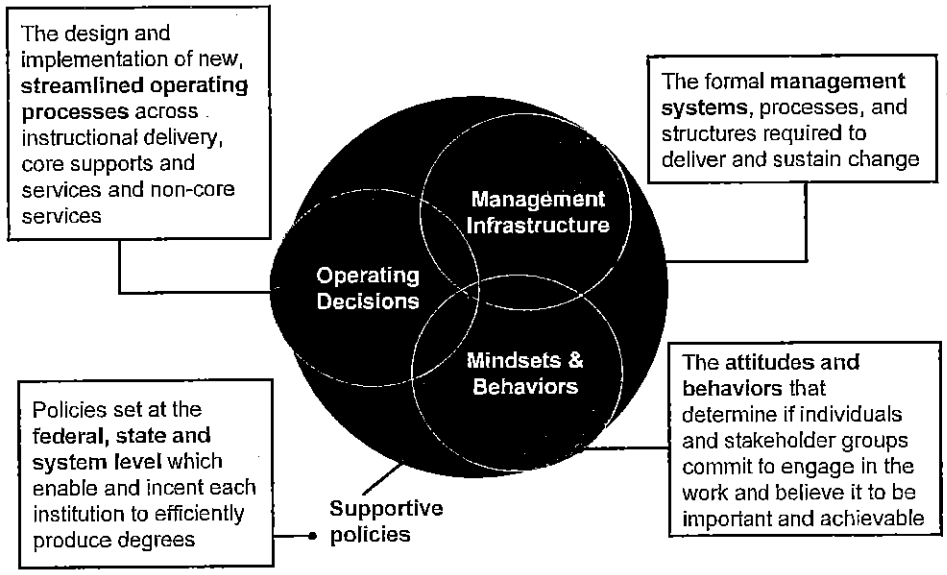
percent of institutions report losses greater than $500 per student, and 10 percent of institutions report losses greater than $1,000 per student.

By maintaining only mission-critical non-core services, institutions in our sample save up to 17 percent of their peer group average cost per degree. WGU, DeVry University, and SNHU, for example, offer little in the way of non-core services, as part of their effort to control total costs. However, we recognize that many institutions will continue to maintain non-core services to fulfill their mission. In these cases, institutions should pay especially close attention to operations which require general fund subsidies while improving efficiency across all non-core services to drive down costs to students and other stakeholders

Essential elements for transforming degree productivity

We found that the eight institutions were able to transform productivity using these five operational levers because they also had four essential elements in place (Exhibit 4): first, efficient and effective operational processes supported by appropriate technology and tools; second, effective management systems to ensure progress, build capabilities, and manage implementation; third, leaders and staff who are committed to achieving degree productivity gains alongside high-quality educational outcomes; and last, support from state and institutional policies that allow them to choose how to achieve their quality and efficiency goals. In our experience, leaving out any of these four elements may blunt the potential impact of the transformation or make them harder to sustain.

Exhibit 4: Transforming higher education operations to achieve improved productivity requires a four-pronged approach



SOURCE: McKinsey analysis

High performing institutions operated at the nexus of effective educational practices and good management

In addition, the eight institutions we visited had an unwavering focus on educating students. They were determined to combine effective educational practices and good management to achieve their educational mission productively.

Increasing degree productivity requires institutions and policy makers to collaborate

Colleges and universities that already achieve outstanding levels of degree productivity can serve as models for others. Their main lesson to institution leaders and policymakers is to concentrate on improving degree completion and cost efficiency. Given the urgent need to increase the number of U.S. college graduates, these institutions and their stakeholders must also commit to rapid change.

How can all institutions raise their degree productivity to the levels achieved by the highest performers? Our research suggests several steps for institutions and state and federal policymakers to consider.

First, every higher education institution should carry out an honest *self-assessment*, comparing their overall educational productivity and their performance on the five strategies of highly productive post-secondary institutions to an appropriate peer group. Next, all institutions should assess the will and skill of leadership, managers, and staff to pursue change. Without committed leadership, transformational change is unlikely to happen. If they have the will to change, they must make *firm commitments to reaching high levels of degree productivity* while maintaining or improving quality and access. Then institutions can set aspirations for improved productivity, develop a multiyear operational plan with defined performance milestones, and commit to implementing it. Some institutions will need to make only incremental changes. Others will require more fundamental transformation.

Second, the entire higher education system requires *better performance measurement, data gathering, and benchmarking* so that institutions and funders can track their progress. Institutions need a common fact base of benchmarks to serve as an external reference for their own performance. Many worthwhile efforts are underway and, together with the data in this report, they offer a starting point. States should agree with colleges on standard practices for recording and measuring productivity and publish college productivity data. Unless such data become comprehensive and accessible, states and institutions cannot be held accountable for their progress.

Third, state governments and federal policy makers must *develop and uphold policies that elevate productivity in higher education further up government agendas*. Momentum for policy action is building. To signal their commitment, state and other levels of government must require institutions to collect degree productivity data, as part of a balanced picture of their diverse contributions and impact.

Grants and policies should foster productivity innovatively, for example, through sharing best practices, or introducing competitive grants and results-based funding. But they should not dictate how better productivity is achieved. This report shows that creative institutions can improve productivity in different ways, as long as they stay focused on the goal of educating more students for the same cost while maintaining or raising quality and access.

Also, all these lessons need to be reflected in the *design of new models of teaching institutions*, so that such innovators achieve their full degree productivity potential from the outset and the gains from their experience are shared across the system. For example, more than three decades ago, the Maricopa district launched Rio Salado as a community college with an alternative way of delivering instruction. It

moved to online instruction as soon as this became feasible. Now, Rio Salado, in terms of student headcount, is the largest college in the system and the community college with the largest online enrollments in the nation. US higher education needs a new generation of such innovation at scale.

• • •

Unless America's higher education institutions can improve the skill level of the labor force, the nation risks failing to produce the talent required to maintain its economic competitiveness. Many Americans may never fulfill their potential or see their relative living standards fall. A variety of strategies may be needed to meet this challenge head on. But their aim should be to increase the number of students who enroll, increase the rate of degree completion, and improve the output and outcomes of higher education expenditures as rapidly as possible, while maintaining a steadfast commitment to broadening access and upholding the quality of post-secondary education in the United States.

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Reforming Higher Education

Fundamental Principles for Improving University Responsiveness to their Customers

by Elizabeth Young
Policy Analyst, Center for Higher Education

Introduction

Sometimes it seems as if universities forget that their customers are students, not faculty, and that they should aim to make sure students receive the quality education in which they are investing, not to please tenured professors. If lawmakers implemented policies that made the higher education market more competitive, then universities would be more responsive to their students because they would be forced to compete with other institutions for customers. Ultimately this competition would result in lowered costs and improved quality.

To encourage competition among universities in Texas, several fundamental reform measures could be put in place that would provide incentives for universities to keep costs low. The only way to achieve this is to infuse free-market principles into a higher education system that currently lacks fiscal discipline. Doing so would help drive costs down and allow Texans to have access to a more affordable and valuable higher education.

There are several institutional adjustments that can be made at universities to accomplish this goal. University regents, administrators, and lawmakers can choose to increase the significance of student evaluations, separate research and teaching budgets, improve transparency, and transition to student-centered rather than university-centered funding.

Simple Changes Universities Can Make

The recommendations in this section are actions university regents could make today, or changes policymakers could urge regents to make, that would create incentives inside their institutions to hold down costs and improve quality.

Use Student Evaluations of Faculty Results to Determine Merit-Based Bonuses

One simple change that could increase higher education competition would be to enhance the role of student evaluations of faculty (SEFs). Universities in Texas could create a system of rewards and penalties to encourage professors to improve their product—education. Tying SEFs to performance bonuses would encourage good teachers to teach more which would not only enhance quality but could help address the productivity issues that result from many tenured professors spending more time researching than teaching.

Implementing a merit-pay system separate from any peer review process or research considerations would shift the emphasis back to educating students. When professors are given the opportunity to receive bonuses based solely on student evaluations, professors will most certainly make the necessary adjustments in order to compete with colleagues. Increasing the importance of SEFs is just one way Texas universities can infuse competition back into higher education, ensuring that the quality of education is worth the cost borne by those paying for it—students, parents and Texas taxpayers.

How SEFs are Used in Texas

According to the University of Texas at Austin's Division of Instructional Innovation and Assessment, all professors must have their students fill out Course Instructor Surveys (CIS) at the end of every course. The CIS measure

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Suite 400
Austin, TX 78701
(512) 472-2700 Phone
(512) 472-2728 Fax
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both professor and teaching assistant performance in specific areas on a scale and provide room for students to make any additional comments.

However, not enough is done with these evaluations. UT-Austin uses a mixture of research accomplishments, peer reviews and student evaluations to determine tenure, promotions and occasional bonuses.[1] Thus, professors are unlikely to feel true motivation to change teaching style and approach as student evaluations are only a small factor in the promotion process. At most, professors who are poorly rated by students are encouraged to make changes by their superiors.

The approach used by UT-Austin described above is a common practice among most major Texas universities. Even though all universities in theory place value on SEFs, in practice they only play a small role in university merit-pay and promotion processes.

A Critical Review of SEFs

Those who oppose using SEFs for merit-based pay argue that the system is too unreliable, pointing to supposed inconsistencies between students' opinions based on their likely grades at the end of the course. Opponents also believe that increasing the importance of SEFs may encourage professors to pad student grades in an effort to boost their student evaluation results. However, various studies have shown SEFs are reliable in that students typically rate professors in a similar way despite their likely grade. One specific report concluded that "Whereas a grading-leniency effect may produce some bias in SEFs, the support for this suggestion is weak, and the size of such an effect is likely to be unsubstantial."[2]

Another argument against increasing the importance of student evaluations is that students rate professors based only on entertainment value. Various experiments have been performed to prove this hypothesis, and generally speaking, the results of these studies support this claim. However, many researchers fail to consider that it is possible these results are mistakenly interpreted as "entertainment bias" when in reality the high student ratings could be correlated with effective teaching and student learning.

In a well designed course, with clear promises made as to what the course will deliver, it is easy for students to judge whether or not the promises have been met. Students are smart enough to distinguish pure entertainment from valuable teaching and that will be reflected on any SEF. There is a preponderance of evidence that suggests SEFs are useful. Increasing their significance is one way universities could improve the quality of teaching and student learning, effectively encouraging competition between universities.

Separate Research and Teaching Budgets

Rather than emphasizing teaching, universities generally focus on research. The effect of this reality is that taxpayer dollars intended to pay for teaching are instead being used to fund research that adds little value to the classroom. To prevent this cross-subsidization, universities should separate research and teaching budgets. In addition to improving higher education transparency, this separation will also inhibit tax dollars from being used on research projects that do not benefit the classroom or society in any meaningful way and could improve professor productivity.

Separating and publicizing these budgets would provide proof to students, parents, and taxpayers that all research that takes faculty time away from classroom instructional activities is in fact valuable to the educational process and society in general. Additionally, research that does not pay for itself with private funds would be exposed and pressure could be placed on faculty members who conduct this research to do so on their own time. Universities could also distribute bonuses to reward faculty who are the most productive and successful teachers and researchers to drive productivity.

There must be increased oversight of teaching faculty who spend any amount of their time focusing on research rather than satisfying their consumers—students—and improving their product—education.

Common-Sense Changes Lawmakers Could Make

The following recommendations are suggestions lawmakers should keep in mind when seeking to reform Texas' higher education institutions. Each of these ideas would create a more competitive marketplace for higher education, where students would be treated like a customer and universities would respond to their needs.

Improve Transparency

Sufficient competition in markets depends on adequate transparency, or easy access to information about the specifics and quality of the product being sold compared to alternative options. This information ensures that consumers

have the ability to make informed decisions as to how and where they spend their money while at the same time forcing producers to improve their product so they can remain competitive within their particular market.

Sunshine Week, a national initiative seeking to open dialogue about the importance of government transparency, recently named Texas as the national leader in open government. Their survey indicated that Texas was the only state ranked in all 20 transparency categories measured.[3]

Yet in spite of Texas' notable transparency achievements, there are still areas the state can improve. One such area severely lacking in transparency is higher education. Its consumers have few ways of learning about the specifics of the education they will be receiving upon their admittance to a university. Currently, applicants make decisions about their higher education investment based almost solely on cost considerations with additional information gathered only by word of mouth or third-party rankings.

According to a report commissioned by former United States Secretary of Education Margaret Spellings, there is ample room for transparency improvement at our nation's institutions of higher education.[4] "Believe it or not, we can't answer the most critical and basic questions about student performance and learning at colleges... Information will not only help decision-making—it will also hold schools accountable for quality," said Spellings regarding her call for more transparency.[5]

Texans would be well-served if universities implemented Secretary Spellings' suggestion and improved higher education transparency. Check registers, curriculum vitae,* syllabi, course budgets, and student evaluations of faculty all contain valuable information that the public should be able to review. Publicly posting this information in an easily accessible and understandable format would promote competition and empower students by providing them with the ability to choose which university could provide them with the best quality education for the lowest price.

Conduct Alumni Surveys and Publicize the Results

Eastern Illinois University (EIU) has sent alumni surveys out since 2002, reaching out to students who graduated as far back as 1994.[6] The university sent a five-year out survey in 2005 to its 2000 graduates and reported a healthy 39% return rate from reachable graduates, meaning 765 alumni participated in the project.[7] However, EIU alumni surveys only measure quality of professors, social life, courses, community, and personal growth.[8] While information from all of these areas is valuable knowledge, college applicants could benefit from access to additional statistics such as employment and salary data.

Five-year out alumni surveys would benefit all Texans by providing transparency as it relates to the quality of education being given to consumers and promoting competition in the higher education market. These surveys should inquire into graduates' current job, salary, and overall satisfaction with their university experience and should be sent to every graduate five years after they have finished their higher education. The survey should distinguish between those seeking work and those choosing to remain unemployed. Despite any possible margins of error, the knowledge that would be gained is certainly better than no information at all.

Results of these surveys should be posted publicly on university websites. This would give potential students the ability to perform cost-benefit analyses to determine which university best fits their individual educational needs and which institutional degree would be most valuable for the money, effectively introducing competition into the higher education market.

Shift to Student-Centered Funding

Texas dedicated 14.22 percent, approximately $4 billion, of its General Revenue appropriations to higher education during the 2008-09 biennium.[9] Almost all of these dollars were filtered to universities through formula funding.[10]

An alternative to formula funding is student-centered funding. By placing state appropriations in the hands of students rather than universities, a more competitive higher education market will be created. Student-centered funding guarantees that universities will have incentive to improve the quality of education in an effort to attract the most students possible.

*Resumes tailored toward academic professions with extra emphasis on educational background. Far more extensive than ordinary resumes, curriculum vitae include a comprehensive list of all professional experience, any academic credentials, all published research, and any other important academic achievements.

Though this approach may seem radical to some, it is not new to higher education. A similar strategy was enacted by Colorado in 2004 called the College Opportunity Fund. Colorado lawmakers decided that rather than directly funding their universities, they would instead provide undergraduate students attending approved and participating universities with "stipends" for up to 145 credit hours.[11] Colorado lawmakers set the stipend amount each legislative session. The most recent stipend amounts were set at $92 a credit hour at public universities and $46 at private universities.[12] This means that a full-time student taking 15 hours a semester at a public institution would receive $2,760 a year and $1,380 a semester.[13] These dollars are then given directly to universities and deducted from the students' tuition bill.

Since 2004, tuition has still increased in Colorado, but the rate of increase has been less than both national and Texas tuition increases.[14] The reason behind these increases in Colorado is not due to a failure of the initiative, it's because policymakers in Colorado have not resisted the temptation to increase student stipends significantly. By increasing these stipends beyond inflation, lawmakers are not allowing competition to drive costs down because universities have no incentive to control their spending. Texas should implement a similar plan, but lawmakers should consider including a provision that limits student stipend expansions to ensure the program accomplishes its overall goal of incentivizing competition among universities.

If some policymakers are hesitant to emulate Colorado's College Opportunity Fund, there is an alternative option for Texas legislators that would accomplish most of the same goals. Policymakers could re-direct some or all of their higher education appropriations to scholarship funds. The change could take place within the context of scholarship programs that already exist in Texas, making this approach easier to accomplish.

Funding universities through general appropriations provides no incentive for them to keep costs under control. Shifting to student-centered rather than university-centered funding will force universities to compete for students so they would have money for their operations. Ultimately, this would lead to policies and practices that would improve competition by driving down costs and enhancing educational quality.

Conclusion

Tuition at Texas universities has been increasing dramatically for years, outpacing both inflation and enrollment growth. This trend impedes student access to higher education, but the good news is that university regents and lawmakers have the ability to implement policies that will help keep these tuition increases under control.

The various reforms laid out in this paper would improve educational access and quality for Texas residents while ensuring taxpayer dollars are spent in the most efficient way possible. Consumer-oriented, competitive principles have improved efficiency and quality in many sectors of our nation's economy, and these principles can do the same for the higher education market. ★

[1] The University of Texas at Austin Division of Instructional Innovation and Assessment Frequently Asked Questions, The University of Texas, 2009 (23 Mar. 2009) http://www.utexas.edu/academic/diia/assessment/course_Instructor/faqs.php.
[2] Herbert W. Marsh and Lawrence A. Roche, *Making Students' Evaluations of Teaching Effectiveness Effective: The Critical Issues of Validity, Bias, and Utility*, University of Western Sydney, Macarthur, 6.
[3] Sunshine Week, *Sunshine Week 2009 State Survey of Government Information Online* (2009) http://www.sunshineweek.org/index.cfm?id=7284.
[4] U.S. Department of Education, *A Test of Leadership: Charting the Future of U.S. Higher Education* (2006) http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf.
[5] U.S. Department of Education Press Release, "Secretary Spellings Announces Plans for More Affordable, Accessible, Accountable and Consumer-Friendly U.S. Higher Education System" (26 Sept. 2006) http://www.ed.gov/news/pressreleases/2006/09/09262006.html.
[6] Assessment at Eastern Illinois University, Eastern Illinois University (13 Apr. 2009) http://www.eiu.edu/~assess/alumni_survey.php.
[7] Center for Academic Support and Achievement, *Alumni Survey 2005: Five Years Out (2000 graduates) Summary of Qualitative Data*, Eastern Illinois University (Mar. 2006)http://www.eiu.edu/~assess/alumni/2005%20survey%20summary.pdf.
[8] Center for Academic Support and Achievement, *Comparison of Qualitative Data from 2004-07 Alumni Surveys*, Eastern Illinois University (Dec. 2007) http://www.eiu.edu/~assess/alumni/yr%20to%20yr%20comp.pdf.
[9] Texas Higher Education Coordinating Board, *Texas Higher Education Quick Facts, 2008.*
[10] Legislative Budget Board, *Fiscal Size Up 2006-07*, 206, http://www.lbb.state.tx.us/Fiscal_Size-up_Archive/Fiscal_Size-up_2006-2007_0106.pdf.
[11] College Opportunity Fund: Answers to Questions from Students, http://cof.college-assist.org/cofapp/cofapp/Default.aspx?pageID=7#qs08.
[12] Kalese Hammonds, *Higher Education: Fund Learning, Not Buildings*, Texas Public Policy Foundation (Dec. 2008) 2.
[13] Ibid.
[14] Ibid, 3.

Texas Public Policy Foundation
Celebrating 20 Years
900 Congress Ave., Suite 400 | Austin, Texas 78701 | (512) 472-2700 phone | (512) 472-2728 fax | www.TexasPolicy.com

Valencia College Responses to "7 Solutions" for Higher Education Reform

General: Most, but not all, of these reforms are properly addressed to the university systems, as they were in Texas. However, there are components that make sense for Florida's College System, many of which are already in place at Valencia College and elsewhere.

1. **Measure Teaching Efficiency and Effectiveness**

   Efficiency: Few would question the productivity of Florida's College System or Valencia College, cited by the Gates Foundation in a McKinsey and Associates study of higher education productivity as one of the two most productive community colleges in America. Faculty workloads are uniformly heavy, with the average full-time teaching load more than 14 sections per year and the average section size at 24 students.

   Effectiveness: Student evaluations are required for every course taught at Valencia and grade distributions are already public information available on the web. Annual performance reviews are required of every faculty member. Also, the college administers a college-wide survey of students that is nationally normed for measuring student engagement , academic challenge, access to faculty outside class, and other important factors.

2. **Publicly Recognize and Reward Extraordinary Teachers**

   Valencia already provides a reward and incentive program in several parts:

   - Two parts of the compensation for every full-time faculty member involve bonuses for extraordinary effort in professional development and for improving the college's learning results through curriculum improvement.
   - Part-time faculty can also earn a pay increment by maintaining an aggressive professional development program with the college.
   - Annual teaching awards based on a peer review of results recognize up to ten faculty per year, including recognition at a college-wide meeting of faculty and the industry's top national conference.
   - Annually, approximately 25 full-time faculty compete and receive "endowed teaching chairs" that provide additional resources for travel, study, technology, and other instructional improvements.

3. **Split Research and Teaching Budgets (Not applicable to Valencia and the Florida College System)**

4. **Require Evidence of Teaching Skill for Tenure**

Valencia requires a rigorous process of induction known as the Teaching and Learning Academy requiring three years of training and a portfolio review as well as teaching evaluations and observations before a professor is eligible to be considered for tenure. This is a national model for awarding tenure to proven teachers. Each year, some 10 – 15% of newly hired faculty are rejected for consideration for tenure. In addition, more than 20% of Valencia's full-time faculty are on temporary/annual contracts and are not eligible for tenure. Finally, 50% of all courses are taught by part-time faculty, who are employees-at-will and cannot earn tenure.

5. **Use Results-Based Contracts with Students to Measure Quality**

While signed contracts may not be feasible due to the sheer numbers of students, most of the data indicated here is already available to all students on the web. Valencia's student evaluations of instruction are under revision now with discussion of how to post them to the web, as well. Graduation rates, persistence rates, grade distributions, post-graduate performance and employment data, student loan default rates, transfer student performance at state universities, and other measures are readily available on the web.

At the course level, Valencia requires all faculty to distribute and follow an approved syllabus for the course that functions just like a contract with the students indicating all policies and procedures for the course, specific learning outcomes, grading policy, absentee policy, and major assignments and exams.

6. **Put State Funding Directly in the Hands of Students**

This has largely been accomplished already with the state's de-funding of higher education and growth in federal and state financial aid. In 2000, nearly 70% of Valencia's funding came directly from state appropriations; in 2011, state appropriations account for less than 33% of funding, with student tuition (50% from financial aid sources) comprising nearly 70% of funding. Students already exercise great choice, making colleges quite sensitive to meeting student needs. Caution: fully finding college educations in this manner will signal the decline of many essential programs (engineering, health, science, etc.) in favor of lower cost, popular majors (psychology, history, business) in response to perverse market forces. In addition, the existence

of the Bright Futures program already accomplishes this proposal for the most affluent of students and does little to influence institutional performance.

Timely degree completion is already a priority for students due to the "excess hours" disincentive.

7. **Create Results-Based Accrediting Alternatives**

These experiments are worthy of study, but accreditation is a matter of national policy, getting its power from its requirement for Title IV (federal financial aid). A national accreditation system in place of the current regional system is also under discussion, but isn't a matter of state policy.

What is within state policy is the basic funding mechanism. For a number of years, the Florida College System included a performance-based funding component. Cited as a national model, it was never significantly enough funded to leverage institutional performance. This model ought to be renewed with substantial funding – perhaps all growth funding governed by a performance mechanism to direct funds toward top-performing institutions.

Other Considerations:

8. Both operating funds and capital are allocated in the Florida College Systems with great inequity, disadvantaging the colleges that have grown most rapidly and are also among the top-performers in the nation. The Governor's Office and State Board of Education should consider major reforms in allocation of operating funds (formula) and capital (PECO) to reward institutions that are both growing and performing with high graduation rates.

9. Capital is currently allocated through a process (PECO) that is severely broken and subject to political shenanigans. The model should be reformed to allocate funds to institutions on a needs and performance/productivity model rather than a project-based political model. This will reward performance, improve equity, and encourage better stewardship.

10. The most efficient models of baccalaureate access are outstanding examples of cooperation between Florida Colleges like Valencia and State Universities like UCF. The model these two institutions have created, known as Direct Connect, is the most effective 2+2 partnership in the US and should be incented with state funding to recognize such partnerships.

New Business

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART

RE: EDUCATIONAL PLANT SURVEY

The Educational Plant Survey is a systematic study and evaluation of existing educational facilities and the determination of future educational plant needs with respect to provision of appropriate facilities for accommodating educational programs and services for students. At least every five years, each Florida college district board of trustees arranges for a district-wide educational plant survey pursuant to requirements in Section 9 (d) of Article XII of the State Constitution, as amended, and Section 235.15, Florida Statutes (F.S.). The purpose of the survey is to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the following five-year period.

This publication, prepared for the District Board of Trustees of Valencia College, is the report of finding of the Educational Plan Survey for Valencia College conducted in August 2011. This survey incorporates recommendations for new buildings and proposed future campus sites for the period July 1, 2011 to June 30, 2016. In addition, the survey report satisfies the requirement of a s.240.327 (1), F.S.; s.3.1, SREF, that a college's need for facilities be established by a survey.

A complete copy of the Educational Plant Survey will be available at the Board Meeting.

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the Educational Plant Survey dated August 29, 2011.

Sanford C. Shugart, President

Educational Plant Survey Highlights

The Survey determines the needs of Valencia's Physical Plant based on our existing facility's inventory, the projected FTE enrollment for 2015-16, and the required spaces for the projected enrollment. The needs are listed as student stations and related construction costs necessary to meet those needs.

There are four categories of needs: campus site recommendations, new construction, remodeling, and renovations. The number of student stations necessary and the related costs are generated automatically in the report from State data including the average cost of construction.

To meet our needs, a total of **$ 1,754,452,329** is required by 2015-16.

Educational Plant
Five Year Survey Report

(Separate Attachment)

File Location: S:\DBOT Packets\2011-2012 DBOT Packets\DBOT Packet-September 2011

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: GUARANTEED MAXIMUM PRICE (GMP)
Building 4, Osceola Campus

At the September 21, 2010, Board meeting, the Board of Trustees approved Clancy and Theys as the Construction Manager at Risk for the above referenced project completion. Clancy and Theys submitted a guaranteed maximum price of $24,973,644 for Osceola Building 4. The parking lot, site and foundation were previously approved.

RECOMMENDED ACTION:

The President recommends the Board of Trustees allow the College, after input from the Board, to enter into the third of three Guaranteed Maximum Price Contracts for Construction Manager at Risk with Clancy and Theys. This Guaranteed Maximum Price is $24,973,644 bringing the total approved GMPs to $35,224,167.

Sanford C. Shugart, President

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: BUDGET AMENDMENT REQUEST

Attached is a Budget Amendment Request for Fiscal Year 2011-12 for approval effective September 20, 2011, to adjust the beginning fund balance of $22,621,114 submitted to the State of Florida to the actual beginning balance of $24,638,621. The difference in fund balance is a $7.5 million in compensated absences, $400,000 less in encumbrances than anticipated, and $1,354,307 in encumbrances carryover.

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the Budget Amendment Request.

Sanford C. Shugart
President

BUDGET AMENDMENT REQUEST
VALENCIA COLLEGE

RESOLUTION NUMBER _____ FISCAL YEAR 2011-2012

AMENDMENT NUMBER 2

Be it resolved that the Board of Trustees of Valencia College District, State of Florida, in meeting assembled, Pursuant to Section 240.361, Florida Statutes, and Rule 6A-14.713, Florida Administrative Code, hereby requests the Florida College System to approve amendments to the college budget for the fiscal year as follows:

FUND NAME: GENERAL CURRENT **NUMBER: 1**

CATEGORY	Present Budget	Increase	Decrease	Revised Budget
Beginning Fund Balance	$22,621,114	$7,121,814		$29,742,928
Revenues	159,402,289			159,402,289
Bond Proceeds	0			0
Transfer-In	1,400,000			1,400,000
Total to be Accounted For	$183,423,403	$7,121,814	$0	$190,545,217
Salaries	$124,360,267	$409,856		$124,770,123
Current Expenses	30,224,242	141,084		30,365,326
Transfer-Out	3,750,000			3,750,000
Capital Outlay	6,217,780	803,367		7,021,147
Ending Fund Balance	18,871,114	5,767,507		24,638,621
Total Accounted For	$183,423,403	$7,121,814	$0	$190,545,217

JUSTIFICATION: This budget amendment is submitted for information only to the District Board of Trustees to adjust the beginning fund balance of $22,621,114, submitted to State of Florida, to the actual 2011-2012 beginning fund balance of $24,638,621.

Certified_____ September 9, 2011 Adopted September 9, 2011
President Date Date

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: AUTHORIZATION TO DESIGNATE AN APOPKA CAMPUS

Following Florida Statute Section 1001.02 (7) (e) and State Board of Education Rule 61-14.0061, Valencia College is requesting authorization to designate a site for the Apopka Campus.

The Long Range District Facilities Strategies plan prepared in October 2001 by Glatting Jackson was updated and proposes new campuses in Apopka and in Poinciana. The authorization for site designation for a campus in Poinciana will follow by December 2011.

RECOMMENDED ACTION:

The President recommends that the Board authorize the College to request a site designation for the Apopka Campus from the State Board of Education.

Sanford C. Shugart

Sanford C. Shugart, President

Proposal to Establish an Apopka Campus
for
Valencia College
Orlando, Florida

Valencia College proposes, by means of submitting this document to the Florida Board of Education, to establish an Apopka Campus to better serve the northwestern quadrant of its two-county service district, especially in and around the City of Apopka. The proposal comprises a description of the concept for the proposed campus followed by two parts required by Rule 6A – 14.0061, FAC: Criteria for the Designation of a Campus and Justification for Designation.

THE CONCEPT OF THE PROPOSED APOPKA CAMPUS

Valencia College proposes to develop a new comprehensive campus in northwest Orange County. This area of the district is currently being served by Valencia's West Campus. New residential development and improved transportation access have created conditions to consider serving this area with a new campus, as anticipated in the ***2001 Long-Range District Facilities Plan [The 2001 Plan].*** The ***2001 Plan*** identified this area as a place with long-term potential to monitor. The ten years since the plan was prepared have seen substantial residential growth and significant transportation improvements that will support and induce additional growth in the future as reflected in the ***2011 Update***.

The College will require funding to first purchase the property and then create a master plan for the site. Construction of infrastructure on the property—retention, roads, utilities, parking, and the first phase of buildings—will follow. Infrastructure will be developed in phases over time. The first phase would consist of one permanent building, with approximately 60,000 to 70,000 gross square feet. There would also be related parking and infrastructure for the development of the campus.

The first permanent building will house student support services—admissions/registration, advising, finance, financial aid, a small library, administration and classrooms and labs. This process has been successfully executed on the Osceola Campus and is currently being implemented on the Lake Nona Campus.

The entire campus is anticipated to be designed as a high-tech campus, with all spaces equipped for Internet and intranet access. As such, students will be able to register on-line, view their records, plan their program of study, and monitor their progress in completing their educational programs. Classrooms and laboratories will be designed as "Smart Classrooms." These spaces will all have Internet connections, projecting computers, and support for learning via laptop computers. Students will access world libraries of all forms of media, providing a sound and exciting learning environment. With projecting computers and stationary cameras above the professor's control station in both classrooms and laboratories, students will see and learn complex information with real life examples providing linkage from the theoretical to the practical. This works in all types of learning environments from art to zoology.

1. CRITERIA SPECIFIED IN RULE 6A-14.0061, FAC, FOR CAMPUS, CENTER AND SPECIAL PURPOSE CENTER DESIGNATIONS:

A. Explain how the proposed campus, center or special purpose center is part of and consistent with the long-range master plan of the college. Include a copy of that portion of the college's long-range master plan.

The proposed Apopka Campus for Valencia College is part of and consistent with the ***2001 Long-Range District Facilities Strategic Plan*** of the College further supported by the ***2011 Update*** to the initial Plan (copies attached).

Realizing that population growth in Central Florida is explosive and that planning for Valencia College's growth within that environment requires the best knowledge available, the District Board of Trustees awarded a bid to Glatting Jackson in 2001 to create a master plan using the best available technology and planning resources. The result was the ***2001 Long-Range District Facilities Strategic Plan*** (***2001 Plan***, provided as Attachment A). The Board approved in September 2001. The ***2001 Plan*** recommended that the College:

- First, build a campus in southeast Orange County within 3-5 years of the Board's approval of the Plan;
- Second, build a campus in southwest Orange County within 5-8 years. The proposal to establish a Southeast Campus was approved by the Florida State Board of Education in July 2003, and
- Third, that the District Board of Trustees monitor south central and northwest Orange County along with the Poinciana Area in Osceola County south of Kissimmee. In 2011, the conditions in these three areas of the district are:
    - South Central Orange County has continued to grow and has been served by Valencia's Osceola Campus and the current construction of Building #4 on that Osceola Campus
    - The City of Apopka's interest in the growth of their community continues. This was identified as a small but growing area in the ***2001 Plan***. Since then, the City's population has again doubled. The road improvements made, and still being made, in and around Apopka and northwest Orange County reflect continuing growth.
    - Poinciana and the West Lake Toho Area of Osceola County have grown steadily for the last 30 years. The core population of Poinciana was over 50,000 residents in 2010. The area is experiencing active programs with several proposed new communities and transportation improvements.

In order to evaluate the current effectiveness of the 2001 Plan, an update was commissioned. The ***2011 Update*** confirms the conclusions and recommendations of the ***2001*** Plan and concludes that the three areas being monitored have indeed continued to grow as discussed above. The present proposal to establish an Apopka Campus in northwest Orange County is consistent with the ***2001 Long-Range District Facilities Strategic Plan*** and the ***2011 Update to the 2001 Long-Range District Facilities Strategic Plan*** [provided as Attachment B].

B. Justify that expanded or new instructional and support services are necessary to adequately serve the college district of Orange and Osceola Counties.

Valencia's existing facilities are being fully utilized. Due to the growth of the district, which is expected to continue, and the size of the district, additional instructional and support services, to be provided by the proposed Apopka Campus, are necessary.

The proposed Apopka Campus will make higher education more convenient and affordable to the populous of Northwest Orange County and will serve to relieve the increasing burden on Valencia College instructional and facility capacities of the other Valencia campuses.

Valencia College's request to establish an Apopka Campus is justified for the following listed reasons:

1. **Area Growth** - The northwest quadrant of Orange County is poised to continue to experience steady, sustained growth over the next 20 years. In the ***2001 Long-Range District Facilities Strategic Plan,*** Glatting Jackson recommended that the College monitor the growth potential for future consideration of Northwest Campus to serve the potential growth in this portion of the College's service district. Thus, the Apopka Campus proposed in this document is the College's response to preparing for long-term growth and is a part of the ***2001 Long-Range District Facilities Strategic Plan*** as confirmed by the ***2011 Update.***

   Given (1) the recently completed and under construction major transportation system improvements serving northwest Orange County, (2) the large amount of available suitable development property within Orange County, and (3) the City of Apopka's pro-growth policies, northwest Orange County is poised for continued, steady, and significant population growth over the next 20 years.

2. **Student Growth in Northwest Orange County** - Valencia College's request to establish an Apopka Campus is justified based on the student population currently living in northwest Orange County and commuting to West campus. Recent projections by Valencia College of FTE in the Apopka area are:

Year	Projected FTE
2011-2012	42.0 Students
2012-2013	107.5
2013-2014	167.5
2014-2015	267.5
2015-2016	337.5
2016-2017	437.5

   Source: Valencia College

3. **West Campus Development Continues** - Valencia's West Campus is continuing to develop as a large, comprehensive Valencia facility. Construction plans for the next two years include renovations and new construction. The current annual enrollment

on the West campus is nearing 12,000 FTE, and this enrollment taxes existing facilities during peak enrollment hours of the instructional day.

Current reports of room and space utilization created from the Division of Florida Colleges Integrated Data Base show Valencia's existing classrooms and laboratories operate at 165%, which is more than half-again the state system standard. Similarly, a comparison of Valencia's number of gross square feet/FTE reveals that Valencia ranks 28th of the 28 community colleges, well below the system average (See Attachment C).

With increasing development in the Valencia Service Area, especially in northwest Orange County, travel between Apopka and West Campus is becoming more difficult.

Location - Distance and accessibility are additional factors. As the ***2001 Long-Range District Facilities Strategic Plan*** indicated, population growth in the western sector of the service district was predicted to grow sufficiently to require a Southwest Campus and a northwest Campus. Even if additional space were available on West Campus, the area to be served by the northwest Campus is separated from West Campus by eleven (11) miles of dense residential development between the proposed Apopka search area and West Campus. In other words, the separation is not only distance, but driving time, which increases daily as the number of resident's increases. The cost of travel is also increasing. This places an additional burden on Valencia students.

The most direct route from downtown Apopka, the centroid of the northwest Orange County area, to the West Campus measures approximately 11 miles and is comprised of congested arterial roadways. The "Off-Peak Hour" and the "Peak Hour" travel times are estimated to be 30 to 35 minutes and 40 to 45 minutes, respectively.

Another aspect of the distance and access factor supporting the concept of a multi-campus district is the sheer size of the district. The distance across the district is a factor in determining the location of facilities. The district is 2,200 square miles. Without south Osceola County, the district is still ***1,600 square miles in size.*** The distance from the northwest corner of the urbanized area in Apopka to the southeast urban edge in St. Cloud is approximately 50 miles. The idea of offering access to Valencia to its constituents requires that campuses be located throughout the district when population growth warrants.

Continuing to serve the distant Apopka and northwest Orange County area from this increasingly inaccessible and congested West Campus is not in the best interests of the residents in northwest Orange County. Valencia's objective is to provide facilities close to the College's constituency by providing an Apopka Campus.

C. **Document that the official fixed capital outlay student FTE enrollments have already achieved three thousand (3,000) full-time equivalent students at each existing campus and that projected student enrollments are stable or increasing**

The West, East and Osceola Campuses of Valencia College each have FTE's exceeding 3,000 (See Table 1). The fact that Winter Park Campus serves fewer than 3,000 FTE will be addressed in Criterion G (Exceptions). At the Lake Nona Campus, the first building is under construction.

The annual rate of increase for college-wide FTE enrollments was 12.3% annually for the seven years from 2003-2004 to 2010-2011 [Table 1, below]. The Educational Plant Five Year Survey report of 7/29/2011 indicates that college-wide FTE growth is expected to be 8.7% annually for the five years ending in 2015 – 2016. The West Campus is projected to grow by 9.7% over the same five year period. Table 1 presents the increases projected for all campuses. The College estimated in 2004 that the Campus would serve over 12,000 FTE effectively for 2010-2011. Table 1 reflects that experience has realized this projection; validating the State's projection process.

The West Campus FTE is projected to increase by over 5,600 students between 2010-2011 and 2015-2016. That is almost as many new students as there were total students on West Campus in 2003 - 2004. Valencia's experience over the past decade indicates the student population is continuing to grow at significant and sustained rates and numbers.

Table 1
Capital Outlay FTE
Valencia College Campuses

Campus	2003-2004	2010-2011*		2015-2016*	
West Campus	6,337	11,767	(12.2%)	17,455	(9.7%)
East Campus	7,452	12,264	(9.2%)	16,645	(7.2%)
Winter Park Campus	916	1,299	(6.0%)	1,927	(9.7%)
Osceola Campus	1,988	4,843	(20.5%)	8,586	(15.5%)
Other Facilities	-0-	945		2,879	(40.9%)
College Wide	16,706	31,118	(12.3%)	47,492	(10.5%)

Note: The percent change is the annual change for the period.

Source: The *2001 Plan* and the Educational Plant Five Year Survey report 7/29/2011

D. **Certify that facilities at existing campuses, centers or special purpose centers (already established by the State Board of Education or by prior state action), are substantially complete and utilized. (Note: If a campus(es), center(s) or special purpose center(s) is not complete, show a completion date and indicate when the proposed campus, center or special purpose center is to be developed, consistent with completion of other campuses or centers.)**

Valencia's existing facilities are substantially complete and utilized. New facilities are being developed as described below. The proposed Apopka Campus will be developed before 2015-2016 once the new Lake Nona Campus is stabilized and Osceola Building #4 is fully operational.

The West Campus currently serves nearly 12,000 FTE. Additional classroom space will continually be provided through remodeling and renovations funded annually. West Campus has enough acreage to accommodate additional buildings, some of which will be joint-use facilities with the University of Central Florida. However, under conditions of the foreseeable future, West Campus cannot accommodate the total growth projected in the district by the Division of Florida Colleges, hence leading to the approved future Horizon West Campus in southwest Orange County and the proposed Apopka Campus in northwest Orange County.

There is a major obstacle to serving the western third of the service district simply by enlarging the West Campus. Residents of the search area for the Southwest and northwest Campuses are separated from West Campus by both distance and time. While an 11 mile drive across open country via an interstate highway is quite reasonable, the drive time the West Campus for a resident of Horizons West or Apopka could take in excess of an hour with current traffic conditions. The northwest Campus will improve the service and accessibility offered to residents of the Greater Apopka area.

The East Campus is essentially built-out without adding land. The site is fully occupied with buildings, parking and stormwater facilities. The projected student growth in Eastern Orange County will be served by the Southeast Campus at Lake Nona, which was approved by the Florida Board of Education in July 2003.

The Osceola Campus is a well-established institution in Osceola County. Building #4 is now under construction. The Osceola Campus primarily serves residents of north Osceola County and south central Orange County.

The Winter Park Special Purpose Center is built out. There is insufficient land at the site for another building and related parking.

The Lake Nona Campus now has Building #1 under construction on the 23-acre site adjacent to the new Lake Nona High School. This new campus is intended to provide service to the residents of growing southeast Orlando/Orange County and northeast Osceola County. The Orlando International Airport, new UCF School of Medicine, the new VA Hospital, the new Nemours Children's Hospital, the new University of Florida Research facilities and the new Sanford Burnham Research Institute collectively provide a large employment base that is driving residential growth. Orange County is promoting growth in this area through its InnovationWay planning initiative. Osceola County is also promoting growth in this area through their Northeast Osceola County Small Area Plan. This campus is fully expected to be successful in providing general education to a growing number of local residents.

E. Provide documentation that the proposed campus or center is with the cooperation of other educational agencies within the community college district and adjacent to the

district. Letters of agreement from the school district, regional coordinating councils and community college president(s) should be included.

Valencia College has great partners in education. This proposal for an Apopka Campus has been made with the cooperation of the other educational agencies within the community college district and adjacent to the district.

Valencia has reviewed its intent to establish a new Apopka Campus with the school district superintendent for its service district, with the president of the University of Central Florida, and with the presidents of the adjoining community college districts in Lake and Seminole Counties. Attachment D of this application includes letters of support from the following:

- Ron Blocker, Superintendent, Orange County Public School District
- Dr. Ann McGee, President, Seminole State College
- Dr. Charles Mojock, President, Lake Sumter Community College
- Dr. John Hitt, President, University of Central Florida

F. Evaluate alternatives to the proposed expansion, such as underutilized, vacant facilities, or leased facilities were considered by the board of trustees. Include a complete analysis of alternative. Document that if there are projected facility needs for a new campus, center or special purpose center, what facilities are contemplated. What is the justification for such facilities and what are the projected costs.

Alternatives to the proposed expansion include the greater use of distance learning, joint-use programs with the public school district and the University of Central Florida and expansions on West Campus to accommodate Apopka residents. Each alternative was considered.

- Distance learning programs are already being utilized throughout the district and will be an important part of the program at the proposed Apopka Campus. While this alternative will continue to expand, it is not expected to meet the face-to-face, classroom experience that should be afforded to the residents of the northwest Orange County.
- Joint-Use facilities are also used extensively. The excellent relationship between Valencia College and Orange County Public Schools and UCF are being maximized. The new campus at Lake Nona is fully integrated with the programs at Lake Nona High School. West Campus has a joint facility with UCF. The same integration of education service is expected in the Apopka area. Like distance learning, this alternative supplements a new campus, but does not replace the need for classroom experiences located close to the College's constituents.
- Expanding the West Campus is happening, but it is not an alternative to the Apopka Campus. Time and distance separations make the trip from Apopka to West Campus untenable for daily or frequent access, not to mention the cost of transportation and the greenhouse gas effects from automobile travel. This alternative has actually been the solution for many years for the Apopka population base. The ***2011 Update*** indicates that the population base has increased to the extent that a new campus is necessary in northwest Orange County. The time has come to provide the proposed Apopka Campus.

G. Possible exceptions to these criteria for establishing a campus, center or special purpose center are listed below. Address only those exceptions which apply. For each application exception, explain fully how the particular exception impacts upon the corresponding criteria. Possible exceptions are:

1. **The natural of the services to be provided.**
2. **The number and types of students to be served.**
3. **The characteristics of the population to be served.**
4. **Transportation problems.**
5. **The lack of acceptable sites and facilities.**
6. **Energy conservation.**
7. **Population shifts in the service area.**

Two criteria require exceptions for the proposed Apopka Campus.

The first criterion for which Valencia College claims an exception is to Part of II.C of the "Procedures" that requests documentation that each campus has achieved an enrollment of 3,000 FTE. The Winter Park Campus achieved 1,299 FTE in 2010-2011 and is projected to achieve 1,927 FTE in 2015-2016. The Campus is an "urban" campus, fully utilized. The site and the physical plant are fully built out.

The second criteria for which Valencia claims an exception is site size. Valencia has successfully designed and implemented campuses on sites that are less than 100 acres. This has been done, in part, because 100-acre sites well located to serve students are nearly impossible to find at any price, let alone a reasonable price. Additionally, the instructional and support services associated with a 20 – 30 acre campus hosting 200,000 to 300,000 square feet of building are proving very functional. It is anticipated that the Apopka Campus will be less than 100 acres in size; more likely 20 – 30 acres.

The proposed Apopka Campus is justified for several reasons:

- **Transportation problems.** Accessibility to campuses in a large, growing and urban district requires multiple campuses. The proposed Apopka Campus is 11 miles from West Campus. The two campuses are divided by a fully built urban development making it very time consuming to travel this distance. Additionally, the cost of transportation is becoming a bigger factor in student life. The pollution effects of extensive automobile travel are another consideration.
- **The lack of acceptable sites and facilities.** Large, developable tracts of land in existing urban areas are rare. The infill sites are smaller, yet well-located to serve established and growing population areas such as Apopka. The lack of sites is more of an issue in expanding existing campuses which are generally surrounded by existing development. Smaller, dispersed sites, anchored by a few larger campuses, have proven a good formula in the Valencia district.
- **Energy conservation.** Energy conservation is directly linked to automobile travel. The proposed Apopka Campus will reduce travel necessary for residents of northwest Orange County to access a Valencia facility.
- **Population shifts in the service area.** Population has been growing in northwest Orange County due to long-term trends and accelerated by recent transportation improvements that improve overall access to the area. Interestingly, these transportation improvements enhance the Apopka area's access to the metropolitan

area, but do not improve access to the West Campus located in the western portion of the City of Orlando.

2. JUSTIFICATION FOR DESIGNATION

Background:
The Apopka Campus is proposed to relieve the overcrowding on the West Campus resulting from the steady, sustained growth in northwest Orange County. Because of the geographic separation of northwest Orange County from Valencia's West Campus by distance and travel time, it is difficult, time-consuming and expensive for students living in northwest Orange County to commute to Valencia's West Campus. Consequently, Valencia College is proposing to establish an Apopka Campus to serve this growing area within the district.

West Campus growth is more complex than that of other campuses due to the multiplicity of activities located there and the geographic diversity of west Orange County. Certainly the areas west of West Campus will continue to grow within natural and man-made constraints.

Actual and planned theme parks, as well as the Butler Chain of Lakes, make a barrier that will direct residents and businesses to the West Campus.

However, the areas west of the theme parks will need their own campus, closer to their homes and businesses than West Campus, hence the future Horizon West Campus. They are not only separated from West Campus by reasonable distance, but also by extremely heavy traffic congestion.

Northwest Orange County is also removed from the vicinity of West Campus. Distance and the absence of direct highway connections separate the West Campus form northwest Orange County. Time and distance is a factor that increasingly makes it difficult to move from one area to the other.

The sector designated as a search area for the Apopka Campus is a residential growth areas served with significant new transportation facilities. A comprehensive campus is proposed with the following programs:

- College Preparatory Programs
- A.A. Transfer Programs
- A.S. Degree Programs
- Certificate Programs
- Workforce initiatives

A. The Programmatic needs of the area.
Courses will be flexible to provide appropriate resources for student learning. Courses offered will include core curriculum associated with a comprehensive campus.

B. Geographic considerations.
The transportation improvements that have been implemented in northwest Orange County over the last decade have dramatically improved access to this area of the district. Population growth has warranted the new transportation facilities which in turn will induce continuing growth.

- SR 429 (The Western Beltway) has provided direct access to Apopka from the adjacent growth areas of Winter Garden and Ocoee.
- The Maitland Boulevard Extension and the Apopka By-Pass have improved access to the area from the Winter Park and Maitland areas. The Maitland Boulevard Extension also directly connects with Interstate 4 which provides access to the regional transportation system.
- The programmed Wekiva Parkway will also enhance access to northwest Orange County from Lake County and Seminole County.

These facilities improve access from regional locations to the Greater Apopka area making it easier for district residents to access the proposed Apopka Campus. Interestingly, none of these facilities make the trip to West Campus shorter or quicker. These facilities also induce residential growth to this area which means more people will live in the area to be served by the proposed Apopka Campus.

C. Other factors that contribute to the need for a campus or center including increases or shifts in population.

As the Valencia district grows, congestion and the cost of travel increase. The proposed Apopka Campus is located in an area of the district that is eleven (11) miles from the Valencia West Campus. The proposed Apopka Campus will increase accessibility to a Valencia College facility by a large and growing population.

CONCLUSIONS

A new campus for Valencia College is warranted by the growing population in northwest Orange County and the limited access to the West Campus from northwest Orange County. The College has examined options to meet the growing demand for access to education by residents of the Apopka area. We have hired professional firms to help identify options and provide the data necessary to make high quality decisions for our students' and community's future. We must be able to train a highly skilled workforce to meet the demands of the 21st century. The proposed Apopka Campus is the best alternative to provide education and related service to the growing population in northwest Orange County.

Attachments

A. ***2001 Long-Range District Facilities Strategic Plan***
B. ***The 2011 Update to the 2001 Long-Range District Facilities Strategic Plan***
C. DCC's ***Integrated Data Base*** showing Valencia's existing utilization of classrooms and laboratories, and a comparison of Valencia's number of gross square feet/FTE reveals that Valencia ranks 28th of the 28 community colleges.
D. Letters of support from the following:
   - Ron Blocker, Superintendent, Orange County Public School District
   - Dr. Ann McGee, President, Seminole State College
   - Dr. Charles Mojock, President, Lake Sumter Community College
   - Dr. John Hitt, President, University of Central Florida

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: ADDITIONS, DELETIONS OR MODIFICATIONS OF COURSES AND PROGRAMS

The President recommends that the Board approve the additions, deletions, or modifications of courses and programs as shown on the attached listings.

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the additions, deletions, or modifications of courses and programs as requested.

Sanford C. Shugart
President

COLLEGE CURRICULUM COMMITTEE
July 13, 2011

***Draft* MINUTES**

Members Present: Karen Borglum (co-chair), Colin Archibald, Joe Bivins, George Brooks, Diane Dalrymple, Robert Gessner (for Robert McCaffrey), Celeste Henry, Jim Johnson (alternate for Betty Wanielista), Anita Kovalsky, George Rausch, Pam Sandy

Ex-Officio Present: Alys Arceneaux, Krystal Cortez, Kurt Ewen, Cheryl Robinson, George Ruiz, Edwin Sanchez

Staff: Kim Adams (recording)

Guests: Beverly Bond, Penny Conners

While waiting for additional Committee members to arrive so that a quorum could be reached, Karen Borglum announced that John Niss would once again serve as the Curriculum Committee co-chair for the 2011-12 academic year.

Upon reaching a quorum, Karen began the meeting by thanking everyone for their attendance. She noted that there had not been a meeting since April 13 due to lack of agenda items – something that, during her tenure as Committee chair, had never happened.

1. **Review of Minutes – April 13, 2011**

   The minutes of the April 13, 2011 College Curriculum Committee were approved by consensus.

2. **Consent Agenda** – Course modifications or deletions involving minor editing of course descriptions or level changes which do not impact other departments are eligible for placement on the consent agenda. Any members of the committee may request to remove a proposal from the consent agenda for the purpose of discussion.

   <u>The following course(s) have outlines in Course Outline Builder which may be viewed in ATLAS:</u>

HLP 1093	Meditation for Stress Management (New Course)
HSC 1180	Tai Chi (New Course)
HUM 1020H	Introduction to Humanities – Honors (New Course) *(Moved to Regular Agenda)*

   Karen requested removal of the outline for HUM 1020H from the Consent Agenda. The outline is missing one of the original outcomes from HUM 1020. Upon approval of the proposal – 1011-240 – an editorial change will be made to the outline to add the missed outcome. This request was agreed upon by the Committee.

The following outlines are being presented as part of the Two-Year Program Review Cycle

There are no Two-Year Program Review Cycle outlines being presented this month.

1011-235 INT 2203 Interactive Interpreting IV, CCM..... Debbie Drobney
Purpose: This course came to the CCC in February, 2011, for a reduction in credit hours due to the change in ASL 2200 (ASL IV) from a Humanities General Education course to an elective course. This necessitated a change to eliminate 3 credit hours from the program; this course was reduced to 2 credit hours in that process. Due to some additional issues, the course was brought again in April to change the credit hours back to the original 3. Further examination of the program shows that the original change made in February was correct. This modification will remedy that; ***Revised Credit/Class (Lecture)/Lab Hours:*** 2/2/0 (previously, 3/3/0); ***Effective Date:*** Fall 2011 (201210). This is an exception due to the error.

1011-236 Pre-Major: Sign Language Interpreting, A.A. Degree, CPM ..... Debbie Drobney
Purpose: This program is being presented for modification due to some confusion about the credit hours for INT 2203 and INT 2210. The correct credit hours for INT 2203 are 2; and the correct hours for INT 2210 are 3. The confusion put the program at one credit hour over program requirements. The CCM for INT 2203 and this CPM will remedy the situation; ***Effective Date:*** Fall 2011 (201210). This is an exception due to the error.

Proposals 1011-235 and 1011-236 were approved by consensus.

1011-237 DAA ALL All Dance Classes, CCM ..... Suzanne Salapa
Purpose: Most lab fee changes and related documentation were presented at the March 2011 CCC meeting. All of the Dance Program classes had lab fee revisions (per attached list); however, most were missing from the related spreadsheet and were not approved; ***Revised Lab Fees:*** (list attached); ***Effective Date:*** Fall 2011 (201210).

Proposal 1011-237 was approved by consensus.

3. **Regular Agenda**

1011-057 Magnetic Resonance Imaging, ATC, CPM .....Beverly Bond
Purpose: Program will reflect changes in course numbers from 2000 to 3000 and 4000 level courses. Also, change in Admission requirements; ***Effective Date:*** Fall 2011 (201210). This is an exception based on Program modification originally being presented Feb., 2011 and deferred until resolution of issues by the State.

1011-058 Computed Tomography, ATC, CPM.....Beverly Bond
Purpose: Program will reflect changes in course numbers from 2000 to 3000 level courses; ***Effective Date:*** Fall 2011 (201210). This is an exception based on Program modifications originally being presented Feb., 2011 and deferred until resolution of issues by the State.

Proposals numbered 1011-057 and 1011-058 were taken together, since they are the same type of program (ATC) from the same College department. Earlier in the year the programs were

removed from the Catalog, pending discussions with the State regarding the appropriateness of 3000 and 4000 level courses in these programs. The courses in the programs had already undergone number changes, so these programs could not be offered until the issue was resolved.

Discussions concluded with the allowance of the upper division courses; Penny noted that there are other institutions in the State that are offering ATC's at the 3000 and 4000 level. As such, the programs were brought back for final approval, and were approved by consensus.

1011-238 HLP 1093 Meditation for Stress Management, CCA..... Tammy Sabourin
Purpose: A request was submitted to the State and they assigned this course a number, because we have been offering these classes as PET, Special Topics classes, the past few semesters; ***Catalog Course Description:*** This experiential course is an introduction to the art and science of meditation for stress management. Topics include the benefits of meditation, meditation techniques, breath work, meditation and health, and meditation for everyday living. This course will help students find the type of meditation that is best for them enabling them to establish a personal meditation practice. This course is suitable for all students, regardless of physical limitations. Special Fee: $5.00; ***Pre- and Co-requisites:*** None; ***Credit/Class (Lecture)/Lab Hours:*** 2/2/0; ***Effective Date:*** Fall 2011 (201210).

1011-239 HSC 1180 Tai Chi, CCA ..... Tammy Sabourin
Purpose: We submitted a request to the state for an official course number as we have been offering this course as a PET special topics class; ***Catalog Course Description:*** Tai Chi is a self-paced system of gentle physical exercise and stretching. Students will learn how to perform a series of postures and movements in a slow graceful manner to help improve overall health and fitness. (Special Fee: $5.00); ***Pre- and Co-requisites:*** None; ***Credit/Class (Lecture)/Lab Hours:*** 2/2/0; ***Effective Date:*** Fall 2011 (201210).

Proposals 1011-238 and 1011-239 were approved by consensus.

1011-240 HUM 1020H Introduction to Humanities-Honors, CCA.....George Brooks
Purpose: To provide an honors version of Introduction to Humanities for honors students to increase their options and help them make their required number of hours for honors certification. This course goes beyond a survey of the humanities and provides an enhanced focus on "thinking skills" useful for future coursework, career and life; ***Catalog Course Description:*** Same as HUM 1020. In addition, course content will satisfy one Honors Program learning outcome. Honors Program permission required; ***Prerequisites:*** Admission to Valencia Honors Program; ***Co-requisites:*** None; ***Credit/Class (Lecture)/Lab Hours:*** 3/3/0; ***Effective Date:*** Fall 2011 (201210).

Proposal 1011-240 was approved with the modification to the outline mentioned in the Consent Agenda.

In addition, Karen Borglum proposed an additional modification – to the General Education Program. HUM 1020 is currently offered under General Education Area 2. Humanities (a); the Credit Program Modification would allow HUM 1020H to be added there, as well.

The CCC is the voting body for the General Education Program, so the proposal was voted on and approved (paperwork pending – see below).*

***1011-241 General Education Program, A.A./A.S./A.A.S. Degrees, CPM..... Karen Borglum**
Purpose: Add Hum 1020H, Intro. to Humanities – Honors to the General Education Program, Area 2. Humanities (a); ***Effective Date:*** Fall 2011 (201210).

4. **Discussion Items**

There are no Discussion Items this month.

5. **Information Items**

- **RTE 3116 Revision -** A Credit Course Modification for RTE 3116, Patient Care, was brought to the CCC in February, 2011. The change was to remove the "C" designation and lab fees. Although the CCM form did not show that the credit/class (lecture)/lab hours changed, the outline reflected the change that was necessary in order to remove the "C" designation. An editorial change will be made to change those hours FROM 3/2/3 TO 3/3/0.

In closing the meeting, Karen recognized those members in attendance who have completed their tenure with the Curriculum Committee and will not be returning for the 2011-12 Academic year. Those members are Robert Gessner and George Rausch. They were thanked for their dedicated service to the CCC.

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: CONTINUING EDUCATION COURSES AND FEES

The President recommends that the Board approve the following list of Continuing Education courses and fees for September 2011.

Center for Leadership Development

Course Area	Course Number	Course Title	Fee
CNP	7833	Disney Collegiate Course: Corporate Analysis	$617.00
CNP	7839	Disney Collegiate Course: Organizational Leadership	$617.00
CNP	7858	Academic Training Practicum	$617.00
CNP	7859	Academic Training Course	$617.00

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the Continuing Education courses and fees as presented.

Sanford C. Shugart
President

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: HUMAN RESOURCES AGENDA

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the Human Resources Agenda as proposed.

Sanford C. Shugart
President

Agenda for Human Resources

Valencia College

District Board of Trustees

September 20, 2011

Valencia College
Agenda for Human Resources

Executive/Administrative Personnel

Employee Name	Position Title	Effective Date	End Date	Notes
Internal Changes				
Bosley, Amy N.	Assoc VP, Org Comm and Dev	07/01/11		
Boudet, Lucy	VP, Marketing/Strategic Comm	07/01/11		
Page, Jennifer S.	Dir, Employment & Onboarding	07/01/11		
Williams, Martha W.	Asst VP, Diversity & Inclusion	07/01/11		

Instructional Personnel – Tenure Earning/Tenured

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Abel, Kristin E.	Professor, Theater Technology	08/23/11		
Ashkani, Aryan	Professor, Mathematics	08/23/11		
Barnett, Timothy R.	Professor, Chemistry	08/23/11		
Bartee, Patrick F.	Professor, Speech	08/23/11		
Bassetti, Jeremy R.	Professor, Humanities	08/23/11		
Bell, Cynthia A.	Professor, EMS	08/23/11		
Bentham, Claudine	Professor, Reading	08/23/11		
Bondzie, Victor A.	Professor, Physics	08/23/11		
Boustique, Hatim	Professor, Mathematics	08/23/11		
Brantley, Betsy C.	Professor, Biology	08/23/11		
Cortes, Angela M.	Professor, Physics	08/23/11		
Creamer, Scott F.	Professor, Political Science	08/23/11		
Creighton, John H.	Professor, Speech	08/23/11		
Curtis, David F.	Professor, Biology	08/23/11		
Dexter, Richard J.	Professor, Biology	08/23/11		
Diaz-Lopez, Diego J.	Professor, Chemistry	08/23/11		
DiDonna, John V.	Professor, Theater	08/23/11		
DiLiberto, Stacey L.	Professor, English	08/23/11		
Dockray, Sarah A.	Librarian	08/15/11		
Durso, Christopher A.	Professor, Political Science	08/23/11		
Earle, Elizabeth M.	Professor, Reading	08/23/11		
Edwards, John T.	Professor, Humanities	08/23/11		
Harvey, Kimberlee L.	Professor, Respiratory Therapy	08/23/11		
Hopkins Nissa C.	Professor, EAP	08/23/11		
Howard, Marie P.	Professor, Office Syst Techn	08/23/11		
Jean, Ricot	Professor, Economics	08/23/11		
Jenne, Ralf G.	Professor, Humanities	08/23/11		

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Johnson, Daniela R.	Professor, Mathematics	08/23/11		
Kanani, Shahnaz	Professor, Biology	08/23/11		
Lewis, Courtney R.	Professor, Speech	08/23/11		
Mathews, Adrienne L.	Professor, Political Science	08/23/11		
McAllister, Matthew J.	Professor, Humanities	08/23/11		
McCormick, Jennifer L.	Professor, Mathematics	08/23/11		
McGowan, Mary C.	Professor, English	08/23/11		
Model, Eric	Professor, Psychology	08/23/11		
Peverini, Christine M.	Professor, Nursing	08/23/11		
Phillips, Neal R.	Professor, English	08/23/11		
Potchen, Lisa M.	Professor, Mathematics	08/23/11		
Rajaravivarma, Veeramuthu	Prof, Electronics Eng Tech	08/23/11		
Raneri, April B.	Professor, Speech	08/23/11		
Reed, Stanton G.	Professor, Business/Accounting	08/23/11		
Robbins, Michael J.	Professor, English	08/23/11		
Salas Rivera, Luis R.	Professor, Graphics	08/23/11		
Sandres Rapalo, Lester E.	Professor, Spanish	08/23/11		
Santra, Upasana	Professor, Mathematics	08/23/11		
Schorsch, Derek, S.	Professor, Psychology	08/23/11		
Shkembi, Armira A.	Professor, Mathematics	08/23/11		
Tan, Christina L.	Professor, Speech	08/23/11		
Tribble, Adriene Z.	Professor, Humanities	08/23/11		
Trier-Bieniek, Adrienne M.	Professor, Sociology	08/23/11		
Trutie, Angelique T.	Professor, Mathematics	08/23/11		
Vagle, Angelica M.	Professor, Chemistry	08/23/11		
Valentino, Nicole	Professor, English	08/23/11		
Vazquez, Olga E.	Professor, Biology	08/23/11		
Vega-Daniels, Sandra	Professor, Nursing	08/23/11		
Volling, Kathleen M.	Professor, Nursing	08/23/11		
Walker, Carla D.	Professor, English	08/23/11		
Washington, Kevin	Professor, Psychology	08/23/11		
Wight, Sharalyn B.	Professor, Nursing	08/23/11		
Separations				
Murphy, Maiken	Professor, ESL	10/31/11		4.
Leave of Absence				
Miller, Cynthia J.	Professor, Biology	08/23/11	08/02/12	

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Instructional Personnel – Non-tenure Earning

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Lippitt, Lisa M.	Instructor, Humanities	08/23/11	04/30/12	
McLaughlin, Elizabeth M.	Instructor, Speech	08/23/11	04/30/12	
Rogers, Robert C.	Instructor, Political Science	08/23/11	04/30/12	
Tharp, Teresa A.	Instructor, Economics	08/23/11	04/30/12	
Toscano, Wendy S.	Instructor, Paralegal Studies	08/23/11	04/30/12	
Young, Martha A.	Instructor, Biology	08/23/11	04/30/12	

Instructional Personnel – Temporary

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Agoun, Abdelkader	Instructor, Mathematics	08/23/11	12/19/11	
Baab, Elizabeth A.	Instructor, Office Syst Techn	08/23/11	12/19/11	
Bahadi, Taoufik	Instructor, Mathematics	08/23/11	12/19/11	
Barnett, Victoria L.	Instructor, Mathematics	08/23/11	12/19/11	
Bartha, Dezso J.	Instructor, Humanities	08/23/11	12/19/11	
Bivins, Peggy G.	Instructor, English	08/23/11	12/19/11	
Boyle, Patricia M.	Instructor, Humanities	08/23/11	12/19/11	
Branz, Tyler A.	Instructor, Political Science	08/23/11	12/19/11	
Brasseux Rodgers, Leslie	Instructor, Dance	08/23/11	12/19/11	
Brunick, David A.	Instructor, Comp Prgrm/Analy	08/23/11	12/19/11	
Bunea, Radu A.	Instruc, Electronic Eng Techn	08/23/11	08/02/12	
Charron, Dorothy E.	Instructor, English	08/23/11	12/19/11	
Chubb, Judith A.	Instructor, Mathematics	08/23/11	12/19/11	
Cintron-Lorenzo, Nelly E.	Instructor, Accounting	08/23/11	08/02/12	
Cole, Lisa M.	Instructor, Humanities	08/23/11	12/19/11	
Coleman, Le Roy D.	Instructor, Biology	08/23/11	12/19/11	
Colwell, Kevin R.	Instructor, EAP	08/23/11	12/19/11	
Crumpler, Eric T.	Instructor, Chemistry	08/23/11	12/19/11	
Cuenin, Brittany T.	Instructor, EAP	08/23/11	12/19/11	
Cully, Caroline L.	Instructor, Humanities	08/23/11	12/19/11	
Dalle Molle, Gina M.	Instructor, ESL	08/23/11	12/19/11	
Dasser, Abdellatif	Instructor, Mathematics	08/23/11	12/19/11	
Ellison, Jason K.	Instructor, Graphics Techn	08/23/11	12/19/11	
Freeman, David W.	Instructor, English	08/23/11	12/19/11	
Gitto, Tammy C.	Instructor, Humanities	08/23/11	12/19/11	

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Gossai, Mahendra V.	Instructor, Comp Prgrm/Analy	08/23/11	12/19/11	
Guillemette, Joshua M.	Instructor, Mathematics	08/23/11	12/19/11	
Hammack, Alison A.	Instructor, Mathematics	08/23/11	12/19/11	
Harne, Heidi H.	Instructor, Biology	08/23/11	12/19/11	
Harrier, Aniko	Instructor, EAP	08/23/11	12/19/11	
Hawkinson, Wendy J.	Instructor, Music & Sound Tech	08/23/11	12/19/11	
Helligso, Jesse A.	Instructor, Political Science	08/23/11	12/19/11	
Hickman, Thomas J.	Instructor, EMS	08/23/11	12/19/11	
Hristova, Nely K.	Instructor, Mathematics	08/23/11	12/19/11	
Humphrey, Carmen M.	Instructor, Mathematics	08/23/11	12/19/11	
Hunchuck, Dennis	Instructor, Comp Prgrm/Analy	08/23/11	12/19/11	
Hyde, Zachary T.	Instructor, English	08/23/11	12/19/11	
Jackson, Nichole L.	Instructor, Humanities	08/23/11	12/19/11	
Kaesberg, Jeffrey A.	Instructor, Biology	08/23/11	12/19/11	
Karraker, Carolyn C.	Instructor, Reading	08/23/11	12/19/11	
Laurent, Eunice	Instructor, Biology	08/23/11	12/19/11	
Lenhof, Sonya R.	Instructor, Mathematics	08/23/11	12/19/11	
LoCascio, Marc	Instructor, Biology	08/23/11	12/19/11	
Loftus, Gregory M.	Instructor, Theater Technology	08/23/11	12/19/11	
Luongo, Paul G.	Instructor, Humanities	08/23/11	12/19/11	
Mahaffey, Mandy L.	Instructor, English	08/23/11	12/19/11	
Mansfield, Kenneth L.	Instructor, Humanities	08/23/11	12/19/11	
McNellis, Lindsey	Instructor, History	08/23/11	12/19/11	
McNutt, John P.	Instructor, Physics	08/23/11	12/19/11	
Messenger, Matthew S.	Instructor, Digital Media	08/23/11	12/19/11	
Moore, Kelly M.	Instructor, Biology	08/23/11	12/19/11	
Nguyen, George T.H.	Instructor, Mathematics	08/23/11	12/19/11	
Oses, Katherine M.	Instructor, Psychology	08/23/11	12/19/11	
Palou De Jesus, Gabriela	Instructor, Nutrition	08/23/11	12/19/11	
Pierre, Mia A.	Instruct, Student Life Skills	08/23/11	12/19/11	
Rafter-Carles, Terry L.	Instruct, Student Life Skills	08/23/11	12/19/11	
Ramirez, Heidi H.	Instructor, English	08/23/11	12/19/11	
Rampersaud, Subhas C.	Instructor, Political Science	08/23/11	12/19/11	
Reed, Diane	Instructor, Health Sciences	08/23/11	08/02/12	
Rizzo, Nancy E.	Instructor, Psychology	08/23/11	12/19/11	
Rujak, Steven	Instructor, Culinary Mgmt	08/23/11	08/02/12	
Rumbley, Karen H.	Instructor, Humanities	08/23/11	12/19/11	
Sartor, Bobbie W.	Instructor, EMS	08/23/11	12/19/11	
Sharma, Vasudha	Instructor, Chemistry	08/24/11	12/19/11	
Shevlin, Rebecca J.	Instructor, English	08/23/11	12/19/11	
Shipley, Jamie B.	Instructor, Economics	08/23/11	12/19/11	
Smith, Todd B.	Instructor, Mathematics	08/23/11	12/19/11	
Snyder, Michael J.	Instructor, Economics	08/23/11	12/19/11	

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Employee Name	Position Title	Effective Date	End Date	Notes
Sookhai Mahadeo, Sharon	Instructor, Biology	08/23/11	12/19/11	
Suri, Sonia	Instructor, Biology	08/23/11	12/19/11	
Taylor, Michelle R.	Instructor, Mathematics	08/23/11	12/19/11	
Terry Dunson, Felecia N.	Instructor, Psychology	08/23/11	12/19/11	
Tice, Andrea C.	Instructor, Chemistry	08/23/11	12/19/11	
Trone, Marie	Instructor, Biology	08/23/11	12/19/11	
Tsegaye, Samuel H.	Instructor, Mathematics	08/23/11	12/19/11	
Turner, III, Daniel W.	Instruct, Student Life Skills	08/23/11	12/19/11	
Violette, Courtney S.	Instruc, Computer Eng Techn	08/23/11	12/19/11	
Warren, Bobby G.	Instructor, Humanities	08/23/11	12/19/11	
Whittlesey, David G.	Instructor, Mathematics	08/23/11	12/19/11	
Woldman, Valerie L.	Instructor, English	08/23/11	12/19/11	
Separations				
Smart, Jack	Instructor, English	05/02/11		

Professional Personnel

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Aquino-De Jesus, Ruben	Coord, Career Prgm Advis, HS	07/01/11		
Beaty, Linda S.	Senior News Writer	08/01/11		
Davis, Jr., Charles W.	Coord, Career Program Advisor	07/11/11		
Heard, Kiawania L.	Coord, DE & PostSec Transition	08/01/11		
Javadi, Ali H.S.	Functional IS Support Spec	07/11/11		
Kobe, John C.	Mgr, Comp/Classification	07/18/11		
O'Connor, Robert A.	Coord, Security Administration	08/29/11		
Purcell, Darnell A.	Functional IS Support Spec	08/29/11		
Zequeira, Claudia	Coord, Career Prgm Advis, O	08/15/11		
Internal Changes				
Asbury, Mary D.	Coord, Disbility Suport Svcs	08/10/11		
Balkcom, Zandra T.	Coordinator, Benefits	08/01/11		
Boles, Sonja M.	Dir, Admissions/Registration	07/01/11		
McMillen, Stephanie A.	Coordinator, Org Comm	07/01/11		
Young, Chara C.A.	Director, Organizational Communication	07/01/11		

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Employee Name	Position Title	Effective Date	End Date	Notes
Separations				
Smith, Angelique	Director, Learng Tech/Alt Del	08/12/11		
Leave of Absence				
Alvarez, Anissa J.	Coord, Found/Campaign Relat	04/03/11	10/03/11	

Enterprise Personnel

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Santini, Cristina E.	Client Sv Consultant, Bilingual	07/25/11		

Career Service Personnel

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Alfaro, Hector	Instructional Assistant, Sr	08/22/11		
Andrews, Gordon L.	Instructional Assistant, Sr	08/22/11		
Babcock, Aaron	Tech Dir Theater/Ent Techn'ogy	08/22/11		
Balserait, Jason A.	Instructional Assistant, Sr	08/08/11		
Bergeson, Aaron R.	Word Process Specialist	08/15/11		
Blackburn, Michael T.	Tutorial Center Coordinator	07/05/11		
Bowersox, Brian T.	Staff Assistant III	07/05/11		
Calabrese, Amy E.	Staff Assistant III	07/11/11		
Callaway, Janice P.	Staff Assistant III	07/11/11		
Coleman, Timothy E.	Custodian	08/22/11		
Colon, Tanyi M.	Instructional Assistant, Sr	08/15/11		
Diaz, Roddy	Custodian	07/25/11		
Dunlap, Laura M.	Administrative Assistant	08/15/11		
Godfrey, Tracie M.	Academic Advisor	07/18/11		
Graham, Gary L.	Irrigation Specialist	08/08/11		
Guillaume, Antoine	Custodian	08/22/11		
Hines, Stephanie R.	Staff Assistant I	07/05/11		
Khan, Yasir H.	Instructional Assistant, Sr	08/01/11		
Mack, Myra R.	Records Doc Mgmt Systems Spec	08/29/11		

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Munoz Ramirez, Bellmarie I.	Administrative Assistant	08/29/11		
Quintero, Francisco L.	Library Assistant	08/29/11		
Rivera, Arcadio J.	Trades/Maint Asst Supervisor	08/08/11		
Robertson, Kellie L.	Property Records Specialist	07/25/11		
Rogers, Denice R.	Administrative Assistant	07/11/11		
Ruiz, Desiree S.	Financial Aid Specialist	07/05/11		
Sealey, Shalini	Technical Document Specialist	07/05/11		
Stuckey, Jeffrey E.	Staff Assistant III	07/05/11		
Suarez, Dania M.	Exec Asst, Policy/Gen Counsel	08/22/11		
Thomas, Kelli	Financial Aid Specialist	08/29/11		
Villanueva, Brunilda P.	Staff Assistant II	08/29/11		
Williams, Naja T.	Technical Document Specialist	08/22/11		
Winters, Michael C.	Instructional Assistant, Sr	08/29/11		
Xavier, Deborah	Administrative Assistant	08/01/11		
Internal Changes				
Deleon, Pablo J.	Lead Groundskeeper	09/01/11		
Green, Debra A.	Administrative Assistant	07/01/11		
McCoy, Deborah J.	Administrative Assistant	09/01/11		
Shores, Karen C.	Administrative Assistant	07/01/11		
Stefanov, Alina G.	Instructional Assistant, Sr	08/08/11		
Separations				
Amendolara, Frank T.	Equipment Mechanic, Sr	09/30/11		4.
Bullard, Dana B.	Lead Custodian	10/31/11		4.
Davis, Gwendolyn	Word Processing Supervisor	11/30/11		4.
Fraser, Trevor I.	Testing Center Specialist	07/22/11		
Isidor, LeGene	Groundskeeper Working Sup	10/31/11		4.
Johns, Barbara E.	Executive Assistant	08/31/11		4.
Johnson, Lauren N.	Student Services Specialist	08/05/11		
Kerr, Reta J.	Staff Assistant II	09/30/11		4.
Miller, Christina F.	Executive Assistant	09/30/11		4.
Napolitano, Stephen	Master Security Officer	10/31/11		4.
Rodriguez Casals, Veronica C.	Library Operations Supervisor	09/06/11		

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Career Service Personnel – Temporary

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Moss, Tyrone J.	Custodian	08/15/11	11/15/11	

Part-time Instructional Personnel

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Aleksic, Christina	Health Sciences			
Allender, John	Mathematics			
Arevalos, Carla	Office Systems Technology			
Ball, Lindsey	Nursing			
Baselice, Thomas	Business Accounting			
Batista Sanchez, Lynnette	English			
Berler, Kevin	Earth Science			
Bethea, Simone	Psychology			
Bhalkikar, Abhijeet	Electronics Engineering			
Blaszak, Urszula	Digital Media			
Blizzard, Sarah	Nursing			
Bowling, Sandra	Drafting and Design			
Boyd, Christopher	Journalism			
Brittain, Constance	English			
Brown, Alicia	College Reading Prep			
Bryson, Heather	Humanities			
Cadenas Vasquez, Carmen	Engineering			
Calleja, Daniel	Student Life Skills			
Cardona Rubio, Leticia	English			
Carpenter, Monica	Student Life Skills			
Coleman, Elizabeth	Nursing			
Colter, Marcia	Reading			
Cook, Christopher	Student Life Skills			
Cool,Amy	Mathematics			
Cooper, Eric	Mathematics			
Cowin, Erica	Speech			
Cowin, Richard	Health Sciences			
Cronin, Veronica	English			
Daouli, Ayman	Health Sciences			

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Darcey, Jr., Allan	CJI			
Davis, Addie	Mathematics			
DeSormier, Anthony	Humanities			
Diana, Troy	Studenty Life Skills			
Diaz, Manuel	Psychology			
Donald, Richard	Drafting and Design			
Feller, David	Earth Science			
Gergely, Lindsey	Hospitality and Tourism			
Gramling, Glen	Digital Media			
Jackson, Jesusa	Speech			
Johnson, Charrelle	Mathematics			
Johnson, Jr., Donald	Engineering			
Joyce, Jamie	CJI			
Joyce, Parisa	Humanities			
Kalicharan, Rajeshwari	Sociology			
Kane, Wendi B.	Sociology			
Khuu, Hoi V.	CJI			
Kleinman, Grazyna	Art			
Knight, Alysia	Mathematics			
Krause, Michelle	Speech			
Kubasta, Brent	Humanities			
Lawlor, Kathleen M.	Accounting			
Legg, Meredith M.	Political Science			
Lindaver, II, Steven J.	Electronics Engineering			
Long, Toby	Chemistry			
Lovell, Erin E.	Speech			
Lugo Morales, Yasmin	Psychology			
Magee, Patricia B.	English			
McBride, II, Edward	Graphics Technology			
Miller, Sharon D.	Speech			
Montez, Carlos A.	Nursing			
Moring, Julianna E.	Humanities			
Mundt, Brad	Computer Engineering			
Nardi, Mary	Paralegal			
Oztek, Muzaffer T.	Chemistry			
Petit, Francisco J.	Wellness			
Phanstiel, Nicole R.	Speech			
Poremba, Daniel R.	Arch. Eng. Tech			
Powell, William E.	CJI			
Rios Ortega, Dally I.	Psychology			
Rivers, Monica R.	VE CIE Open Enrollment			
Rupe, Donald L.	Theater			
Santiago, Fatima G.	English			

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Sheel, Antonia M.	Student Life Skills			
Simpkins, Gaye V.	Student Life Skills			
Skiles, Allyson F.	Criminal Justice Technology			
Slanker, Michael R.	Biology			
Smith, Crystal A.	English			
Spottke, John C.	Anthropology			
Stromberg, Gladys	English ESL			
Stuckart, Alison K.	Speech			
Szymanski, Patrick	Humanities			
Thomas, Lynta	Chemistry			
Thompson, Jay A.	Political Science			
Torres, Pilar B.	English			
Van Horn, Daniel W.	History			
Van Putten, Jr., Henry	Student Life Skills			
Walton, Lashunda D.	Office Systems Tech			
Windsor, Margaret K.	Mathematics			
Woodard, Donetta M.	College Reading Prep			
Wright, Geri A.	Speech			
Wright, LaDonna L.	English			
Zad, Ramouna H.	Mathematics			

Part-time Hourly Personnel

Employee Name	Position Title	Effective Date	End Date	Notes
Appointments				
Abraham, Yurat O.	Student Activity Tutoring			
Alvarez, Alina	Student Activity SL			
Alvarez, Luis A.	Student Activity SL			
Barnett, Timothy W.	Student Activity Tutoring			
Bateman, Diana	Student Activity Tutoring			
Batten, Carole N.	College Reachout			
Belgram, Ross W.	Student Activity SL			
Bennett, Kiva M.	Student Activity Tutoring			
Bosnjak, Mladen	Computer Engineering			
Boulos, Roxana A.	Student Activity			
Brombin, Sylvia C.	Open Computer Labs			
Brown, Alex D.	Student Activity Tutoring			
Brushwood, John A.	Student Activity Tutoring			
Diminico, Eleshia M.	Student Activity SL			

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Drew, Jessica M.	College Prep Reading			
Emde, Dirk M.	Student Activity Tutoring			
Facey, Yolina M.	Student Activity SL			
Fox, Larry L.	Courier Services			
Franklin, Thomas A.	Student Activity SL			
Greenlee, Andia S.	Graphics Technology			
Harrison, Donna L.	Legal Services			
Helms, Travis M.	Student Activity Tutoring			
Janelle, Jeffrey M.	Graphic Technology			
Jansen, Seth R.	Student Activity Tutoring			
King, Octavius L.	Theater Technology			
Kuzenka, Michael J.	Film Production Technology			
Laboy Ortiz, Yesenia	Student Activity SL			
Mancebo, Grace	Chemistry			
McLarty, Emilce E.	Student Activity Tutoring			
Meekins, Karyn R.	Biological Science			
Mejia Pineda, Julian	Student Activity SL			
Mejias, Nicole M.	Student Activity SL			
Mesa, Shella B.	Mathematics			
Miller, Devon C.	Student Activity SL			
Mills, Elizabeth L.	Testing Center			
Morales Pineda, Michelle	Library			
Moskowitz, Eric T.	Student Activity SL			
Munoz Sobrino, Maria E.	College Prep Reading			
Naranjo, Paula M.	Student Activity Tutoring			
Nelson, Adam T.	Student Activity SL			
Nguyen, CamTran P.	Student Activity Tutoring			
Noel, Sr., Elton	Registrar's Office			
Novalis, David M.	Business Office			
Nunes, Polly A.	Word Processing			
Otero, Ismael A.	Student Activity Tutoring			
Overstreet, Jason H.	Mathematics			
Paranjape, Sanika S.	Mathematics			
Pedone, Zachary D.	Student Activity SL			
Pennsy, Bradley B.	Mathematics			
Petit-Homme, Rofkens	Student Activity SL			
Pfleiger, Justin R.	Student Activity Tutoring			
Powell, Taneque A.	Mathematics			
Richards, Arren E.	Human Resources			
Rosa, Ruben D.	Courier Services			
Rucks, Joshua J.	Student Activity SL			
Salazar, Andrea	Student Activity SL			
Sammarco, Jack I.	Student Activity Tutoring			

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

Valencia College
Agenda for Human Resources

Employee Name	Position Title	Effective Date	End Date	Notes
Saunders-McCutcheon, Ashley A.	Student Activity SL			
Sheppard, Noelyn A.	Student Activity SL			
Simeone, Meridith T.	Mathematics			
Sirmones, Stephen W.	Campus Security Services			
Slechta, Daymond J.	Grounds Maintenance			
Smith, Devin R.	Student Activity Tutoring			
Smith, Veniece G.	Library			
Soggs, Tiffany J.	Chemistry			
Solano Angarita, Andrea P.	Student Activity Tutoring			
Steele, Anthony	Campus Security Services			
Stephens, Victor L.	Campus Security Services			
Ubel, Marleina S.	Student Activity SL			
Woolcombe Clarke, Andrew P.	Student Activity Tutoring			

Notes:
1. Grant Funded; 2.Internal Administrative Leave From Tenured Position; 3. Eligible and Recommended For Tenure; 4. Retirement

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: SUBMISSION OF GRANT PROPOSALS

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the submission of grant proposals as presented.

Sanford C. Shugart
President

GRANT SUBMISSIONS
August 2011

GRANT	DESCRIPTION	AMOUNT REQUESTED	MATCH	STATUS
US Department of Homeland Security Florida Department of Education Higher Education Emergency Communications State Homeland Security Grant Program (SHSP) Project Director: Tom Lopez	This short-term project will support expansion of Valencia's emergency mass notification capabilities by upgrading the fire alarm system including the control panels, addressable fire alarm devices, and notification device conversion. The new installation must be completed by December 30, 2011. No match required.	$60,000.00	None	Expecting decision in September 2011
Summer Academy Registration and Travel Grant The Institute for Higher Education Policy (IHEP) Project Director: Brad Honious	This grant supports a team of five individuals to attend the 2011 Summer Academy sponsored by the Institute for Higher Education Policy (IHEP) to be held in Braselton, GA on July 24-28, 2011. The conference theme is "Cultivating Student Access & Success: Celebrating Achievement" and will provide a forum to share promising practices and develop strategies to engage, retain, and graduate students focusing on minority, low-income, first-generation and other underserved populations.	$13,300.00	None	Funds received. Project completed.
Learning Lab in Museums and Libraries Program Institute of Museum and Library Sciences Orange County Library Systems Project Director: Robert McCaffrey	This 18-month grant will support Valencia's participation in a project led by the Orange County Library System to establish a Youth Learning Lab at their downtown location for middle and high school students to engage in digital media projects. Valencia College will coordinate our students' participation in this project as digital media mentors and college role models. Recruitment of the mentors occurs through student enrollment in a digital technology course that will have a service learning component as a co-curricular activity.	$4,848.00	None	Expecting decision in December 2011

GRANT	DESCRIPTION	AMOUNT REQUESTED	MATCH	STATUS
USA Funds Peer Mentoring Initiative - Financial Literacy Ambassadors Project Director: Brad Honious	Project supports student financial literacy initiatives at Valencia by enhancing and expanding the peer mentoring activities of the Financial Literacy Ambassadors group. This student group is currently located on Osceola Campus only, and provides presentations to peers promoting financial literacy. Plans include expansion to East and West campuses, as well as enhancement to acitivites.	$25,000.00	None	Expecting decision in September 2011
Student Success in Engineering Technology (Five-year grant) National Science Foundation Scholarships in Science, Technology, Engineering, and Math (S-STEM) Program Project Director: Ali Notash and Shannon Hellard	This five-year grant will request funding to support tuition plus other unmet financial need for full-time AS and BS engineering technology students each year in the 2012-13 through 2017-18 academic years.	$546,181.00	None	Expecting decision in March 2012

September 20, 2011

TO: BOARD OF TRUSTEES
Valencia College

FROM: SANFORD C. SHUGART
President

RE: PROPERTY DELETIONS

Surplus, trade-in, obsolete, economically unrepairable, or missing equipment items are periodically deleted from the property records of the College. Equipment which is surplus, obsolete or not economically repairable may be donated to local school systems, non-profit organizations or other governmental entities.

Per Florida Statute 274.02, equipment with a cost or fair market value of $1,000 or more and a projected useful life of more than one year must be recorded in the financial records as property for inventory purposes. Therefore, original cost reflects the cost of the item at the date of acquisition, or the estimated fair market value at the date received, in the case of gifts.

Equipment is depreciated on a straight-line basis over the following estimated useful lives:

- Computers – three years
- Vehicles, office machines, educational equipment – five years
- Furniture – seven years

Therefore, current book value reflects the net depreciated value (acquisition cost or fair market value less depreciation.

Obsolete

4 assets with an original cost of $6,790.33 with a current book value of $0.00

Surplus

119 assets with an original cost of $270,460.40 with a current book value of $3,675.12

Economically Unrepairable

22 assets with an original cost of $65,933.73 with a current book value of $1,580.00

RECOMMENDED ACTION:

The President recommends that the Board of Trustees approve the disposition and deletion of equipment from the property records as requested and authorize the College to exchange, dispose of, or trade in the items as surplus property according to Board Policy 6Hx28:06-26.

Sanford C. Shugart
President

Property Deletion Detail

Tuesday, September 20, 2011

VCC Number	Date of Purchase	FY	Description, Make, Model	Original Cost	Book Value
Obsolete					
00108475	10/29/1993	93-94	Electromagnet Demo Set, , 2462	$1,142.99	$0.00
00116403	8/10/2000	00-01	72" Smartboard, Smart, SB580	$1,749.00	$0.00
00117730	2/20/2001	00-01	Laser Jet Printer, Hewlett Packard, 4050TN	$1,316.34	$0.00
G00002602	9/7/2001	01-02	Laptop, Dell, C800	$2,582.00	$0.00
4 detail records				$6,790.33	$0.00
Surplus					
00106503	8/28/1992	92-93	Olympic Plates, ,	$1,014.79	$0.00
00111164	6/30/1996	95-96	Microfiche Reader/Printer, Minolta, RP603Z	$9,033.38	$0.00
00112298	1/21/1997	96-97	27" Color TV, Mitsubishi,	$1,047.50	$0.00
00113712	2/25/1998	97-98	Projector, Epson, ELP5000	$5,265.27	$0.00
00113835	3/17/1998	97-98	27" Color TV, Mitsubishi,	$1,047.50	$0.00
00113843	3/17/1998	97-98	27" Color TV, Mitsubishi,	$1,047.50	$0.00
00117628	9/29/2000	00-01	70 Pound Scale, Paragon, FP-70	$1,750.00	$0.00
00200772	2/14/2002	01-02	Laptop, Dell, C610	$2,119.00	$0.00
00201599	8/27/2002	02-03	PC, Dell, P4	$2,611.07	$0.00
00202309	11/7/2002	02-03	Server, Apple, CTO	$2,949.00	$0.00
00202462	12/12/2002	02-03	Wireless Microphone, Shure, UC4-UA	$1,237.00	$0.00
00203207	4/3/2003	02-03	Program Control, Digidesign, MC100	$8,400.00	$0.00
00203222	5/8/2003	02-03	Mailing Machine, Pitney Bowes, DM1000	$21,964.00	$0.00
00203389	6/25/2003	02-03	Edit Pack, Digidesign, MC102	$5,625.00	$0.00
00203539	7/22/2003	03-04	Power Stacker, Pitney Bowes, U700	$1,385.00	$0.00
00204183	1/15/2004	03-04	Mic System, Shure, UC124/WL184	$1,161.00	$0.00
00204541	3/23/2004	03-04	Mic System, Shure, UC124/WL184	$1,161.00	$0.00
00204737	4/22/2004	03-04	Mic System, Shure, UC124/WL184	$1,442.25	$0.00
00204738	4/22/2004	03-04	Mic System, Shure, UC124/WL184	$1,442.25	$0.00
00204739	4/22/2004	03-04	Mic System, Shure, UC124/WL184	$1,442.25	$0.00
00204740	4/22/2004	03-04	Mic System, Shure, UC124/WL184	$1,442.25	$0.00
00204865	6/1/2004	03-04	Mic System, Shure, UC124/WL184	$1,161.00	$0.00
00205195	8/12/2004	04-05	PC, Dell, GX270	$1,398.52	$0.00
00205274	9/9/2004	04-05	Wireless Mic, Shure, UC124	$1,161.00	$0.00
00205339	10/7/2004	04-05	Wireless Mic, Shure, UC124/WL184	$1,161.00	$0.00
00205396	11/9/2004	04-05	Wireless Mic System, Shure, UC124/WL184	$1,176.00	$0.00
00205404	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205405	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205406	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205407	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205408	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205410	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205411	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205412	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205413	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00

VCC Number	Date of Purchase	FY	Description, Make, Model	Original Cost	Book Value
00205414	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205415	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205417	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205418	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205419	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205421	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205422	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205423	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205424	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205425	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205426	11/18/2004	04-05	Projector, Panasonic, PT-L735U	$2,475.00	$0.00
00205716	1/13/2005	04-05	Projector, Panasonic, PT-L736U	$2,495.00	$0.00
00206344	2/1/2005	04-05	Wireless Mic System, Shure, UC124	$1,170.00	$0.00
00206345	2/1/2005	04-05	Wireless Mic System, Shure, UC124	$1,170.00	$0.00
00206505	3/1/2005	04-05	PC, Dell, GX260T	$1,385.00	$0.00
00206972	6/9/2005	04-05	Wireless Mic System, Shure, UC124	$1,161.00	$0.00
00206973	6/9/2005	04-05	Wireless Mic System, Shure, UC124	$1,161.00	$0.00
00206982	6/9/2005	04-05	Wireless Mic, Shure, UC124	$1,228.86	$0.00
00206983	6/9/2005	04-05	Wireless Mic, Shure, UC124	$1,228.86	$0.00
00207502	10/6/2005	05-06	Server, Apple, XSERVE G5	$4,817.63	$0.00
00207792	11/17/2005	05-06	PC, Dell, GX520	$1,132.08	$0.00
00207921	12/20/2005	05-06	PC, Dell, GX520	$1,240.31	$0.00
00208165	2/14/2006	05-06	PC, Dell, GX520	$1,136.44	$0.00
00208166	2/14/2006	05-06	PC, Dell, GX520	$1,136.44	$0.00
00208216	2/14/2006	05-06	PC, Dell, GX520	$1,136.44	$0.00
00208218	2/14/2006	05-06	PC, Dell, GX520	$1,136.44	$0.00
00208398	3/21/2006	05-06	PC, Dell, GX520	$1,105.63	$0.00
00208417	3/21/2006	05-06	PC, Dell, GX520	$1,097.73	$0.00
00208473	3/7/2006	05-06	Mic System, Shure, UC124/WL184	$1,161.00	$0.00
00208484	3/21/2006	05-06	PC, Apple, G5	$2,839.00	$0.00
00208962	5/30/2006	05-06	Laptop, Dell, D620	$1,633.06	$0.00
00209053	5/24/2006	05-06	Bar Code Printer, Zebra, S4M	$1,209.06	$0.00
00209077	6/15/2006	05-06	PC, Dell, GX520	$1,105.63	$0.00
00209086	6/15/2006	05-06	PC, Dell, GX520	$1,105.63	$0.00
00209624	10/5/2006	06-07	PC, Dell, GX520	$1,074.03	$0.00
00209674	11/7/2006	06-07	PC, Apple, IMAC	$1,328.33	$0.00
00209687	11/7/2006	06-07	PC, Apple, IMAC	$1,328.33	$0.00
00209688	11/7/2006	06-07	PC, Apple, IMAC	$1,328.33	$0.00
00209923	12/5/2006	06-07	PC, Dell, GX520	$1,070.85	$0.00
00209927	12/5/2006	06-07	PC, Dell, GX520	$1,070.85	$0.00
00210336	2/27/2007	06-07	PC, Dell, 745	$1,194.15	$0.00
00210421	3/27/2007	06-07	Laptop, Dell, D620	$1,626.30	$0.00
00210432	3/27/2007	06-07	PC, Dell, 745	$1,548.80	$0.00
00210484	3/27/2007	06-07	PC, Dell, 745	$1,367.89	$0.00
00210485	3/27/2007	06-07	PC, Dell, 745	$1,367.89	$0.00
00210497	3/27/2007	06-07	PC, Dell, 745	$1,367.89	$0.00
00210504	3/27/2007	06-07	PC, Dell, 745	$1,367.89	$0.00
00210663	5/1/2007	06-07	PC, Dell, 745	$1,238.15	$0.00
00210783	5/8/2007	06-07	Laptop, Dell, D620	$1,979.43	$0.00

VCC Number	Date of Purchase	FY	Description, Make, Model	Original Cost	Book Value
00210957	5/29/2007	06-07	PC, Dell, 745	$1,167.75	$0.00
00211147	6/30/2007	06-07	PC, Dell, 745	$1,012.10	$0.00
00211236	8/22/2007	07-08	Laptop, Dell, Latitude D630	$1,442.16	$0.00
00211237	8/22/2007	07-08	Laptop, Dell, Latitude D630	$1,442.16	$0.00
00211489	10/9/2007	07-08	PC, Dell, 745	$1,216.90	$0.00
00211653	11/28/2007	07-08	Laptop, Dell, D630	$1,682.66	$0.00
00211830	12/13/2007	07-08	Laptop, Dell, D630	$1,621.05	$0.00
00211872	12/20/2007	07-08	Laptop, Dell, D630	$1,574.44	$0.00
00211886	1/15/2008	07-08	Control Desk, Argosy, 70-G24-R	$1,544.00	$0.00
00212200	3/27/2008	07-08	Laptop, Dell, D630	$1,299.55	$0.00
00212202	3/27/2008	07-08	Laptop, Dell, D630	$1,299.55	$0.00
00212336	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212337	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212342	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212346	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212347	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212352	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212353	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212355	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212356	4/8/2008	07-08	PC, Apple, Mac Pro	$3,621.78	$0.00
00212359	4/8/2008	07-08	PC, Apple, Mac Pro	$3,110.24	$0.00
00212810	6/17/2008	07-08	PC, Dell, 755	$1,673.22	$0.00
00213015	8/28/2008	08-09	Laptop, Dell, D630	$1,477.85	$0.00
00214059	6/9/2009	08-09	Copier, Panasonic, DP-8060	$9,187.79	$3,675.12
G00002781	12/4/2001	01-02	PC, Dell, GX240	$1,300.00	$0.00
G00002996	6/4/2002	01-02	Transmitter and Receiver, Shure, UC124C/58	$1,021.00	$0.00
G00003102	1/28/2003	02-03	Laptop, Dell, C640	$2,110.60	$0.00
G00003377	10/5/2004	04-05	Test Scoring Scanner, Scantron Services Group, ES2260	$6,136.00	$0.00
G00003729	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
G00003730	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
G00003731	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
G00003732	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
G00003733	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
G00003734	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
G00003735	8/22/2006	06-07	PC, Apple, Imac	$1,735.64	$0.00
119 detail records				$270,460.40	$3,675.12

Economically Unrepairable

00108314	9/17/1993	93-94	Dual Function Sound System, Anchor Liberty, MPB-450	$2,072.88	$0.00
00114433	1/12/1999	98-99	Laserjet Printer, Hewlett Packard, 8000N	$2,412.00	$0.00
00114533	2/19/1999	98-99	Recorder/Player, JVC, SR-S365U	$1,120.00	$0.00
00117852	11/30/2000	00-01	24 Channel Ghost Mixer, Ghost, RW5329	$5,700.00	$0.00
00118994	9/25/2001	01-02	Projector, Proxima, DP6850	$4,230.42	$0.00
00118997	9/25/2001	01-02	Projector, Proxima, DP6850	$4,230.43	$0.00
00119543	11/1/2001	01-02	Projector, Proxima, 2400	$4,024.74	$0.00
00201034	4/18/2002	01-02	PC, Dell, GX240	$1,540.00	$0.00
00201202	5/28/2002	01-02	Projector, Proxima, 6860	$5,268.44	$0.00
00202619	1/7/2003	02-03	PC, Dell, GX260T	$1,495.80	$0.00

VCC Number	Date of Purchase	FY	Description, Make, Model	Original Cost	Book Value
00203379	6/5/2003	02-03	Projector, Sharp, PG-C45X	$2,515.64	$0.00
00203890	10/16/2003	03-04	Projector, Sharp, PG-C45X	$2,495.00	$0.00
00204511	2/5/2004	03-04	Laptop, Apple, PBG4	$1,979.00	$0.00
00204732	4/22/2004	03-04	Projector, Sharp, PGC45X	$2,756.25	$0.00
00205263	9/9/2004	04-05	Projector, Sharp, PGC45X	$2,475.00	$0.00
00206334	2/1/2005	04-05	Projector, Sharp, XG-P25X	$4,926.00	$0.00
00206336	2/1/2005	04-05	Zoom Lens, Sharp, AN-C41MZ	$1,552.00	$0.00
00207218	6/30/2005	04-05	Projector, Panasonic, PTL735U	$3,575.00	$0.00
00207219	6/30/2005	04-05	Projector, Panasonic, PT-LB2OU	$1,388.50	$0.00
00208870	4/25/2006	05-06	Printer, Dell, 5300N	$1,171.00	$0.00
00211728	12/13/2007	07-08	Vac, Gravely, 1060	$7,900.00	$1,580.00
G00003634	4/25/2006	05-06	PC, Dell, GX520	$1,105.63	$0.00
22 detail records				$65,933.73	$1,580.00
Grand Total	145 detail records			$343,184.46	$5,255.12