

Valencia Community College
College Planning Council

Strategic Learning Plan Refresh Report
December 2004

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Approved by College Planning Council December 2004

The planning and implementation for transformational change and movement toward becoming a learning-centered community college has been guided by the college's 2001-2004 Strategic Learning Plan (SLP). This plan was the outgrowth of the "Learning-Centered Initiative," a seven-year deliberate process to institutionalize effective innovations and to focus on improving measurable learning outcomes. The SLP supports the college in achieving its stated mission:

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

- Achieving, measuring, and applying the results of learning
- Emphasizing critical and creative thinking, effective communication, collaboration, and workplace skills
- Maintaining an open-minded, nurturing, and collaborative environment
- Reaching out to potential students and providing affordable, accessible learning opportunities
- Fostering enthusiasm for lifelong learning
- Motivating learners to define and achieve their goals
- Respecting uniqueness and appreciating diversity
- Encouraging faculty and staff to continue professional growth
- Partnering with business, industries, public agencies, civic groups, and educational institutions that support learning and promote the economic development of Central Florida

The centerpiece of the SLP is seven Strategic Learning Goals that are aligned to meet the mission of the college. Fifty-nine individual action items were designed to facilitate goal achievement. Over the past four years, the four college governing councils have provided ongoing comprehensive oversight for the collaborative design and implementation of recommendations related to each action agenda item. Beginning in the Fall of 2003, the governing councils reviewed the status of the 59 action items and concluded that all but 24 of the items have completed initial development and implementation and have been incorporated into the general operation of meeting the mission of the college.

In early Spring, 2004 the governing councils agreed that the Council Officers should act as a work team to address the action items in the SLP that are still in the early developmental stages or that have not been completed to the point that they have become part of the college's routine operations. The Officers reviewed the action items and recommended a plan to move the college toward completion of all action items. Also, the Council Officers reviewed the direction given by the Southern Association of Colleges and Schools (SACS) visiting committee (that we focus our work), the 2003 reports on the status of the action items, and the priority areas of focus that were suggested by a collegewide team that met with Dr. Shugart in June 2003.

The Council Officers agreed to use the approach of generating a precedence diagram—a diagram that lists each of the action items as either preceding another action item or as following completion of another action item on which it is dependent. While many action items can be on-going simultaneously, an action item is listed as a precedent for another if the second item cannot be completed until the preceding item is

substantially completed. This approach enables the identification of roadblocks or bottlenecks, and can suggest a focus for completing those action items that serve as precedents for others.

In order to take advantage of the collective knowledge of the membership of the councils, the precedence diagram was submitted to every council for review and comment. Following the council reviews, the College Planning Council facilitated numerous “Brown Bag” conversations inviting collegewide input for the refresh of the SLP. This collaborative process resulted in the following refresh of the SLP, which were submitted to and approved by the College Planning Council on Thursday, October 28, 2004:

- **Recommendation 1:** That the College Planning Council accept the Precedence Diagram, with the modification of moving Action Item 2.8: Improve Student Mastery and Success in Prep Courses to urgent status. Also, recommend the Precedent Diagram should be used as a guide for Refreshing the SLP and as a guide for focusing the work of the College over the next two-three years.
- **Recommendation 2:** Clarification of the definition and role of the Primus for each action item is recommended prior to making any changes in the designated Primus of an action item.
- **Recommendation 3:** Capitalize on work already accomplished, design strategies to improve communication about accomplishments of the SLP and strategies to celebrate the successes of the SLP to date.

The action items considered to be urgent to initiate and bring to full operation at the college are Action Items:

- 1.2 Develop and publish an annual enrollment plan to meet the learning needs of our community within the resources available to the College;**
- 2.8 Improve student mastery and success in preparatory courses, as measured by course completion, exit assessment scores, and performance in subsequent college-level courses;**
- 3.6 Establish a Professional Development Task Force to review and recommend improvements to the College’s various programs and resources for professional growth and development;**
- 4.2 Develop a plan to identify and align learning outcomes and assessment procedures, beginning with the College’s foundation courses.**

The urgent action items, as well as the others yet to be completed, are listed on the Precedence Diagram. Each Action Item is assigned to a governing council for the purpose of council oversight. Additionally, each Action Item has an assigned primus (**role will further be defined and clarified as required by Recommendation 2**) who will serve as the resource and as the individual(s) responsible for assuring that work is completed. An established work team will design a work plan that will guide the work toward implementation of each Action Item. The College Planning Council will request quarterly updates on the status of each Action Item Work Plan.

(Precedence Diagram – Attachment PowerPoint Slide)

STRATEGIC LEARNING PLAN GOALS

Refresh of SLP with 24 Action Items yet to be completed, December 2004

Goal 1: Learning First

Shape Valencia's culture by making learning the chief value and design principle in every College policy, procedure, plan, and initiative.

1.1 Design and publish annually a collegewide learning indicators report.

Status: The first Learning Indicators Report was published in June, 2004. This is an annual report that will continue to evolve as various significant learning indicator data sets are identified.

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

Status: Initial work for the development of an annual enrollment plan is in progress

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

Status: A precision scheduling model has been used with some success to date. It is anticipated this model will be refined as further work in the design of an annual enrollment plan is accomplished.

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

Status: The Campus Deans have developed a process of adding and deleting sections and are working to refine the process. This will be an ongoing process and will be enhanced by the development of an annual enrollment plan.

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

Status: Strategic Plan: Following the identification of the Strategic Action Items yet to be completed by the governing councils, the design of a Precedence Diagram as a tool to focus the work, and a series of collegewide 'Brown Bag Lunch Conversations', the SLP Refresh Plan was approved by the CPC in October, 2004. Four action items were identified as urgent to complete and will be areas for focused collegewide work in the next year.

Department and Campus Planning Models: The process for determining the Learning Outcomes for Department Unit Plans has been developed, through a collaborative process, by deans and faculty. The department learning outcomes will be evaluated and reestablished on an annual basis.

1.9 Conduct a systematic review of college's policies and procedures.

Status: The review of college policies and procedures continues with current review in the areas of Human Resources, Student Services, and Administrative clusters. The review will be an ongoing process.

Goal 2: Start Right

Ensure that students experience extraordinary learning success in their earliest encounters with the College and establish a solid foundation for success in future learning.

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

Status: A High School Feedback Report is published and sent to Orange County Public Schools and Osceola District Schools annually.

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

Status: Numerous research projects have been conducted over the last several years. The results of these projects are providing qualitative and quantitative data about students' learning. Based on analysis of the data, strategies that have potential for collegewide implementation will be identified. The opportunity given to Valencia to participate in the Lumina Foundation Achieving the Dream Initiative will be providing additional resources to facilitate the accomplishment of this action item. The Valencia Achieving the Dream Core Team will be facilitating a collegewide meeting in February 2005 for further collegewide collaboration.

Goal 3: Learning Leaders

Hire, develop, support, and empower learning leaders throughout the organization.

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

Status: The Learning Leaders Team (Campus Provosts, the CLO, and the Collegewide Faculty Association President) are working with Human Resources to establish a 3-year hiring plan. Each year the Learning Leadership Team recommends a 3-year plan submitted by the campus Provosts. The Learning Leadership Team prioritizes each year according to collegewide needs.

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

Status: The research phase for the development of a new Student Evaluation of Instruction is nearing completion, with the presentation of the data by the consult occurring in December 2004. It is anticipated that the Evaluation Task Force may have a draft student evaluation of instructor form for circulation and testing in the Spring Term.

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

Status: A new Compensation Plan for faculty was approved by the District Board of Trustees with full implementation planned over a 3-4 year period. Additional work is ongoing by faculty work teams to design the Professional Development and the Instructional Effectiveness portion of the plan. The anticipated completion for approval of the full faculty compensation plan is Spring, 2005.

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

Status: Initial discussions related to this action item have been taking place among representatives of the Office of Academic Affairs, Human Resources and Diversity, College and Community Relations, and Faculty Association Board. Three task forces have been established to date; one to develop a new faculty orientation program, another to provide training for supervisory skills for new managers, and the third to design a Valencia leadership development program.

3.8 Redefine the leadership roles of deans as learning leaders.

Status: The College Learning Council has agreed this Action Item complete (November 2004) and implementation incorporated into operation of college

Goal 4: Learning By Design

Create a culture in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning and in which the College's learning leaders can effectively create the best conditions for learning.

4.1 Implement a multi-year strategy to incorporate the core competencies throughout College curriculum, teaching, and assessment practices.

Status: See below in action item 4.2.

4.2 (Urgent Action Item) Develop a plan to identify and align learning outcomes and assessment procedures, beginning with the College's foundation courses.

Status: Action Items 4.1 and 4.2 are intimately related and continue to be dealt with as a single item. We are now following up on suggestions from our SACS consultant regarding alignment of course outcomes with the core student competencies. The newly organized Learning Evidence Team (LET), comprised of faculty and student affairs staff, is designing the college's outcome focused Assessment Plan. Additionally, the work of The Destination 2004 summer program for faculty supported this effort (full-time faculty were recruited to work on course outcomes and assessment plans). The Destination '04 Assessment Seminar was held on Saturday, December 4, 2004; faculty participants brought samples of student work and evaluated it in light of the learning outcomes identified in the Summer Program. Results of faculty projects will be collected at the end of Term I, Fall 2004 and reported back to deans for analysis and discussion. Destination 2005 is currently being planned to continue the learning outcomes/assessment emphasis. A web-based Course Outline Builder has been designed and is currently being pilot tested. It is also expected that the Lumina Foundation Achieving the Dream Initiative will serve support for the work of meaningful assessment of learning.

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

Status: The Teaching/Learning Support (TLS) office continues to coordinated several efforts to support faculty in the implementation of classroom assessment models. Our programs that integrate classroom assessment training include the Destination 2004 summer program (92 faculty participants); Faculty to Faculty "onground" adjunct outreach program (190 faculty participants); Scenarios Online adjunct outreach program (150 faculty participants); (the Teaching Learning Academy report has been sent separately, but it too involves training faculty in classroom assessment). Each program incorporates classroom assessment to varying degrees. A special

attempt is being made to reach the part-time teachers of prep mathematics in Spring 2005. A new proposal for supporting the ongoing development of part-time teachers is currently being circulated through the college governance councils; it will continue to emphasize the importance of classroom assessment.

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

Status: The Learning Evidence Team has endorsed the use of the new Course Outline Builder tool to move this action item forward. A process for course review that integrates use of the Outline Builder is currently being circulated through the college governance councils; it has been endorsed by the Faculty Association, the Curriculum Committee, and the Learning Evidence Team. All stakeholders will review and comment on this process prior to its presentation to the College Learning Council. When this process is approved, we will be able to establish a means to systematically review courses. Furthermore, a new process for review of the AA Degree Program is currently under discussion.

4.6 Develop a model of measurement of cumulative student learning.

Status: This topic has been taken up by the Learning Evidence Team. A comprehensive Assessment Plan for the college has been drafted and will be presented to the College Learning Council in the coming months. This Assessment Plan offers a pragmatic means to build toward a model of cumulative student learning. The Learning Evidence Team is best situated to develop the qualitative processes needed to meet this challenging action item. Meanwhile, the Learning Indicators Team has produced a report that offers guideposts to institutional effectiveness.

Goal 5: Learning Support Systems

Create systems of learning support to enable students to achieve extraordinary learning results in classrooms, laboratories and beyond.

5.2 Continue to implement the Educational Technology Plan.

Status: A new planning process to develop a refreshed strategic technology plan for Valencia was completed in 2003-04. The "Learning Support Systems Strategic Plan" was drafted based on the input of four campus-based planning committees and an overall college-wide planning committee. The plan is a subset of the college's Strategic Learning Plan, Goal 5 and has been reviewed by the deans and CLO. Several other large-scale technology projects from the original Educational Technology Plan were either completed or continued to be developed, including development of a comprehensive disaster recovery plan, network and telephone system enhancements, development and enhancement of Valencia's SCT Banner and Oracle administrative systems, Atlas web portal development, enhancements/additions to Valencia's LifeMap application suite, FACTS application development, deployment of network video technologies, and an extensive smart classroom deployment. Valencia's website infrastructure was further enhanced under the direction of the Web Strategy Group and Web Tactical Group, and expansion of WebCT for online and web-enhanced course delivery has occurred.

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

Status: The initial collection enrichment plan has been completed. The Advisory Committee is meeting regularly and the LRC review process is under way.

Goal 6: Diversity Works

Engage the power of diversity to enhance learning and the College's impact on the community.

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

Status: The Office of Human Resources and Diversity is implementing, in collaboration with other appropriate College offices, the procedures related to the Nondiscrimination and Equal Opportunity Policy Cluster, as adopted by the District Board of Trustees in December, 2002. The work related to the review and the implementation of the college policies and procedures is ongoing.

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

Status: Valencia Community College has joined with the National Multicultural Institute (NMCI) to develop and implement a diversity training program for all College employees. The theme for our program is "Circles of Belonging: Inquiry, Influence, and Inclusion!" This year-long initiative will augment activities under SLP Goal 6 – "Diversity Works!" and will commence in January 2005. The half-day workshops are available for all College employees and will be scheduled through Leadership Valencia. Thirty employees from a cross-section of the College will facilitate the more than 60 workshops during the year. These employees will soon complete an intensive thirty-two hours train the trainer program wherein the new diversity initiative curriculum and materials will be developed. As a result, we hope to create a reality where:

- All students are equipped by their experience at Valencia to prosper in an increasingly diverse community.
- The College provides a welcoming and *inclusive* learning environment.
- The College is deeply connected in productive partnerships with the communities we seek to serve and build.
- Diverse voices and perspectives are genuinely valued in College planning, policies, curriculum, and campus life.
- The College fosters community vitality and unity, respect for diverse cultures, and the opportunity for all to participate in the prosperity we seek.

A special program is being planned to kick off the diversity initiative's year-long activities to be held in January 2005.

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

Status: The college is engaged in the Achieving the Dream Initiative with funding from the Lumina Foundation. A significant focus toward closing the gap will be ongoing over the next four years. Work teams will examine existing data and identify strategies to further this work.

Goal 7: Learning Works

Position Valencia as a powerful and effective community partner for creating a learning workforce in a knowledge economy.

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

Status: A task force has recently been commissioned by the College Learning Council to Design an A.A. degree program review process, including a method for implementation and to review and re-design the A.A.S/A.S. degree program review process so that they include more direct measures/evidence of student learning. (Student portfolios, for example, would be considered more direct than completion or enrollment evidence.) It is expected that the processes for program reviews will reveal and reflect direct evidence of student learning, will provide feedback for improvement, and will include systematic assessment of the programs with focus on student learning of program outcomes.

This is a major project, especially with regard to the A.A. degree. The College Learning Council anticipates the Instructional Affairs Committee could begin this work in January 2005 with a target completion date of January 2006.