

# Valencia Community College

## Statements of Institutional Purpose

(Approved January 16, 2001 by District Board of Trustees)

### VISION

**Valencia Community College is an extraordinary learning community**

### VALUES

#### **We value**

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

### MISSION

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

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

### STATUTORY PURPOSE

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

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

# **STRATEGIC LEARNING GOALS**

## **Goal 1: Learning First**

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

### **Outcomes**

- In every decision, two questions are consciously asked: “How does this enhance student learning?” and “How do we know?”
- Valencia becomes a dynamic learning community where engagement, development, and leadership are evident throughout the organization.
- Resources, plans, and energy are clearly focused on achieving improved student learning.
- College develops a “culture of evidence” in which both qualitative and quantitative information routinely reflects results and guides improvement.

<b>Strategies</b>	
1-A	Consistently evaluate and communicate learning results.
1-B	Create a new planning and budgeting system to emphasize meeting learning goals through collaboration.
1-C	Shift the College’s emphasis from “growth” to “quality with planned growth.”
1-D	Create new College and campus master plans to support our learning mission.
1-E	Renew the College’s governance structure, procedures, policies, and practices to achieve our learning goals through collaboration.

### **Action Agenda**

- 1.1 Design and publish annually a collegewide learning indicators report.
- 1.2 Develop and publish an annual enrollment plan to meet the learning needs of our community within the resources available to the College.
- 1.3 Adopt a precision scheduling model based on the annual enrollment plan.
- 1.4 Adopt a more flexible course section management strategy with responsibility for discipline averages at the department level.
- 1.5 Conduct and follow up on regular campus reviews to evaluate and improve the physical learning environment.
- 1.6 Publish the new strategic plan and implement department and campus planning models to align with the new goals.
- 1.7 Adopt a new college district facilities strategy.
- 1.8 Implement a governance structure promoting collaborative decision making and a sharper focus on learning through a new council structure.
- 1.9 Conduct a systematic review of the college’s policies and procedures to promote learning.
- 1.10 Create and oversee an ongoing process to evaluate progress toward infusion of learning as the chief value and design principle at the College.

## Goal 2: Start Right

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

### Outcomes

- Students successfully complete courses and programs “at the front door” at dramatically improved rates.
- All cohorts of students achieve comparably high success rates throughout the College.
- Students become responsible partners in their learning as early as possible.

Strategies	
2-A	Ensure that new students develop a meaningful plan for their educations as early as possible in their careers at Valencia.
2-B	Provide learning experiences using a variety of methods, approaches, scheduling options, and technologies that enable students with different learning styles to be successful.
2-C	Partner with the public schools’ and the local university’s governing boards, executive leadership, and school leadership to achieve increased graduation rates, improved readiness for college, and a seamless K-20 education system for our community.
2-D	Partner with the public schools to increase the quality of dual enrollment opportunities, embedding high academic standards and providing learning conditions that support college-level achievement.
2-E	Firmly establish assessment, placement, prerequisite, and progression policies to ensure students’ readiness to learn.
2-F	Align the College’s marketing and recruitment messages with its learning mission.

### Action Agenda

- 2.1 Continue to increase the percentage of college prep and foundation course sections taught by full-time career faculty.
- 2.2 Review the College’s dual enrollment program with our major internal and external partners to achieve learning centered goals.
- 2.3 Measure and report regularly on the level of preparedness of FTIC students by school and district.
- 2.4 Reassign the Student Success course to the office of Academic Affairs and engage a broad task force of staff and faculty in a review of the course – its rigor, staffing, content, impact on student learning, connection to academic advising and LifeMap, and level of student participation.
- 2.5 Implement the new English for Academic Purposes (formerly ESL) curriculum and measure the impact on student learning.
- 2.6 Implement an ongoing, learning-centered review process for the College’s marketing and recruitment programs and materials.
- 2.7 Design and implement a learning-centered educational services delivery system to assure that students are assessed and placed in appropriate classes, and develop a meaningful plan for their education as early as possible in their careers at Valencia.
- 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.

## Goal 3: Learning Leaders

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

### Outcomes

- Valencia provides the finest faculty and staff to support student learning.
- Leadership in the College is authentically shared at every level with faculty and staff committed to learning success.
- The work and learning environment is nourishing, dynamic, challenging, and fulfilling, unleashing the power of committed faculty and staff to achieve unprecedented learning results with students.
- Staff and faculty are renewed and rewarded throughout their careers.

Strategies	
3-A	Create a new recruitment, hiring, induction, and support model for all faculty and staff that reflects learning-centered principles and the value of diversity to learning.
3-B	Increase faculty engagement of students by improving the ratio of full-time career faculty to adjunct and four-month faculty, especially in foundation courses.
3-C	Review and revise performance feedback processes (e.g. student evaluation of instruction; faculty, staff, and administrator evaluation) to reflect learning-centered principles and results.
3-D	Review and redesign College and campus programs for continuing professional development, revitalization, and recognition of all faculty and staff (including SPD, grant programs, reassigned time, sabbaticals, etc.) to reflect learning-centered principles.
3-E	Review and revise the College's compensation systems to reflect learning-centered principles.
3-F	Revise the College's organizational structure including senior management, departments, and learning support, to reflect learning-centered principles; foster leadership at all levels of the organization.
3-G	Support faculty innovation in curriculum, teaching, instructional support, and assessment, especially in foundation courses.

### Action Agenda

- 3.1 Create a leadership team to focus on excellence in adjunct faculty support, establish an ongoing adjunct recruitment system, implement a faculty-to-faculty adjunct mentoring program, and identify other alternatives for better supporting the work of adjunct faculty.
- 3.2 Implement an early recruitment program and an accelerated hiring schedule to complete faculty hiring by May 1 each year.
- 3.3 Develop a three-year staffing plan for faculty and staff.
- 3.4 Establish an Evaluation Task Force to revise systems of evaluating instruction and performance feedback.
- 3.5 Establish a Compensation Task Force to recommend learning centered improvements to the faculty compensation system.
- 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.
- 3.7 Implement recommended changes to Faculty Academy.
- 3.8 Redefine the leadership roles of deans as learning leaders.
- 3.9 Implement an internal grants program for faculty-led innovations in learning, curriculum, assessment, and learning support.

## Goal 4: Learning By Design

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

### Outcomes

- Students experience Valencia as a coordinated program of learning rather than a collection of courses.
- Students know and embrace valid learning outcomes for every course and learning experience at the College.
- Discipline specific and core competencies are identified for every course.
- Assessment strategies provide students with clear evidence of their mastery of learning outcomes and inform both faculty and College practices.

Strategies	
4-A	Integrate the core competencies -- Think, Value, Communicate, Act -- throughout the curriculum and in the daily work of faculty, staff, and students.
4-B	Define and align learning outcomes and assessment processes at the course level (Prep, 1000, and 2000).
4-C	Select and design assessment processes and instruments that evaluate curricular and co-curricular learning outcomes.
4-D	Fully integrate LifeMap into curricular and co-curricular learning experiences, and implement the Learning Support System to ensure that all students have educational and career tools to plan and manage for success.
4-E	Develop and implement a plan to capture, analyze, and report cumulative measures of students' learning.

### Action Agenda

- 4.1 Implement a multi-year strategy to incorporate the core competencies throughout College curriculum, teaching, and assessment practices.
- 4.2 Develop a plan to identify and align learning outcomes and assessment procedures, beginning with the College's foundation courses.
- 4.3 Continue to promote and support classroom assessment models through professional development and curriculum design.
- 4.4 Continue to implement LifeMap as a developmental advising model and a template for student academic and career planning.
- 4.5 Implement a multi-year strategy of course review, applying proven learning principles to course design and delivery.
- 4.6 Develop a model of measurement of cumulative student learning.
- 4.7 Evaluate and redesign current program review models around learning centered principles and practices.

## Goal 5: Learning Support Systems

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

### Outcomes

- Students employ a wealth of learning resources that are easily accessible and contribute to their success.
- Students become increasingly independent in their use of support systems to foster, document, and improve learning.
- College learning support systems work together for improved impact and effective stewardship.
- Faculty and other learning support leaders work in partnership to assure effective systems.

Strategies	
5-A	Implement the Instructional Technologies Plan as a Learning Support System to provide instructional, student, and administrative technology support.
5-B	Empower students to use the Learning Support System and LifeMap at Valencia and beyond.
5-C	Implement a robust, coordinated program of learning support for each campus to ensure student access to learning resources, including peer and faculty connections, learning labs, extended learning opportunities, child care, computing resources, distance learning, and libraries.
5-D	Evaluate and employ a learning management system for use with corporate and other clients.
5-E	Increase effective use of learning support tools and technologies.

### Action Agenda

- 5.1 Implement SCT Banner, WebCT, and CyberSuite as learning support systems.
- 5.2 Continue to implement the Educational Technology Plan.
- 5.3 Expand the number of technology enriched “smart classrooms” throughout the College.
- 5.4 Complete the three-year LRC enrichment plan and establish an ongoing model to ensure that learning resources are effective.
- 5.5 Develop comprehensive learning support plans for each campus to include tutoring, learning laboratories, other learning technologies, and libraries.
- 5.6 Convene a task force of students, staff, and faculty to evaluate child care issues and options for students.

## Goal 6: Diversity Works

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

### Outcomes

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

Strategies	
6-A	Assure a workplace and learning environment free of discrimination.
6-B	Close the gap in attainment of learning outcomes among students from diverse backgrounds.
6-C	Diversify the faculty, administration, and staff and strengthen the skills and experience base for leading learning in diverse environments.
6-D	Reach deeply into under served communities to support higher learning aspirations and preparation for college.
6-E	Expand the College's capacity to engage local, small, and minority owned businesses in vendor and partner relationships.
6-F	Partner effectively in support of others' efforts to celebrate, strengthen, and focus on diversity in Central Florida.

### Action Agenda

- 6.1 Conduct a review of College policies and procedures with recommendations toward assuring an environment free of discrimination.
- 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.
- 6.3 Measure and report on learning outcomes by diverse student populations and support strategies to close the gaps.
- 6.4 Provide clear goals for hiring a diverse workforce and report regularly on progress throughout the College.
- 6.5 Redesign the recruitment and hiring process to optimize opportunities to diversify and strengthen the faculty and staff.
- 6.6 Diversify and expand the pool of adjunct faculty.
- 6.7 Continue effective programs of outreach to public schools, with a focus on under represented populations.
- 6.8 Conduct a collegewide review for opportunities to engage more partners in business from local, minority, women, and small business communities.
- 6.9 Provide a robust program of diversity training to local employers.
- 6.10 Provide effective programs and support to include under represented populations in the College's programs.

## Goal 7: Learning Works

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

### Outcomes

- The economic and workforce development mission of the college is well understood and strongly supported, both internally and externally.
- The College focuses resources quickly and effectively to meet emerging workforce needs.
- The College’s collegiate and continuing education programs in workforce skills are national leaders and local treasures.
- External partners support Valencia with advocacy and resources to assure our continued national leadership.

Strategies	
7-A	Create a model that employs learning-centered principles and the Core Competencies in the design, delivery, and evaluation of all corporate, continuing, and technical education programs.
7-B	Position Valencia as the major provider of high skill/high wage education and training in selected programs and provide students in those programs with a Learning Guarantee.
7-C	Create strong, strategic partnerships to enhance Valencia’s role in economic development to achieve specific workforce education and training outcomes.
7-D	Fully integrate workforce development into the culture and curriculum of the college through expanded opportunities to connect faculty, staff and students to business/industry and the workplace.
7-E	Design and implement a plan that supports and communicates Valencia’s role in community building.

### Action Agenda

- 7.1 Continue to expand the IT Initiative and report annual progress and yield in the programs; implement new degree programs to meet industry needs.
- 7.2 Develop and implement a meaningful “Guarantee” for IT program completers.
- 7.3 Develop an expanded Health Initiative to provide significantly larger numbers of well-trained health professionals to the community.
- 7.4 Strengthen Diagnostic Medical Sonography and Radiologic Technology Programs with renewed facilities, equipment, and additional faculty.
- 7.5 Re-brand Corporate and Continuing Professional Education as the Valencia Institute and “grow the business.”
- 7.6 Expand the presence of the Valencia Institute throughout the college district, including all campus locations.
- 7.7 Implement the Global Languages and Cultures Institute.
- 7.8 Expand Valencia’s economic development impact by creating and deploying a Strategic Training Fund for immediate response to client needs for relocation or expansion related training.
- 7.9 Revise the program review processes for workforce programs to include learning- centered principles.