

Perkins V CLNA

FINAL REPORT

Valencia College
Orlando, FL

Version 1.0
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Executive Summary

The Strengthening Career and Technical Education for the 21st Century Act, informally known as Perkins V, was authorized in 2018 by Congress and provides over \$1 billion of federal funds to states to help develop and update career and technical education (CTE) programs in K12 and postsecondary education. This executive summary provides details from the Interim and Final Reports of Valencia College's Comprehensive Local Needs Assessment (CLNA). We strongly encourage reading the full reports.

Size: Intentionally Designed Programs. All 36 of Valencia's AS programs are 60-credit hours or more and allow students to become CTE concentrators as well as the six (6) certificate programs. Twenty-four (24) of Valencia's Associate of Science (AS) programs and all six (6) certificate programs allow students to become CTE concentrators through college credit or career certificates, and all programs provide students an opportunity to earn a recognized postsecondary credential.

Scope: Experiential Learning. All 42 Valencia College CTE programs offer work-based learning opportunities and 21 of Valencia's 36 AS programs provide a capstone experience for students. The college also provides internships to students.

Scope: Business and Industry Engagement and Workforce Alignment. Valencia College engages with business and industry to provide better alignment via the following:

- **Advisory Councils.** 37 of Valencia College's 42 CTE programs conducted Advisory Council meetings to help validate skills, provide artifacts in capstone classes, provide industry situations/problems for courses/programs, offer input on the preparedness of VC graduates/students, and identify necessary critical thinking and soft skills.
- **Work-Based Learning Opportunities.** Internship to metro businesses for students help align expectations and skills between students and future employers.
- **Site Visits/Field Trips.** Business and industry partners provide opportunities for students and faculty to visit and engage at the business' workplace.

Quality: Engaging Instruction. Responses from students strongly supported the quality of instruction at Valencia College. In our CLNA survey, 88 percent of students found program content relevant, 87 percent cited knowledgeable instruction, and 84 percent noted the classrooms and labs. There is a consistent challenge to keep equipment and materials up to industry standards and the college looks to business and industry to help as much as possible.

Quality: Access and Equity. Valencia College has worked diligently to reduce the barriers to access and success throughout the college and particularly in CTE programs. The interim report provides a list of barriers and recommendations for CTE programs, which is also provided herein. Major barriers to students include health and childcare, finance, transportation, and academic preparedness, among others. A major strategy to help students succeed is the use of Valencia's Career Program Advisors (CPAs), who provide direct assistance and advising to students in order to keep them on track towards graduation. Our analysis finds that students who meet with their CPA have higher GPAs than students who do not. In addition, Valencia College provides professional development to help instructional faculty better understand learning theory and assessment techniques that serve a broader population.

Labor Market Alignment. To help align CTE programs with industry needs, Valencia College conducts an annual review process to certify programs alignment. Business and industry representative provide input via the Advisory Councils, which meet twice per year. In addition, stakeholders from business and industry often mention the need for soft skill development for students, including ramifications from missing deadlines, tardiness, and lack of respect, in addition time management and communication skills. They also stated that shortages exist in engineering, cyber security, STEM/STEAM, IT, healthcare, construction, hospitality, culinary, law enforcement, and EMS/paramedics, among other areas. Showing the positive value of Valencia College, CTE graduates are placed quickly in the workforce.

Recruitment, retention, and training of teachers, faculty and all other professionals. The strength of Valencia College's CTE programs is largely based on a strong and dedicated instructional team. For their part, faculty keep current on certifications to ensure that they are up to date with industry standards and expectations. The college provides professional development opportunities for instructional faculty through industry associations and other activities and allows faculty members to visit other colleges, meet with advisory board members, attend conferences, and visit businesses and industries in the metro Orlando area. Faculty also regularly share information with their peers and learn from adjuncts who work in the field. Faculty members in 18 of 36 AS programs at Valencia College received mini-grants and three (3) received funding for focus on the workplace opportunities during the past three years.

Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students. Valencia College has effectively aligned CTE pathways, such that 10 CTE programs had substantial (9+ credits) alignment and articulation across secondary and postsecondary education and 6 were rated moderately aligned (4-6 credits). Twenty-seven programs were substantially aligned and articulated across non-credit and credit programs and 14 of 36 AS programs were substantially aligned and articulated across two- and four-year institutions. Strategies that have had success ameliorating barriers for students include collaborating with advisors from other campuses, the use of CPAs, attending job fairs, providing orientations, Using Career Pathways and Tech Express to market programs, and providing wrap-around services for students.

The **Interim Report** provides strengths, challenges, and recommendations for action. Here are some of the recommendations from the report.

Student Performance. Increase student awareness of CPAs, enhance partnerships with high schools and guidance counselors, and increase student awareness for academic supports and work-based learning opportunities.

Size, Scope, and Quality. Increasing the involvement of the Advisory Councils as well as increase funding resources for facilities and technology and job placement opportunities for graduates.

Labor Market Alignment. Expand business/industry partnerships, further align CTE curricula with labor market requirements, improve and increase professional development opportunities for faculty and staff, and support CTE pathways from middle school through and to Valencia College.

Faculty and Staff. Encourage faculty to take advantage of professional development opportunities, create standardized training processes and guidelines for CPAs, and encourage business/industry to provide opportunities for faculty to update their skills and certifications.

Equity and Access. Continue to identify barriers to CTE program access and produce qualified solutions, provide flexibility in clinicals and other work-based learning opportunities, provide more and better information to students about CTE programs and the importance of a higher education, focus marketing efforts on reducing stereotypes about certain professions and career tracks, and create and improve safety net/wrap-around services for students who need academic and social supports.

Introduction

The Strengthening Career and Technical Education for the 21st Century Act, informally known as Perkins V, was authorized in 2018 by Congress, providing over \$1 billion of federal funds to states to help develop and update career and technical education (CTE) programs in K12 and postsecondary education. The Florida Department of Education established four primary purposes¹ of CTE programs in the state:

- Meet Florida’s labor force needs by preparing and qualifying students for high-demand, high-skill, middle-to-high wage and/or relevant job opportunities, locally or statewide;
- Equip students with industry-relevant academic, technical and/or employability skills;
- Are developed as career pathways with stackable credentials, where appropriate, to create and enhance pathways for students; and
- Incorporate opportunities for students to accelerate credential attainment through acceleration mechanisms such as career dual enrollment, work experience and/or earned industry-recognized postsecondary credentials.

During 2019 and 2020, FLDOE, school districts, and institutions have been working to develop guidelines and plans for the 2020 Perkins V submission by the state to the US Department of Education. In 2019, Valencia College began collecting data and holding focus groups and summits with key stakeholders to gain critical information for the Comprehensive Local Needs Assessment (CLNA). The Educational Policy Institute (EPI) was contracted to provide support for this process.

The CLNA process is designed to elicit “intentional thoughts and planning”² throughout six essential elements: Student Performance; Size, Scope, and Quality; Labor Market Alignment; Implementation Progress; Faculty and Staff; and Equity and Access. These elements provide both an isolated and overlapping focus on Perkins V focus points that are important to ensure that colleges have a deep understanding of what they offer, to whom they offer it, and how these programs fit the needs of a robust economy, today and tomorrow.

This report is a companion report to an Interim Report delivered in February 2020 to Valencia College (see page 13). This report summarizes key elements for the CLNA. The interim report identifies strengths and challenges of Valencia College’s CTE programs and provides recommendations for Perkins V consideration. Information herein is a result of the following data collection activities during fall 2019:

- **Labor Market Alignment Work Group** (September 16, 2019). This work group included Valencia College Perkins Grant Coordinators as well as faculty, teachers, counselors, and administrators from Osceola County, Orange County Public Schools, Seminole County Public Schools, Seminole State College of Florida, and Valencia College.
- **Student Performance Work Group** (September 18, 2019).
- **Employee Work Group** (October 21, 2019). Included Valencia College Student Affairs staff from across departments including advising, financial aid, and administrators.
- **Student Focus Group** (October 28, 2019). This focus group included students from CTE programs at Valencia College.

¹ Page 16, PERKINS V: Florida’s State Plan for The Strengthening Career and Technical Education for the 21st Century Act.

² FLDOE Perkins V CLNA Toolkit Version 2.0, page 3.

- **Stakeholder Summit** (October 29, 2019). Including representative of business, industry, and education from the greater Orlando area.
- **Employer Focus Group** (October 29, 2019). Attended by employers from the metropolitan Orlando area.

In addition, two data tools and a survey were designed and created for this project:

- **Size, Scope, & Quality Audit.** Built by Valencia College, this tool examines program data to determine whether programs meet SSQ requirements and where gaps exist.
- **Student Performance Audit.** A specialized data tool created by Valencia College that includes enrollment data from programs and courses, with disaggregation by various indices, including race/ethnicity and other CLNA attributes.
- **Student Survey.** A survey to over 1,000 Valencia College students conducted in October 2019.

Size, Scope, and Quality

All Valencia College CTE programs were reviewed and assessed with regard to how they meet the Size, Scope, and Quality expectations.

SIZE: Intentionally Designed Programs

According to our analysis, all 36 of Valencia's AS programs are 60-credit hours or more and allow students to become CTE concentrators as well as the six (6) certificate programs. Twenty-four (24) of Valencia's Associate of Science (AS) programs and all six (6) certificate programs allow students to become CTE concentrators through college credit or career certificates, and all programs provide students an opportunity to earn a recognized postsecondary credential. (SSQ)

SCOPE: Experiential Learning

Experiential learning opportunities for students are an important part of education at Valencia College. These opportunities mirror workforce situations and help prepare students for success in their future jobs. Valencia stakeholders noted that conceptual learning and work-based learning were important so that students could transfer their skills for future work.

At Valencia College, all 42 CTE programs offer work-based learning opportunities, and also provide access to career and technical student organizations and capstone experiences to engage students inside or outside the classroom. In total, 21 of Valencia's 36 AS programs provide a capstone experience for students. (SSQ)

When students were asked about internships, 53 percent said that their program offered an internship while 46 percent were not sure what was offered. Guest speakers (21 percent), job shadowing (15 percent), and field trips (11 percent) were also conducted at Valencia (Student Survey)

SCOPE: Business and Industry Engagement and Workforce Alignment

Valencia College engages business and industry in a number of ways throughout the academic year. The primary strategies for engagement include participation on Advisory Councils; creation of work-based

learning opportunities, such as internships; involvement in capstone activities and other course-based learning; and site visits/field trips.

Advisory Councils. Valencia College makes excellent use of its Advisory Councils to provide direct input from business and industry partners. During the 2018-19 academic year, 37 of Valencia College's 42 CTE programs conducted Advisory Council meetings. According to stakeholders, the Advisory Councils help Valencia with the following:

- Validating skills needed in industry.
- Providing artifacts in capstone classes and help grading student performance.
- Providing industry situations/problems for courses/programs.
- Offering input on the preparedness of VC graduates/students.
- Identifying necessary critical thinking and soft skills.

Advisory councils provide critical oversight and advising for CTE programs. Valencia has created a consistent relationship with business/industry partners from around the metropolitan Orlando vicinity, who become very familiar with the programs at the college. As one person described, it provided an "interactive relationship building opportunity with future employers."

Work-Based Learning Opportunities. The most desirable work-based learning opportunity is the internship, according to students and stakeholders. These opportunities allow students to engage in the workplace with employers and learn the culture as well as the skills required to succeed. Students prefer paid internships because, for many, they work part or full time. Thus, they must make a difficult decision whether to take less wages in order to participate in an internship which could lead to employment. Clinical experiences are a separate type of internship opportunity required for many health sciences programs. Challenge for these opportunities included the number of available clinicals and the rigidity of scheduling, issues that are often based in the field and not within Valencia College's control.

Employers are sometimes involved in the development of capstone projects for certain programs. This provides a level of authenticity to the project that is more reflective of the workplace.

Site Visits/Field Trips. Business and industry partners create better alignment between the college and the workforce by providing opportunities for students and faculty to visit and engage at the business' workplace. As well, having business/industry partners visit Valencia College and participate in classes is helpful.

Valencia College's CEO Leadership Forum, which has 12 business advisors, engages students and provides important input into the development and reimagination of courses and programs. It was mentioned that the loaning or gifting of equipment from business/industry partners helps bridge the technological gap between college and the workforce.

QUALITY: Engaging Instruction

The alignment of business/industry and CTE programs previously described impacts the instructional process at Valencia College through the integration of academic, technical, and employability skills. Valencia students responded that the strengths of their CTE program included relevant program content

(88 percent); knowledgeable instruction (87 percent); classrooms and labs (84 percent); course schedule (82 percent); and knowledgeable advising (77 percent).

It is a consistent challenge to keep equipment and materials up to industry standards. The ability to update equipment and technology and the teaching resources that combine with these elements is challenging at best due in large part to the speed of technological innovation. The cost of equipment is a common challenge for programs as the technology is often very expensive with a half-life that makes regular replacement difficult. It was mentioned that high schools often have better equipment due to their funding model. Business/industry could be helpful in ensuring updated materials and equipment in the colleges. In addition, Valencia staff stated that much of the updated instructional materials is produced by industry but not adequately prepared for college-level programs.

The placement rate of graduates is impressive, illustrating the employability of Valencia students. Twenty-seven of 36 AS degree programs and 3 of 6 certificate programs have placement rates exceeding 90 percent.

Stakeholders from business and industry commented that Valencia College CTE graduates were well prepared for the workforce. They mentioned that it would be helpful if courses and program increased their emphasis on the development of soft skills to help students transition to workforce expectations.

QUALITY: Access and Equity

Access and equity remain a dominant issue in American higher education. Decades of public policy has focused on opening the doors to higher education and levelling the playing field for youth and young adults who are poor, minority, or have a disability. Valencia College has worked diligently to reduce the barriers to access and success throughout the college and particularly in CTE programs.

As part of the CLNA process, a list of barriers and solutions for CTE programs was developed (see Appendix 11. Barriers to Student Success). Major barriers to students include health and childcare, finance, transportation, and academic preparedness, among others. While Valencia College continues to tackle all issues in particular and targeted ways, one of the main conduits of support to CTE students is Valencia's Career Program Advisors (CPAs). CPAs provide direct assistance and advising to students in order to keep them on track towards graduation. The CPA ensures that students take the appropriate classes, get the required academic support, and also check in to ensure that students are "okay" with regard to other life issues that can impact their wherewithal to succeed. We found that approximately three quarters of Valencia students met with their CPA, and many met several times each semester with the CPA. The impact of CPAs has a direct correlation with GPA:

- Students who never met with their CPA have an average GPA of 2.23 (283 students)
- Students who met their CPA once have an average GPA of 2.47 (316 students)
- Students who met their CPA 2-3 times have an average GPA of 2.91 (292 students)
- Students who met with their CPA four or more times have an average GPA of 2.98 (102 students)

According to Valencia students, the primary barrier to success was financial (26 percent), followed by class scheduling (15 percent), academics (8 percent), and work (8 percent). Other items included instruction, time management, location, online access, personal health, and technology.

Valencia College provides professional development to help instructional faculty to better understand learning theory and assessment techniques that serve a broad population and also work with faculty to understand which students are at risk of not completing their program. CPAs consult with faculty to provide support for students.

Labor Market Alignment

Each year, every CTE program goes through an annual review process by the Career and Workforce Education staff, CTE staff, CPAs, deans, program directors, and faculty. Working together, they certify that the programs and courses are appropriately aligned with the needs of business and industry as well as with state requirements and expectations. Business and industry representatives provide input via the Advisory Councils, which meet twice per year.

Valencia College regularly involves the business community in CTE programs to create a linkage between business, industry, and the CTE pathway. Some of these activities include:

- Guest lecturing by industry representatives;
- Special forums provided by industry partners;
- Tours of metro area employers;
- Round tables with employers who speak on different topics;
- Industry who come in and evaluates student projects; and
- Advisory council meetings involving industry representatives.

Stakeholders from business and industry often discuss the need for soft skill development for students, as this is one criterion they find lacking in recent graduates. The softer skills include the need to understand workforce expectations that include ramifications from missing deadlines, tardiness, and lack of respect, in addition time management and communication skills. Many of Valencia's CTE programs provide "communications" courses, such as OST 1335C (Business Communications), to provide assistance with interviewing techniques, resume building, conversations with non-technical people, and other soft skill pieces. However, these courses are not always mandatory and sometimes unavailable due to the size of the program/curriculum. They tend to be more available in the AS programs as opposed to short-term certificates programs. Thus, not all students receive this training.

In addition, some of Valencia College's AS programs embed interview skills, mock interviews, group projects, and PowerPoint presentations. Online courses provide teamwork and presentations but may not be doing the same level of skill development as face-to-face classes. Participants noted that they were able to provide etiquette dinners, group projects, and teaching students how to deal with difficult people.

Industry stakeholders advised Valencia College that shortages exist in engineering, cyber security, STEM/STEAM, IT, healthcare, construction, hospitality, culinary, law enforcement, and EMS/paramedics, among other areas. As well as Valencia College has done in preparing future workers for business and industry, the metro Orlando area continues to grow so fast that it outpaces Valencia's ability to meet the workforce needs. Valencia College is not isolated on this issue, as other local colleges are feeling the

same strain. One thought is that the development of more and better CTE programs in high schools could limit some of this pressure.

The good news at Valencia College is that graduates in skill trades and in accelerated programs are hired very quickly. Partnerships with local businesses, such as Toyota, are successful in graduate placement. Some programs are oversaturated (e.g., TV Production Tech) and others, like automotive, have trouble keeping up with the swift technical development of the industry. The continued push of certain occupations to online services, such as in accounting, have an impact on local CTE programs.

Recruitment, retention, and training of teachers, faculty and all other professionals

Valencia College faculty must keep current on their certifications in order to continue to teach at the college. The college provides professional development opportunities for instructional faculty through industry associations and other activities. Faculty discussed with the CLNA team their activities which included visiting other colleges, meeting with advisory board members, attending conferences, and visiting businesses and industries in the metro area. Faculty regularly share information with their peers and also learn from adjuncts who work in the field. Other opportunities and focus areas for faculty development include:

- Keeping skills and knowledge current;
- Improving teaching and assessment skills, including learning new pedagogical styles;
- Helping faculty become more empathetic and less stringent in requirements;
- Decreasing bias towards certain students, including part- vs. full-time students; and
- Allowing faculty to work in industry on occasional basis to keep up to date on technologies, services, and processes.

Faculty members in 18 AS programs received mini-grants and three (3) received funding for focus on the workplace opportunities during the past three years. (SSQ)

Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students

One of the most effective means of improving access to CTE programs and the removal of barriers is to clearly mark the pipeline of CTE from high school to college and college to the workforce. Valencia College has effectively aligned these pathways. Our analysis finds that 10 CTE programs had substantial (9+ credits) alignment and articulation across secondary and postsecondary education and 6 were rated moderate (4-6 credits). In addition, 27 programs, including 24 of 36 AS programs, were substantially aligned and articulated across non-credit and credit programs. Finally 14 of 36 AS programs were substantially aligned and articulated across two- and four-year institutions and 22 were moderately aligned. All of these efforts help students matriculate, transfer, and complete their studies.

We were able to identify many of the barriers that students encounter to and through their academic experience at Valencia College. Here is a partial list from our research:

- Academic under-preparedness;
- Childcare/Family considerations;
- Health issues, including mental/cognitive;
- Homelessness;
- Financial:
 - Affordability of tuition, fees, books, and other educational costs;
 - Affordability to travel to school;
 - Affordability of housing/food and other living expenses;
 - Availability of financial aid
 - Financial literacy;
- Competitive admissions in certain programs;
- Course alignment and scheduling;
- Lack of “college knowledge;”
- Technological ability (including basic computer skills);
- Transportation time/routes;
- Work/Employment (scheduling; time); and
- Workforce skills (including soft skills).

Valencia College Stakeholders offered the following strategies that have had success ameliorating barriers:

- Advisors collaborating from other campuses to showcase what works
- CPAs. They bring diversity to the table but also create diversity with direct connections to students.
- K12
 - Allowing students to attend magnet schools for different experiences.
 - Reaching down to lower grades
 - All female STEM classes
 - Attend job fairs and talk to teachers.
- Recruitment
 - Offer orientations for interested students.
 - Informing parents who want their kids to have a better life.
 - More marketing. Use Perkins funds for posters, etc.
 - Marketing money. Telling potential students the ROI.
 - Using Career Pathways and Tech Express to market. Bring technical college graduates to Valencia.
 - CareerSource for outreach to special populations.
- Offering bachelor’s degree for students.
- Provide more wrap-around services for students that have aged out of foster care or homeless.

CLNA Interim Report

Interim Report

Perkins V CLNA

Valencia College
Orlando, FL

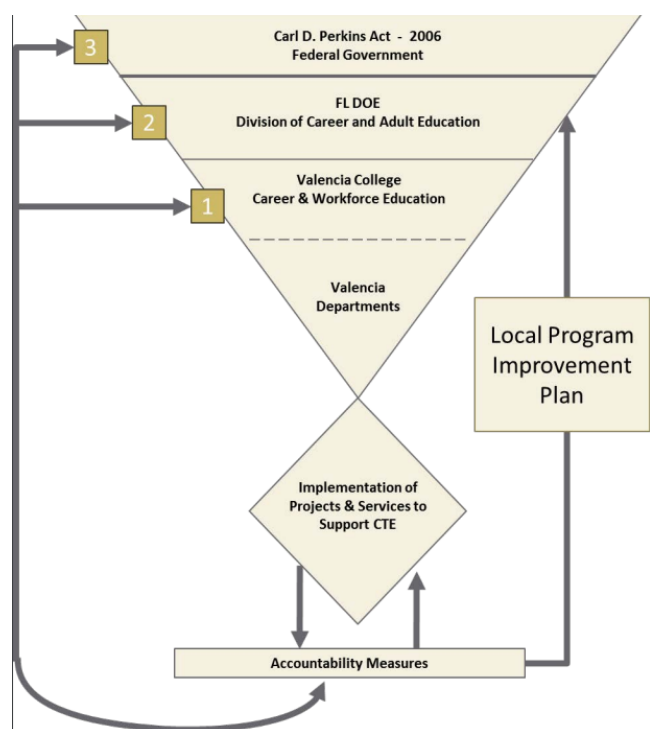
February 6, 2020



Introduction

The Educational Policy Institute (EPI) was hired to provide support for Valencia College's Comprehensive Local Needs Assessment (CLNA). Colleges are required to complete the CLNA during the 2019-20 academic year and incorporate those results in their 2020-21 application to the Florida Department of Education. Since August 2019, EPI has worked closely with Valencia College's Department of Career and Workforce Education to identify areas of study and to orchestrate strategies to collect critical information for the CLNA.

The CLNA process is designed to elicit "intentional thoughts and planning"³ throughout six essential elements: Student Performance; Size, Scope, and Quality; Labor Market Alignment; Implementation Progress; Faculty and Staff; and Equity and Access. These elements provide both an isolated and overlapping focus on Perkins V focus points that are important to ensure that colleges have a deep understanding of what they offer, to whom they offer it, and how these programs fit the needs of a robust economy, today and tomorrow. The graphic below illustrates the continuous improvement process for Perkins V and how the CLNA (local program improvement) informs decision-making from Valencia College to the Florida Department of Education.



During the fall, Valencia College summoned various stakeholders to participate in sessions focused on the six elements. Many of the sessions incorporated issues from several elements. Here is a breakdown of the focus groups.

³ FLDOE Perkins V CLNA Toolkit Version 2.0, page 3.

⁴ SOURCE: <https://valenciacollege.edu/academics/academic-affairs/career-workforce-education/perkins-management-compliance/documents/perkins-chart.pdf>

- **Labor Market Alignment Work Group** (September 16, 2019). This work group included Valencia College Perkins Grant Coordinators as well as faculty, teachers, counselors, and administrators from Osceola County, Orange County Public Schools, Seminole County Public Schools, Seminole State College of Florida, and Valencia College. Attended by approximately 38 persons.
- **Student Performance Work Group** (September 18, 2019).
- **Employee Work Group** (October 21, 2019). Included Valencia College Student Affairs staff from across departments including advising, financial aid, and administrators. Attended by approximately 24 people.
- **Student Focus Group** (October 28, 2019). This focus group included eight (8) students from CTE programs at Valencia College.
- **Stakeholder Summit** (October 29, 2019). Including representative of business, industry, and education from the greater Orlando area. Approximately 75 people in attendance.
- **Employer Focus Group** (October 29, 2019). Attended by nine (9) employers from the local area.

In addition, two data tools and a survey were designed and created for this project:

- **Size, Scope, & Quality Audit.** Built by Valencia College, this tool examines program data to determine whether programs meet SSQ requirements and where gaps exist.
- **Student Performance Audit.** A specialized data tool created by Valencia College that includes enrollment data from programs and courses, with disaggregation by various indices, including race/ethnicity and other CLNA attributes.
- **Student Survey.** A survey to over 1,000 Valencia College students conducted in October 2019.

EPI conducted analysis of the first three sessions based on information provided by Valencia College. EPI co-coordinated the final three events and led the dialogue. In addition to the sessions, EPI prepared and delivered the following to Valencia College in support of the CLNA process, all of which are provided in the appendix to this report:

- **Communications Plan** (September 23, 2019). The Communications Plan provides a chronological timeline of meetings, events, and deliverables for EPI's involvement in the CLNA project. It is a living document that is updated regularly.
- **IRB Application** (September 25, 2019). EPI was requested to complete an IRB Application by the Office of Institutional Assessment. It was filed on September 25, 2019 and approved October 3, 2019.
- **Coding Memo** (September 27, 2019). The Coding Memo is a living document updated occasionally to provide information about how to Valencia College should conduct future data collection and analysis.
- **Student Survey** (September 25, 2019). EPI developed a student survey which cross-referenced CLNA Questions. The first version was delivered on September 25, 2019 with a final version delivered on October 7, 2019. The survey was launched using Valencia's Qualtrics system on October 8, 2019 with a close date of October 20, 2019. Valencia College sent EPI the data file on October 21, 2019, which was analyzed for EPI. Findings from the survey are provided in the appendix to this report.
- **Creation of CLNA Cross-Reference Tool** (October 24, 2019). EPI gathered the 95 questions from the CLNA Toolkit 2.0 and created a numbering convention to consistently and accurately

identify sources of information and opportunities to collect answers to CLNA questions. EPI added a scalable set of events and tools to cross-reference when and how we will collect needed information to answer the CLNA questions. The tool has a conditional column that visually informs us whether any information has been collected for each question and what data is still needed. An update was delivered to Valencia on October 30, 2019. This tool is a living system to be updated continually and available for future CLNAs.

- **Size, Scope, and Quality Analysis** (October 28, 2019). EPI conducted an analysis using the SSQ Audit Tool and delivered a summative report on October 28, 2019. EPI delivered an updated version on November 20, 2019.
- **October Site Visit.** EPI conducted a site visit to Valencia College on October 28-29, 2019. During this visit, EPI met twice with the Valencia Internal Perkins Team; conducted the Student Focus Group on October 28, 2019; conducted the Stakeholder Summit on October 29, 2019; and conducted the Employer Focus Group on October 29, 2019. EPI prepared first drafts of protocol and questions that were then jointly edited by EPI and the Valencia Internal Perkins Team. EPI also prepared a PowerPoint Presentation for the Stakeholder Summit and conducted an introductory piece followed by a framework to guide the round table discussions addressing questions from the CLNA.

In reading this report, we strongly encourage stakeholders to review the prior reports from which this summary was created. The raw data have also been provided to Valencia College. Our summary includes the most salient and important details, understanding that other, more granular pieces may not be identified in this report. We suggest revisiting the prior information to review the many useful comments provided by stakeholders.

The report is separated into six (6) sections representative of each CLNA element. Each section has parallel sections, including a brief definition of the element; a description of data sources; a rendering of strengths and weaknesses; and recommendations for consideration. Please note that this report does not provide information on Element Four: Implementation. That information will need to come from other sources via Valencia College.

We hope this summary is useful to Valencia College as they work towards the next funding cycle for Perkins V.

1. Student Performance

Brief Description

The purpose of the Student Performance element is to identify any “deficiencies, gaps, and trends” in student performance. Focus should be on gaps related to gender, race and ethnicity, migrant status, students with disabilities, low-income students, single parents, and other potential challenges to postsecondary access and success.

Data Collected and Reviewed

Data reviewed in this analysis were collected through these activities:

- Student Performance Work Group
- Employee Work Group
- Stakeholder Summit
- Employer Focus Group
- Student Performance Audit
- Student Survey

Strengths

From listening to Valencia College stakeholders and reviewing other data, including survey data, we find that many people perceive that Valencia College is doing a decent job of educating students and preparing them for the world of work. Here are some of the key strengths that came out of our review.

1. **A majority of Valencia College’s programs provide training in high skill/high wage areas.** In total, 35 of Valencia College’s 42 CTE programs provide training in HSHW or In Demand Occupations. Only seven (7) programs do not.
2. **Students attend Valencia College for the right reasons.** Forty-nine (49) percent of students said they enrolled to “improve skills and knowledge” while 45 percent said to improve skills and knowledge to “align with future jobs.” These were the two highest-rated options. (Student Survey)
3. **Valencia staff members are the number one marketer for students.** Twenty-four (24) percent of students said they learned about their program from a college faculty/staff member, followed by friends (21 percent) and family (19 percent). (Student Survey)
4. **Career Program Advisors (CPAs) are highly valued and perceived by students, having a direct impact on academic success.** Two thirds of students had met with their CPA at least once. Our analysis found that there is a direct and positive correlation of the number of CPA meetings with GPA. The average GPA for those students who did not meet with their CPA was 2.23 and for those who met four or more times was 2.98. As well, 75 percent of students said that CPAs contributed to their program success. (Student Survey)
5. **Valencia Students are performing well in the workplace.** Employers said that Valencia College students were successful at their companies. They were coachable and well prepared/trained. Specifically, the interns had more “grit” than those from other colleges. (Stakeholder Summit)
6. **Cost and value are important to students in choosing Valencia College.** Two thirds of students (65 percent) listed cost of tuition and fees as a major reason for choosing Valencia College. Forty-six (46) percent credited the reputation of the programs. (Student Survey).
7. **Location matters.** Over half of students (56 percent) said that location mattered in their decision to attend Valencia College. (Student Survey)

8. **Internships are important to students.** Half of students surveyed (53 percent) said that their program offered internships, providing important experience and conduits to the profession upon graduation. (Student Survey)
9. **Program content, instruction, classroom and labs, and course schedules are seen as a strength to students.** Data from the student survey found that relevant program content (88 percent), knowledgeable instruction (87 percent), classroom and labs (84 percent), and course schedules (77 percent) were strengths by students. Seventy-three percent of students said that their program content was aligned with their education and career plans. (Student Survey)
10. **Equipment, technology, and other resources are readily accessible to students.** Most students found that they had excellent access to the resources at Valencia College. Eighty-six (86) percent said that library resources were “almost always accessible,” followed by labs (77 percent), registration and course schedules (77 percent), equipment and technology (76 percent), advising (70 percent), and office hours (68 percent). (Student Survey).
11. **Almost all Valencia students have education/career plans.** Only 11 percent of students said they did not have a plan. (Student Survey).

Weaknesses

Like all higher education institutions, there are always areas for improvement. Here are some of the areas identified by stakeholders that limit both the participation, education, and completion of programs by students.

1. **High school counselors are not overly helpful in the recruitment of students.** Only seven (7) percent of students said their high school counselor provided them with information about Valencia College. (Student Survey)
2. **Access to internships.** Students suggested that internships were not easily available, were almost exclusively unpaid, and the schedules were inflexible, which is a challenge for adult students with families and jobs. (Student Survey).
3. **Finances are a primary barrier to student success.** When we asked students about barriers to success, 26 percent identified financial issues as a barrier, the highest response of any barrier. Students noted challenges affording textbooks and other costs, such as transportation. (Student Survey; Focus Group)
4. **Class scheduling is a barrier to some Valencia Students.** Fifteen (15) percent of those who said they had barriers to success at Valencia pointed to class scheduling as a reason. When speaking to students, it was mentioned that some students had to come back an additional semester due to the unavailability of a class to finish their program. (Student Survey)
5. **Lack of childcare options hinder students with dependents.** Students noted that absence of childcare at Valencia College limited their ability to enroll or remain in their program or served as a further complication of attendance. (Student Survey)
6. **Transportation scheduling.** Many students noted the difficulty of getting to the various Valencia College campuses by public transportation. It was reported that some students travelled up to two hours to get to their classes due to LYNX schedules. (Student Survey and Focus Group)
7. **Preparedness for College.** According to students and stakeholders, many students are not prepared academically or socially for Valencia College. Some have academic deficiencies from high school while others don’t understand the commitment required to succeed in college. (Stakeholder Summit; Focus Groups)

8. **Soft Skills.** The dearth of soft skills on behalf of students came up in almost every session held to support the CLNA. Faculty, staff, and employers all complained about the inability of students to perform socially and professionally in classrooms, internships, and on the job. (Stakeholder Summit)

Recommendations for Consideration

There are many recommendations that could improve the performance of students at Valencia College. In this section, we focus on commonly discussed items rather than one-off comments. The following focus primarily on the areas where Valencia College has some latitude or ownership to be able to make changes or improvements in what they do. The College needs to review and perhaps prioritize these in order of (a) what is feasible to do in the short or medium term; and (b) what may make the most impact.

1. **Increase student awareness of CPAs and the resources they have to offer.** Of the 27 percent of students who did not meet with their CPA, the primary reason was a lack of need, according to students (18 percent). Given our analysis that illustrates a direct correlation between meeting with a CPA and GPA, as well as feedback from students of that positive nature of the CPA-student relationship, CPAs can serve a critical role to help students persist in their studies and increase their academic outcomes. Valencia College should review the case load of CPAs to determine (a) if there are enough CPAs to cover the need of all students; (b) if CPAs are provided with appropriate training; and (c) whether a policy that requires students to meet with their CPAs on a regular basis would have a positive impact on student success (e.g., minimum of two meetings with CPA per semester). (Student Survey; Focus Group)
2. **Ensure that required courses are broadly available.** Students are often challenged with course scheduling in order to complete their degree requirements. This can be due to courses that are unavailable in certain semesters and not available when the student needs to take the course. Valencia College should review their scheduling policies and practices to ensure that required classes are available to students when they need them, and, if not, provide alternative pathways so students can complete their programs. In addition, it would be important for Valencia College to review their academic advising and CPA practices so that academic plans can negate these occurrences through planning schedules in advance. (e.g., each semester) available for registration. (Student Survey)
3. **Provide early immersion activities for students.** Providing early opportunities for students to learn more about their chosen profession through some type of immersion activity—such as a job shadow or internship opportunity—can help students determine whether they are on a path that fits their expectations and aptitude. (Stakeholder Summit)
4. **Increase partnerships with high schools and guidance counselors.** Data from the student survey stated that high school counselors were not a major provider of knowledge about Valencia College. It seems logical to review current partnerships and improve the linkages between Valencia College and local high schools. Valencia College can work with its stakeholders to identify methods to improve the relationships and increase information sharing between secondary and postsecondary levels. (Student Survey; Stakeholder Summit)
5. **Improve the acquisition of soft skills for students.** There is a general sense from our conversations that employers and educators that students need to acquire more soft skills critical in the workforce. These softer skills include the need to understand workforce expectations that include ramifications from missing deadlines, tardiness, and lack of respect, in addition time management and communication skills. Many of Valencia's CTE programs provide "communications" courses, such as OST 1335C (Business Communications), to provide assistance with interviewing techniques, resume

building, conversations with non-technical people, and other soft skill pieces. However, these courses are not always mandatory and sometimes not even available due to the size of the program/curriculum. They tend to be more available in the AS programs as opposed to short-term certificates programs. Thus, some students receive this training and some students do not.

(Stakeholder Summit)

6. **Increase student awareness for tutoring opportunities and provide specialized tutoring.** Valencia College should regularly review the quality of tutoring and tutor training to ensure that it is providing a level of service commensurate with the needs of students. Faculty, staff, and even students talked about the academic challenges that many students have in CTE programs. One of the requests was for additional tutoring opportunities. While Valencia College provides free tutoring for students upon request, research shows that students who need help are typically the least likely to ask for it due to stigma and related issues. It is imperative that Valencia College continue and improve their outreach for tutoring services through CPAs, orientation, advisors, and instructors. (Stakeholder Summit)
7. **Increase and improve work-based learning opportunities.** There were many references to the importance and positive impact of work-based learning opportunities (WBL) on students, but not all students have equal access to these opportunities. Internships, job shadowing, capstone course requirements, industry tours, and other WBL opportunities must be made available and flexible for students. Employers, instructors, and students all pointed to the need for more opportunities so that students can better understand and become acclimated to the conditions and experience of the workforce. (Stakeholder Summit)

2. Size, Scope, and Quality

Brief Description

The CLNA Toolkit 2.0 defines the Size, Scope, and Quality element as follows:

- **Size.** Postsecondary institutions with degree/career programs approved by the Florida State Board of Education in compliance with Board policy for Program Approval and Discontinuance are eligible for Perkins funding. All Valencia CTE programs meet this requirement.
- **Scope.** To provide a link between secondary and postsecondary. This may include, but is not limited to, articulation agreements and opportunities to earn college credits under Florida's Program of Study guidelines. Through the office of Career Pathways, Valencia College has developed seamless articulation agreements with Orange and Osceola County schools.
- **Quality.** Valencia CTE students to demonstrate proficiency through completion of Vocational Certificates (PSAV); College Credit Certificates; or an Associate of Science Degree (A.S.). Completion of an A.S. degree at Valencia will also lead to a Bachelor of Science or Applied Science Degree at Valencia or other Florida Colleges. All Valencia CTE programs meet the quality requirements.

Data Collected and Reviewed

Data reviewed in this analysis were collected through these activities:

- Size, Scope, & Quality Audit
- Employee Work Group
- Stakeholder Summit
- Employer Focus Group

Strengths

1. **CTE Concentrators.** All 42 of Valencia's programs—36 AS programs and six (6) certificate programs—allow students to become CTE concentrators as defined by the State of Florida. (SSQ Audit)
2. **Work-Based Learning.** All 42 programs offered work-based learning opportunities, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom. Twenty-one (21) of Valencia's 36 AS programs provide a capstone experience for students. (SSQ Audit)
3. **Student Outcomes.** Twenty-seven (27) of 36 AS degree programs and three (3) of six (6) certificate programs had placement rates exceeding 90 percent. Twenty-four (24) of 36 AS programs and three (3) of six (6) certificate programs had average annual earnings above \$24,877 (DOL entry wage). Valencia College's programs were said to be satisfactorily preparing students for the workforce. "There's sufficient evidence they're receiving the technical skills." In addition, Valencia's students "had more grit than interns from other schools." (SSQ Audit; Stakeholder Summit)
4. **Equipment and Technology.** Twenty (20) of 36 AS programs used Perkins funding for new equipment during the past three years as did two (2) of six (6) certificate programs. Use of Perkins funding to support equipment for all Valencia College CTE programs, in particular health sciences, supports programs to align with the current industry practices. Students need to learn how to use

new equipment that keeps changing and Perkins funding helps this happen. (SSQ Audit; Stakeholder Summit)

5. **Perkins Mini-Grants.** Faculty members in 18 AS programs received mini-grants and three (3) received funding for focus on the workplace opportunities during the past three years. Mini-grants and Focus on the Workplace on professional development vehicles that support faculty to (1) maintain up to date knowledge and skills across all aspects of industry, and (2) maintain relevant evidence-based pedagogical knowledge and skills necessary to support learning. (SSQ Audit)
6. **Advisory Councils.** All Valencia College CTE programs coordinated Advisory Council Meetings in FY2018-19 and several programs held joint council meetings. Advisory Councils provide an essential service and great opportunity for Valencia College to engage business and industry. These conduits between education and the workforce help ensure that the college is on target in producing graduates that can immediately serve in the workforce at a high level. The symbiotic relationship it helpful for all partners and establishes long-term opportunities for engagement and opportunities. As one person described, it provided an “interactive relationship building opportunity with future employers.” (Employee Summit; Stakeholder Summit)
7. **Partnerships.** Partnerships with businesses through internships, job fairs, capstone projects, and clinical experiences increased engagement with the college and students. Involving business into the DACUM process and hiring faculty who come directly from industry helps keep content up to date. (Stakeholder Summit)
8. **Valencia College Instruction.** Business and Industry describes Valencia College employees and instructional faculty as “very high quality” and “well prepared.” (Stakeholder Summit)

Weaknesses

1. **Work-Based Learning.** Although all 42 CTE programs offered work-based learning opportunities, there was much discussion about the need to expand WBL opportunities so that more students can take advantage of these opportunities. And while 21 of Valencia’s 36 AS programs provide a capstone experience for students, 15 do not. (SSQ Audit; Stakeholder Summit)
2. **Barriers to Entry.** Some students encounter hurdles when entering CTE programs at Valencia College and other institutions, including language skills, criminal background issues, and stigma/stereotypes about CTE. Stereotypes impact the type of people who apply to programs, especially women who are disinclined to enter male-dominated fields. As well, a lack of diversity in role models (e.g., instructors). (Stakeholder Summit)
3. **Barriers to the Workforce.** Students spoke of the need have networks and opportunities to meet people from business and industry as an entrée to the workforce. Some talked of not having access to potential jobs and the importance of internships.
4. **Clinicals.** Health sciences and nursing programs require a clinical component. The number of clinical spaces available are not commensurate with the enrollment. The degree capacity is determined by the available clinical sites. (Stakeholder Summit)
5. **Mentors.** One participant mentioned that having a mentor in the workplace can help graduates/students with how to use the skills in the industry space. However, it was also mentioned that there exists a dearth of mentoring opportunities for students. (Stakeholder Summit)
6. **Professional Development.** Some Valencia College faculty have been teaching for many years and are not always as linked to the workforce as warranted. Instructors need regular retraining and even simple connections to the workforce to keep abreast of the rapidly-evolving technological systems and services. (Stakeholder Summit; Employer Focus Group).

7. **Updated Equipment & Technology.** There is limited data on the current status of equipment and technology available in CTE programs at Valencia College, making it difficult to assess the readiness of programs.
8. **Career & Technology Student Organizations (CTSO).** There is not enough connection between student clubs (or even enough student clubs) at Valencia College to help engage students in their chosen discipline. Students spoke about the need for more clubs. (Student Focus Group; Stakeholder Summit)
9. **Secondary Pathways to CTE.** The pathways to CTE programs is not always clear or acknowledged by students. As well, high school counselors sometimes “look at Valencia as the 13th grade” and focus on four-year enrollment. Valencia College should look into these issues and their pathways (high school; technical colleges) about re-educating (branding) and clearing pathways for students. (Stakeholder Summit)

Recommendations for Consideration

1. **Utilize the expertise and involvement of the Advisory Councils.** Advisory Councils are a conduit to greater engagement with business and industry. Valencia College can leverage more engagement through these activities. Individuals from business/industry who sit on Valencia College’s Advisory Councils do so as a professional obligation but also because they understand the importance of working closely with the educational pipeline that ultimately feeds their workforce. They are willing and interested in contributing. Valencia can benefit from leveraging current partnerships to create new or expand current opportunities to gain and increase involvement from the local and regional business sector. (Employee Summit; Stakeholder Summit)
 - 1.1. Invite Advisory Council members and others from business/industry to visit Valencia College’s facilities.
 - 1.2. Encourage the development of more internships and job shadowing opportunities.
 - 1.3. Explore the possibility of receiving equipment from partners.
 - 1.4. Encourage their involvement in courses and classes on campus.
 - 1.5. Ask for their input into the curriculum and help during program reviews.
 - 1.6. Ensure that each Advisory Council:
 - 1.6.1. develops a mission statement
 - 1.6.2. creates actional items
 - 1.6.3. reviews curriculum and pedagogy to align with workforce requirements
2. **Create opportunities for more students to participate in WBL.** There are programs that offer few if any work-based learning opportunities, such as internships and job shadows. Work to create more of these opportunities, especially early in a program, so students have a first-hand experience with the career strand. More internship opportunities; more capstone projects; more opportunities to view and work directly with industry employers. Other considerations include the following:
 - 2.1. Conduct STEM field trips to industrial partners and sites. (Stakeholder Summit)
 - 2.2. Create more site visits to businesses and invite employees to share their stories with Valencia students to increase engagement and also provide students with a personal contact to the workforce. (Employee Summit)
 - 2.3. Let faculty members take students to businesses (e.g., hospitality) for career/employment tours with Q&A panels and managing new employee expectations, resulting in students submitting resumes for employment. (Stakeholder Summit)
 - 2.4. Create or identify paid internship opportunities for students. Unpaid internships are difficult for adult students, especially those with dependents. (Stakeholder Summit)

- 2.5. Create a summer internship application so that students could begin in the fall. (Stakeholder Summit)
- 2.6. Work with fire or law to provide sponsorships for training to assist with costs. This can be mutually beneficial for the college and industry. (Stakeholder Summit)
- 2.7. Host employer and student networking and engagement. This would increase networking and opportunities for students to interact with faculty and prospective employers. (Stakeholder Summit)
- 2.8. Increase the participation of students in job fairs and workforce orientations. Employers have had success with job fairs and orientations to hire prospectus employees. Valencia College can identify more of these events and urge graduating students to get involved and make connections. (Employee Summit)
3. **Encourage more faculty members to apply for the “Focus on the Workplace” program.** This program offered through Perkins funding provides excellent opportunities for faculty who are interested in developing innovative strategies in CTE programs for teaching and learning. Faculty get a chance to engage with the business environment to refresh their knowledge, interest, and enthusiasm for the classroom.
4. **Encourage faculty to visit local and regional businesses.** Valencia instructors can visit companies to increase learning and also create more levels of engagement with local and regional business and industry. Bringing these experiences and networks back to the classroom can help students better understand the workforce and perhaps gain a foothold when they are looking for internships and employment. (Employee Summit)
5. **Create “On-the-Job” training courses for workers.** Valencia could possibly create “on-the-job” training courses for workers who are unable to attend Valencia College due primarily to scheduling. Valencia can work with large employers to create specialized courses that can be delivered onsite and online. (Stakeholder Summit)
6. **Expand outreach to high schools.** Valencia needs to increase its reach with high schools, especially magnet schools, and work in concert with college counselors at these schools to expand their knowledge of Valencia College and its offerings. High school counselors can be invited to Valencia annually to learn more about the programs and increase engagement. (Stakeholder Summit)
7. **Improve the information about the status of equipment and technology.** Almost three quarters (26 of 36) AS programs had not used Perkins funding for new equipment during the last three years. This isn’t to say that those 26 programs had any issues with equipment and/or technology, but it should serve as a reminder of the need to consistently look at equipment safety and needs so that Perkins funds can be used in an efficient and prioritized manner. As part of annual program reviews, Valencia College should rate the readiness of equipment and technology to align—as closely as possible—to the workforce, especially in high skill/high wage programs.
8. **Increase job placement opportunities for graduates.** An education at Valencia College is only as good as the graduate’s employability. Valencia College has a responsibility to do what it can to help near and recent graduates gain a foothold in the workforce.
 - 8.1. Expand Valencia College’s engagement with Orlando’s economic partnerships. Educational institutions can participate and/or host meetings when companies are conducting site selection visits in the area. It provides the institutions the opportunities to inform companies about the different programs they have to offer for potential employees and demonstrates the institutions are willing to invest. (Stakeholder Summit)
 - 8.2. Work with Advisory Council members to provide introductions to workforce networks and people who can provide pathways to employment.

9. **Encourage the development and participation of students in Career & Technology Student Organizations (CTSO).** Support and help students create more student clubs, especially in STEM/CTE areas, that support their interests and help keep them engaged. Faculty should be encouraged and provided opportunities to take part. (Stakeholder Summit)

3. Labor Market Alignment

Brief Description

The purpose of the Labor Market Alignment element of the CLNA is to describe and document the alignment of their CTE programs. This information is to be used to substantiate the funds that will be expended to “develop, coordinate, implement, or improve” programs. The weight is on the college to describe how their CTE programs are aligned to in-design industry sectors and occupations as described in Section 101 of the Workforce Innovation and Opportunity Act.

Data Collected and Reviewed

Data reviewed in this analysis were collected through these activities:

- Labor Market Alignment Work Group
- Employee Work Group
- Stakeholder Summit
- Employer Focus Group

Strengths

1. **Strong Alignment between CTE Programs at the secondary and postsecondary levels.** Ten (10) Valencia College CTE programs had substantial (9+ credits) alignment and articulation across secondary and postsecondary education; seven (7) were rated moderate (4-6 credits); and 25 rated minimal (1-3 credits). Twenty-seven (27) programs were substantially aligned and articulated across non-credit and credit programs; nine (9) programs were rated “not at all,” five (5) considered minimal; and one (1) moderately aligned and articulated. Fourteen (14) programs were substantially aligned and articulated across two- and four-year institutions; 25 were moderate; two (2) minimally; and one (1) considered “not at all.”
2. **Strong Programs.** Valencia faculty and staff mentioned that there are certain programs where students are being hired very quickly upon graduation. Mentioned were skilled trades (e.g., Construction Management & Interior Design), culinary and baking, accelerated training programs, health programs, and the School of Public Safety. (Labor Market Work Group)
3. **Degree Transitions.** The new BAS degrees allow for transitions from the AS degrees. As a result, companies like Deloitte hire Valencia College IT graduates. (Labor Market Work Group)
4. **Advisory Councils.** Employers noted that the Advisory Council meetings offer a good liaison between the college and workforce. (Employer Luncheon).

Weaknesses

1. **Alignment of CTE Programs.** Certain Valencia programs were identified as problematic. For instance, TV Production Tech is oversaturated and accounting is being impacted by the availability of online

accountants. There is currently limited information on the status of programs in regard to their alignment with the workforce. (Labor Market Work Group)

2. **Advisory Council Participation.** Advisory Councils are very helpful to the college. However, getting industry members to attend the meetings consistently has been a challenge. Additionally, it was mentioned that sometimes the people identified and selected to serve on the Advisory Councils are not always a good or proper fit for the mission of the Council. Some business/industry members do not always see the benefit of partnerships with Valencia College. Business/industry does not always have a clear vision of what a partnership might look like and how they can be better involved with the college. (Labor Market Work Group)
3. **Matching Skills.** Valencia students do not all have the critical thinking, self-assessment, and soft skills desired in the workforce. Current instruction does not always focus on these issues. Employers stated (often) that graduates do not have certain basic skills, like looking people in the eye, knowing how to talk with people of various levels, and other, soft skills. They see this as a major deficiency in young workers. (Employer focus group, Stakeholder Summit; Labor Market Work Group)
4. **Industry Experience.** Some of Valencia College's teachers may have outdated industry experience. (Labor Market Work Group)

Recommendations for Consideration

This element had a large number of suggestions for actions on the part of Valencia College. Not all are directly tied to strengths or weaknesses but are worthy of including for consideration. These have been sorted into discrete areas and focus on ideas that are more feasible in terms of possible consideration and implementation.

1. **Review programs to ensure they remain relevant to industry needs and standards.** The examples provided of TV Production and accounting are examples of the need to perhaps revise the program review process to ensure that programs are aligned with the workforce. There is always a lag in program development due to the nature of higher education, but if the review process and redesign process time can be collapsed there is a better chance to reduce programs that are on the margins of utility for the workforce. The process of program reviews should focus on the alignment with current and future workforce needs in a systematic manner.
2. **Expand and build new pathways between education levels.** Continue to build upon current pathways and pipelines from secondary school through to the college, including magnet schools, to provide knowledge about their CTE programs. As mentioned during a focus group, "build better scaffolding" from elementary/middle school through postsecondary to support community.
3. **Ensure that Advisory Councils have members who will contribute.** Advisory Councils are very useful to the college, but only if the members attend meetings and are there to contribute. While it may be of interest to invite people with titles to serve on an Advisory Council, it is most important the members have the time, interest, and experience to effectively contribute to help improve the programs of Valencia College.
4. **Educate business and industry about the importance of partnerships.** If it is true that some people in business/industry do not always understand the relative importance of a partnership with Valencia College, then the college needs to do a better job of educating these people so that new or expanded partnerships can be developed. Partnerships and Advisory Councils go together to some

degree, so the better Valencia College is at making the case of partnerships, the better opportunities that will be available to align and improve the CTE programs at Valencia College.

5. **Ensure that Valencia CTE graduates have the requisite skills to align with industry needs.** The obvious need to ensure that graduates possess the technical skills to work effectively in industry, but they also need the softer, less-technical skills that are critical in the workforce. Valencia needs to work with instructional faculty to build these components into their programs as a regular part of doing business.
6. **Update the business/industrial experience of instructional faculty.** If there are faculty who have been teaching for years or decades, it is possible that their connection and knowledge with the industry is outdated, as are their skills. Valencia College should consider how they can improve the professional development of instructional faculty so that they can keep their skills honed and increase their knowledge of industry trends. Previously mentioned is the “Focus on the Workplace” program at Valencia College for faculty professional development.

4. Implementation Progress

This section to be updated by Valencia Staff upon collection of additional information.

Brief Description

Eligible recipients must identify programs that are at various intermediate stages of implementation and integration into full Programs of Study and Career Pathways. This includes identifying:

- Programs that have yet to be implemented that will meet labor market demand
- Programs that have yet to be implemented but that, if implemented, could create full Programs of Study have regional partner eligible recipients that offer programs that could be coupled to create Programs of Study
- Programs that have been implemented but do not currently meet all Size, Scope, and Quality criteria

5. Faculty and Staff

Brief Description

The faculty and staff element is focused on improving the “recruitment, retention, and training” of CTE faculty and staff. Colleges are to ensure that CTE personnel are appropriately prepared and have access to high-level equipment and training. This includes equity in salaries and benefits and certification and licensing.

Data Collected and Reviewed

Data reviewed in this analysis were collected through these activities:

- Student survey
- Student Performance Work Group
- Stakeholder Summit

Strengths

1. **Professional Development.** Valencia faculty and staff have visited with other colleges to see what they are doing in their programs. As well, faculty and staff attended conferences regionally and nationally, and others took part in orientations at the policy academy and job fairs to meet with recruiters and other personnel. (Employee Summit)
2. **Advisor Refreshers.** Valencia College provides “Adviser Refresher” on Professional Development Day. (Employee Summit)
3. **Mini-Grants.** Faculty members from 18 CTE programs have used Perkins Mini-Grants over the past three (3) years. (SSQ Audit Tool)
4. **Advisory Council Participation.** Faculty members took part in Advisory Councils where they have an opportunity to interact and learn with industry representatives. Staff also meet with local companies and speak with employees who were educated in the field to better understand what works. (Employee Summit)

Weaknesses

1. **Industry Exploration.** There is a lack of industry exploration for Valencia College staff, who would benefit from learning more from local industries. (Employee Summit)
2. **Equipment/Technology.** There are areas where equipment and technology are not at business/industry levels or expectations. (Employer Luncheon)
3. **CPA Training.** CPAs do not get enough inductive training before they start taking on caseloads. (Employee Summit)

Recommendations for Consideration

1. **Review current professional development practices and encourage faculty to take advantage of these opportunities, including and especially Perkins Mini-Grants.** With such a fast-evolving workplace, both in terms of skills and technology, there needs to be constant focus on upgrading skills for faculty and staff. The annual program reviews should be highly focused on identifying these needs, not simply as a continuation of what has been done in the recent past, but an analysis of what is needed and how best to provide new learning opportunities for Valencia employees. The Perkins Mini-Grants also provide a great source for faculty to explore new efforts for instruction. It was expressed that it would be helpful if faculty patterned their classrooms/work areas to mimic or replicate real workplace environments and expectations to help manage those of students. (Employer Luncheon; Employee Summit)
2. **Reach out to business/industry to help provide opportunities for faculty to update their skills and certifications.** It was clear through all our discussions that the partnership with business/industry was key to many areas of improvement and updating for Valencia College. Valencia should lean on their partners and always work to expand partnerships across the region. As with all relationships, these partnerships need to be nurtured, which takes considerable effort on behalf of the college. But the effort can pay off significantly. The Advisory Councils are a launchpad for many other ways of partnering. As a primary provider of future employees, Valencia can take advantage, to a degree, of

their relative importance in the community. This can be used as leverage to improve and coordinate programming and excellence at all levels. (Employer Luncheon; Stakeholder Summit)

3. **Through annual program reviews, identify gaps in equipment and technology and plan towards ensuring that these programs are appropriately provided for to meet the needs of business/industry.** There was mention that Valencia College needs to keep up with industry in terms of equipment and technology—a tough but real expectation from the business sector. Valencia, through the Advisory Councils, can look at these issues annually and make plans, or at least requests, to update as necessary. From their end, Employers (and certainly members of the Advisory Councils) could possibly share, loan, or gift equipment to Valencia College as a preferred partner. (Employer Luncheon).
4. **Create and require a standardized training process and guidelines for CPAs so that when they are well prepared when they start working with students.** We heard from CPAs who said that their training was mostly “by chance” or “by practice.” It should be standardized, as should the manner in which CPAs serve students. (Student Luncheon; Stakeholder Summit; Student Survey).

6. Equity and Access

Brief Description

This element focuses on identifying and understanding the gaps in access and opportunity for students based on background issues such as race/ethnicity, income, disability, and other areas that historically keep students from pursuing postsecondary education opportunities and especially CTE opportunities. Colleges need to understand these issues and provide solutions in programming and training to ameliorate these issues.

Data Collected and Reviewed

Data reviewed in this analysis were collected through these activities:

- Student Performance Audit
- Student Survey
- Student Performance Work Group
- Stakeholder Summit
- Labor Market Alignment Work Group

STRENGTHS

1. **Diversity.** Valencia College is a diverse population of learners that is slightly more diverse than the metropolitan Orlando area. As illustrated in Table 1 below, Valencia College’s CTE programs have a higher proportion of Hispanic students than the city and less White students. However, Black students are about equal across the institution and area. (Student Performance Audit Tool)

Table 1. Valencia College student population vs. Metropolitan Orlando (2012)⁵

	Valencia College CTE Students (2018-19)	Metro Orlando (2012)	Difference
Black/African American Ethnicity	14.2	15.3	-1.1
White/Caucasian Ethnicity	37.0	51.8	-14.8
Hispanic Ethnicity	35.1	26.7	8.4
Other	13.8	6.2	7.6

Fifty-five (55) percent of Valencia College's CTE students are women, 42 percent are economically disadvantaged, and 3 percent are with a disability. Approximately one of 10 students have limited English proficiency (ESL) and 16 percent are adult students (ages 25-29). (Student Performance Audit Tool). Valencia College has done well enhancing the enrollment of students in what are determined to be non-traditional, particularly by gender. These data are provided in the Appendix starting on page 36 and, given the number of programs, are too numerous to describe herein but can be reviewed by readers. (Student Performance Audit Tool)

2. **Information Available for Students and Parents.** Valencia College provides orientations and materials for students and parents to help dispel traditional myths of colleges and make them more aware of the opportunities and return on investment. (Student Performance Work Group)

WEAKNESSES

1. **Recruitment.** Recruitment is a challenge for CTE programs. Part of the recruitment challenge is that consistent stereotypes of certain jobs for certain people create misperceptions of what certain jobs and careers. This issue is perpetuated, in part, by entertainment (e.g., tv, movies, etc.). As well, the lack of equitable diversity in faculty may also hinder recruitment.
2. **Student Readiness for CTE.** There were comments about the mental or cognitive readiness of students for CTE studies and the challenges of mental health issues on campus, especially undiagnosed mental health concerns. Those that do have cognitive disabilities require supports and accommodations to persist in higher education. While they receive supports in elementary and secondary school, the availability of similar accommodations isn't quite as seamless for students as it was in K12. As well, many students are not academically prepared for college-level work. (Employee Summit; Student Performance Work Group; Stakeholder Summit)
3. **Family Background and Obstacles to Success.** Participants mentioned the family backgrounds of students, including those who came from or were single parents, those that had transitioned from foster care, and those who had parents with multiple jobs. Some students were noted to be homeless and others formerly incarcerated. Others have young children and are single parents. The availability of affordable and appropriate (e.g., safe) childcare is a barrier for many of these students, as is the flexibility necessary to meet college schedules and requirements while balancing the needs of dependents. Other considerations are provided below:
 - 3.1. Students who are LEP may have challenges grasping technical content in CTE courses and programs. (Student Performance Work Group)

⁵ Data retrieved January 23, 2020 (<http://www.diversitydata.org/Data/Profiles/Show.aspx?loc=1024>)

- 3.2. International students, who are typically diverse in many ways, have legal issues that can impact program completion or even, as we heard, program start. One student we spoke with mentioned that once she arrived, she had immigration issues which pushed her back a semester. (Student Performance Work Group)
- 3.3. First-generation students do not always have the “College Knowledge” of other students. They do not understand the intricacies of college expectations and work. (Labor Market Work Group; Student Performance Work Group)
- 3.4. Many students who are from historically underrepresented groups also are less academically prepared than other, more traditional students. Research shows that these students tend to do less well on standardized tests. (Student Performance Work Group; Employee Summit)
4. **Economically Disadvantaged.** Over 40 percent of Valencia College CTE students are economically disadvantaged, meaning that they may have not benefited from a better education and better opportunities than other students. This can have significant impact on not only their learning, but their living situations, transportation, ability to purchase textbooks. Many students are forced to work part- or full-time, making scheduling a challenge and a barrier to attending classes, taking part in internships, or exploring CTSOs and other opportunities that Valencia College has to offer. Even scheduling for clinicals has been described as challenging for some students. Other students may rely on TANF and SNAP programs for assistance. (Student Performance Work Group)
5. **Financial Aid.** Three quarters of Valencia College students (college wide) receive some form of financial aid. Sixty-two percent receive a Pell Grant and 20 percent take on student loans.⁶ Still, many students do not fully understand how financial aid works. Similarly, not all students understand the return on investment of a college degree, nor the cost of dropping out. Financial literacy and knowledge about financial aid is a challenge for many college students. (Student Performance Work Group)
6. **Pre-Requisites.** For certain students, course requisites can serve as a barrier to student enrollment and/or completion. (Student Performance Work Group; Employee Summit)
7. **CPAs and Advising.** Some students do take advantage of the expertise and assistance of CPAs. This is especially important for first-generation students. Students need to be implored to meet with their CPAs, and Valencia College must ensure that CPAs have the bandwidth to reach out and meet with all students at least once if not several times per semester. (Student Performance Work Group)
8. **Faculty Preparation for Diversity.** Not all faculty and staff have the requisite training or professional development to deal with diverse groups of students with conflicting interests and responsibilities. (Student Performance Work Group)

Recommendations for Consideration

1. **Continue to review and act to ensure diversity and equity in programs.** Data from Student Performance Audit Tool illustrate (see page 36) the data for each CTE program. It is up to Valencia to determine which programs are appropriate and which need support in terms of meeting their diversity goals. It is important that this process is carefully regarded annually and perhaps involves the marketing department.
2. **Focus on the specific needs of non-traditional populations,** including women and men in non-traditional programs, first-generation students, and others that fall under the equity and access designation;

⁶ <https://nces.ed.gov/collegenavigator/?q=Valencia&s=all&id=138187#finaid>.

3. **Provide more and better information to students about CTE programs and the importance of a higher education.** Students understand that higher education is important for employment because they hear it enough. But they do not always know the details and reasons it is important. Valencia needs to ensure that students understand the return on investment of their time and money and how this can change the trajectory of their lives. This is where orientations, advising, and providing other opportunities, such as access to job fairs and work-based learning opportunities is critical for the development and persistence of students.
4. **Require students to meet with their CPAs.** This would seem to be a non-negotiable. Qualified CPAs can make a difference in students understanding of college and their ability to succeed. Our study found the number of student meetings with a CPA per semester was positively correlated with college GPA. Require these meetings to happen more than once a semester.
5. **Promote transfer to bachelor's programs.** For students who may have a stereotype about community college, the promise of transfer to a baccalaureate program can be a significant motivational lever. Focus on the quality of learning at Valencia, the support they receive here, and the low-cost advantage of completing two years here as opposed to other, more expensive four-year universities.
6. **Identify, create, and improve safety net/wrap-around services for students who need academic and social supports.** Students who receive significant support have a much higher chance of succeeding than others. As well, those students who have aged out of foster care or homeless assistance programs need special supports to make it in postsecondary education. Ensure that students with particular needs are identified and the CPAs and other advisors monitor their progress and issues.
7. **Provide support programs/services for Limited English Proficiency (LEP) students.** If language is a barrier to course and program success, there needs to be supports in place to help these students advance. Professional development opportunities for instructional faculty to build skills for these and other populations is also encouraged.
8. **Focus marketing efforts on reducing stereotypes about certain professions and career tracks.** The data on preference on programs, especially by gender, significantly hampers the selection of certain pathways by women and men. Efforts need to be made through advising and marketing to reduce the impact of these stereotypes. If there is an interest in recruiting students of color, first-generation, and women (or men) to certain programs, then that message must be strong and clear across the greater Orlando region. Stereotypes have an incredible ability to perpetuate. Valencia College can break them with a good marketing and branding plan.
9. **Support the development of "College Knowledge" for students.** Because many students, especially first-generation students, do not necessarily understand the ins and outs of navigating college, Valencia College needs to educate them about these important issues, such as general education, withdrawal policies, financial aid, and college skillset development inclusive of study skills and time management.
10. **Provide financial literacy and financial aid counseling for students.** Students need to understand the importance of finance, financial aid, and how borrowing can help support their dreams. For the 75 percent of students who have some form of student aid at Valencia College, the college should make sure that students understand how the system works and how it can work for them. Students also may not understand that academic probation and course withdrawal may impact their financial aid.
11. **Provide and/or expand academic support services for students.** Many students who need academic support do not always get it. Valencia College provides academic supports, including tutoring, for students on an as-needed basis. However, providing it does not mean that students will use it. As with "College Knowledge," they have to be trained to use it. Many students are loners and are isolated from learning communities and work groups. They have to be introduced to these

opportunities in order to feel comfortable addressing current deficiencies in their academic work. Other colleges, such as Santa Fe College in Gainesville, use peer tutors as secondary supports.

12. **Encourage students to get involved.** For many students who attend two-year colleges, they go to class and they leave. It is different than the residential, four-year experience where people live on or close to campus. Many Valencia students live 10 or more miles away (do we have these data?). Being involved in campus life and their program is a form of retention programming that can help students stick with it. Encouraging students to get involved with CTSOs can make a difference in their progression. Involve faculty and staff to offer these ideas, and most certainly CPAs.

Conclusions

This report provides a summary of main items within each CLNA element that we were able to extract from the extensive data collection. In close partnership with Valencia College, we were able to identify key trends and observations from which we made recommendations for the college to consider. These recommendations are based on what we read, heard, and analyzed. Surely there are other items that others could consider based on the similar information.

Some of the items that stand out from our review include the following:

Student Performance

- Increase student awareness of CPAs and the resources they have to offer.
- Enhance partnerships with high schools and guidance counselors.
- Increase student awareness for tutoring opportunities and provide specialized tutoring.
- Increase and improve work-based learning opportunities.

Size, Scope, and Quality

- Utilize the expertise and involvement of the Advisory Councils.
- Increase funding and resources for facilities and technology.
- Increase job placement opportunities for graduates.

Labor Market Alignment

- Expand business/industry partnerships.
- Support instructional faculty through professional development and related activities.
- Create processes to further align curriculum with the labor market.
- Support CTE Pathways from middle school through and to Valencia College.

Faculty and Staff

- Review current professional development practices and encourage faculty to take advantage of these opportunities, including and especially Focus on the Workplace.
- Create and require a standardized training process and guidelines for CPAs so that they are well prepared when they start working with students.
- Reach out to business/industry to help provide opportunities for faculty to update their skills and certifications.

Equity and Access

- Continue to review and act to ensure diversity and equity in programs.
- Provide flexibility in clinicals and other work-based learning opportunities.
- Provide more and better information to students about CTE programs and the importance of a higher education.

- Identify, create, and improve safety net/wrap-around services for students who need academic and social supports.
- Focus marketing efforts on reducing stereotypes about certain professions and career tracks.
- Support the development of “College Knowledge” for students.

In addition to the above, we also considered the entire CLNA process to date. At first blush, the CLNA Toolkit 2.0 will come off to many people as a complex concept that requires an inordinate amount of time and expertise to complete. That viewpoint is not necessarily incorrect. Pulling the CLNA together is a challenging task that, undoubtedly, will result in as many different strategies and outcomes as there are colleges to complete it. After conducting this process with Valencia College, most of us would likely rethink the process and augment what worked with new strategies that would be more efficient with more efficacy.

The CLNA advises for a broad collection of information by way of diverse methods: surveys, focus groups, interviews, and data analysis. The CLNA also requires engagement with a broad swath of stakeholders, including students, parents, teachers, faculty, administrators, and employers. Thus, the options for data collection are many. However, certain processes are better than others at collecting useful data. For instance, whenever hard, quantitative data can be used, it should be. If questions can be answered by administrative data or by survey data, then those processes should be utilized. The softer, qualitative data collected via focus groups and open-response items on surveys are helpful to help tell a story. They provide the “color commentary” for the hard data. Put another way, quantitative data may tell us what “is,” but it does not always tell us why. The qualitative piece can help us understand the numbers better or identify issues we had not considered or been concerned about.

With something as considerable as the CLNA, processes need to be extremely focused and efficient. And the effort was made to do so in Valencia’s case, but there were some inefficiencies along the way. For instance, of the 94 CLNA questions in Toolbox 2.0, we ultimately identified 56 items and rejected 38. Of those 56 items, 29 were answered qualitatively through focus groups; the remainder to be answered through administrative records (audit tools) and surveys (e.g., ACTE). However, after a decision to eliminate additional items, the total questions fell to 29, of which 19 were focus-group based. The point being that 10 questions that were answered in focus groups were, at a later time, eliminated from consideration. Put another way, up to 1/3 of total focus group time was spent on answering questions that were later determined to be no longer relevant. If we had known that earlier in the process, that time could have been used to drill down into the 19 questions for more impactful knowledge.

The takeaway is that our knowledge from this experience should result in better up-front planning for the next CLNA. The team will need to be clear on what questions should to be answered and what information (and level of information) will be needed to appropriately answer those questions.

Second, analyzing qualitative information is difficult and imperfect, as outlined in our coding analysis memo. The level of analysis and description from qualitative data is limited to the level of detail provided in the corresponding information. For focus groups, notetaking must be consistent across all notetakers. In the end, the variance in notetaking became a limiting factor in our ability to analyze the qualitative data. There were lots of “lists” of information, but without the knowledge in context, that level of information is not always helpful.

Future processes can be improved by (a) having the table leader push to find a deeper meaning of a singular comments/content; and (b) having notetakers review their notes and provide more context in the final summary of the conversation.

For the quantitative data, Valencia College put considerable time into the development of two data audits, one in support of Student Performance; the other for Size, Scope, and Quality. Both were excellent tools that were very helpful in this process. More information on our review of the audit tools is available in our November 21, 2019 report (in the appendix). The time involved by Valencia staff to create the tools and then load the data was extraordinary. We recommend that Valencia consider hiring a full-time data person to provide year-round support on Perkins-related data analysis to ensure that CLNA data are constantly updated, providing critical information for ongoing continuous improvement.

It is our sense that much of the work for future CLNAs can be handled through annual program reviews and the use of the Advisory Councils. CTE Program directors and CTE leadership can refine their annual reviews to include many of the CLNA requirements—many of which are already part of the current program reviews.

APPENDIX

Appendix 1. Student Performance Data from the Audit Tool

The following data tables provide information on diversity of Valencia College CTE programs by gender, race/ethnicity, economically disadvantaged, limited English proficiency, and disability.

Table 2. Valencia College CTE programs ranked by percentage of non-White students enrolled

Program	Percent Non-White	Program	Percent Non-White
CTE Program Total	63.0	Electronics Engineering Technology	65.5%
Supervision & Management for Industry	84.6%	Radiography	63.2%
Accounting Technology	84.3%	Hospitality and Tourism Management	62.0%
Correctional Officer	77.4%	Computer Programming & Analysis	60.8%
Respiratory Care	76.9%	Criminal Justice	60.7%
Cardiovascular Technology	75.0%	Baking and Pastry Management	60.0%
Paralegal Studies	72.5%	Construction and Civil Engineering	58.3%
Medical Administration	71.1%	Law Enforcement Officer	58.2%
Business Administration	70.8%	Plant Science & Agriculture Technology	57.1%
Computer Information Technology	70.3%	Film Production Technology	55.6%
Network Engineering Technology	69.2%	Sound and Music Technology	55.6%
Digital Media Technology	68.7%	Fire Fighter (Minimum Standards)	54.3%
Graphic and Interactive Design	68.6%	Nursing	52.8%
Administrative Office Management	68.4%	Computer Aided Design and Drafting	50.0%
Culinary Management	67.9%	Live Entertainment Design & Production	46.7%
Dental Hygiene	66.7%	Fire Science Technology	44.8%
Health Information Technology	66.7%	Emergency Medical Services Technology	36.0%

Table 3. Valencia College CTE programs ranked by percentage of economically disadvantaged students enrolled

Program	Percent Economically Disadvantaged	Program	Percent Economically Disadvantaged
CTE Program Total	41.7%	Collegewide CTE Programs	41.7%
Radiography	73.7%	Sound and Music Technology	41.7%
Medical Administration	71.1%	Supervision & Management for Industry	38.5%
Dental Hygiene	61.1%	Computer Information Technology	37.8%
Administrative Office Management	60.5%	Respiratory Care	34.6%
Plant Science & Agriculture Technology	57.1%	Hospitality and Tourism Management	33.7%
Criminal Justice	53.9%	Health Information Technology	33.3%
Cardiovascular Technology	50.0%	Digital Media Technology	31.3%
Graphic and Interactive Design	48.6%	Fire Science Technology	27.6%
Nursing	47.2%	Computer Programming & Analysis	25.5%
Accounting Technology	47.1%	Electronics Engineering Technology	24.1%

Paralegal Studies	47.1%	Construction and Civil Engineering	20.8%
Baking and Pastry Management	45.7%	Live Entertainment Design & Production	20.0%
Computer Aided Design and Drafting	45.5%	Emergency Medical Services Technology	12.0%
Business Administration	43.4%	Film Production Technology	11.1%
Culinary Management	42.9%	Fire Fighter (Minimum Standards)	10.3%
Network Engineering Technology	42.3%	Correctional Officer	6.5%
	42.3%	Law Enforcement Officer	4.5%

Table 4. Valencia College CTE programs ranked by percentage of Limited English Proficiency students enrolled

Program	Percent LEP	Program	Percent LEP
CTE Program Total	10.6%	Computer Information Technology	9.5%
Construction and Civil Engineering	29.2%	Health Information Technology	8.3%
Administrative Office Management	28.9%	Supervision & Management for Industry	7.7%
Computer Aided Design and Drafting	27.3%	Graphic and Interactive Design	5.7%
Medical Administration	26.3%	Baking and Pastry Management	5.7%
Accounting Technology	25.5%	Dental Hygiene	5.6%
Cardiovascular Technology	25.0%	Film Production Technology	3.7%
Respiratory Care	19.2%	Electronics Engineering Technology	3.4%
Culinary Management	17.9%	Criminal Justice	3.4%
Hospitality and Tourism Management	17.4%	Correctional Officer	3.2%
Computer Programming & Analysis	15.7%	Nursing	3.0%
Network Engineering Technology	15.4%	Sound and Music Technology	2.8%
Plant Science & Agriculture Technology	14.3%	Law Enforcement Officer	2.3%
Paralegal Studies	13.7%	Digital Media Technology	0.0%
Business Administration	12.7%	Fire Fighter (Minimum Standards)	0.0%
Collegewide CTE Programs	10.6%	Live Entertainment Design & Production	0.0%
Radiography	10.5%		

Table 5. Valencia College CTE programs ranked by percentage of students with disabilities enrolled

Program	Percent Economically Disadvantaged	Program	Percent Economically Disadvantaged
CTE Program Total	3.0%	Business Administration	2.4%
Digital Media Technology	12.5%	Hospitality and Tourism Management	2.2%
Accounting Technology	7.8%	Law Enforcement Officer	0.6%
Live Entertainment Design & Production	6.7%	Supervision & Management for Industry	0.0%
Paralegal Studies	5.9%	Correctional Officer	0.0%
Graphic and Interactive Design	5.7%	Respiratory Care	0.0%
Dental Hygiene	5.6%	Cardiovascular Technology	0.0%
Film Production Technology	5.6%	Network Engineering Technology	0.0%
Administrative Office Management	5.3%	Health Information Technology	0.0%
Radiography	5.3%	Computer Programming & Analysis	0.0%

Computer Information Technology	4.1%	Baking and Pastry Management	0.0%
Culinary Management	3.6%	Construction and Civil Engineering	0.0%
Electronics Engineering Technology	3.4%	Plant Science & Agriculture Technology	0.0%
Criminal Justice	3.4%	Fire Fighter (Minimum Standards)	0.0%
Nursing	3.4%	Computer Aided Design and Drafting	0.0%
Collegewide CTE Programs	3.0%	Fire Science Technology	0.0%
Sound and Music Technology	2.8%	Emergency Medical Services Technology	0.0%
Medical Administration	2.6%		

Table 6. Valencia College CTE programs ranked by number of graduates by program (2018-19)

	Program	2018-19 Enrolled Program Majors	2018-2019 Graduates	Graduate Ratio 2018/19 (Graduates/Majors)
	Collegewide CTE Programs	12,236	1,483	12.10%
1	Nursing	887	233	26.3%
2	Business Administration	2,650	212	8.0%
3	Law Enforcement Officer	217	177	81.6%
4	Fire Fighter (Minimum Standards)	202	116	57.4%
5	Hospitality and Tourism Management	744	92	12.4%
6	Criminal Justice	837	89	10.6%
7	Computer Information Technology	528	74	14.0%
8	Fire Science Technology	305	58	19.0%
9	Film Production Technology	428	54	12.6%
10	Network Engineering Technology	392	52	13.3%
11	Accounting Technology	368	51	13.9%
12	Paralegal Studies	430	51	11.9%
13	Computer Programming & Analysis	492	51	10.4%
14	Medical Administration	226	38	16.8%
15	Administrative Office Management	190	38	20.0%
16	Sound and Music Technology	533	36	6.8%
17	Graphic and Interactive Design	587	35	6.0%
18	Baking and Pastry Management	263	35	13.3%
19	Correctional Officer	44	31	70.5%
20	Electronics Engineering Technology	300	29	9.7%
21	Culinary Management	331	28	8.4%
22	Respiratory Care	86	26	30.2%
23	Emergency Medical Services Technology	48	25	52.1%
24	Construction and Civil Engineering	233	24	10.3%
25	Computer Aided Design and Drafting	149	22	14.8%
26	Radiography	49	19	38.8%
27	Dental Hygiene	47	18	38.3%
28	Digital Media Technology	303	16	1.9%
29	Live Entertainment Design & Production	126	15	11.9%

30	Supervision & Management for Industry	68	13	19.1%
31	Cardiovascular Technology	50	12	24.0%
32	Health Information Technology	53	12	22.6%
33	Plant Science & Agriculture Technology	112	7	6.3%

Table 7. Valencia College CTE programs ranked by percentage of female students in non-traditional programs for females

Programs that are considered non-traditional for females are:	Female	Male
Criminal Justice	41.6%	57.3%
Computer Aided Design and Drafting	40.9%	54.5%
Supervision & Management for Industry	38.5%	61.5%
Fire Science Technology	24.1%	75.9%
Film Production Technology	22.2%	75.9%
Network Engineering Technology	21.2%	78.8%
Construction and Civil Engineering	20.8%	79.2%
Law Enforcement Officer	19.8%	79.1%
Computer Programming & Analysis	19.6%	84.4%
Computer Information Technology	14.9%	85.1%
Plant Science & Agriculture Technology	14.3%	85.7%
Fire Fighter (Minimum Standards)	11.2%	87.9%
Electronics Engineering Technology	10.3%	89.7%
Benchmark for programs designated non-traditional for females	23.0%	76.5%

Table 8. Valencia College CTE programs ranked by percentage of male students in non-traditional programs for males

Programs that are considered non-traditional for males are:	Female	Male
Radiography	26.3%	73.7%
Accounting Technology	62.7%	37.3%
Health Information Technology	83.3%	16.7%
Nursing	84.1%	15.9%
Paralegal Studies	82.4%	13.7%
Dental Hygiene	94.4%	5.6%
Benchmark for programs designated non-traditional for males	72.2%	27.2%

Table 9. Valencia College CTE programs ranked by percentage of female students in programs that are not designated non-traditional by gender

The remaining programs have no non-traditional designation	Female	Male
Diagnostic Medical Sonography	100.0%	0.0%
Administrative Office Management	92.1%	7.9%
Medical Administration	92.1%	7.9%
Cardiovascular Technology	83.3%	16.7%

Baking and Pastry Management	82.9%	17.1%
Hospitality and Tourism Management	70.7%	29.3%
Business Administration	67.0%	30.7%
Biotechnology Laboratory Sciences	66.7%	33.3%
Graphic and Interactive Design	60.0%	40.0%
Live Entertainment Design & Production	60.0%	40.0%
Respiratory Care	50.0%	50.0%
Culinary Management	39.3%	57.1%
Correctional Officer	29.0%	71.0%
Digital Media Technology	25.0%	75.0%
Sound and Music Technology	19.4%	80.6%
Emergency Medical Services Technology	8.0%	92.0%
Benchmark for programs not designated non-traditional	59.1%	40.5%

Appendix 2. Labor Market Work Group

Appendix 3. Student Performance Work Group

Appendix 4. Employee Summit

Appendix 5. Stakeholder Summit

Appendix 6. SSQ Audit Tools Analysis

Appendix 7. Student Survey Summary

Appendix 8. Audit Tools Feedback

Appendix 9. Coding Memo

Appendix 10. CLNA Questions

Labor Market Alignment

Summary of September 16, 2019 Session

Valencia College
Orlando, FL

Version 2.0

Initial Version — October 22, 2019
Revised Version — January 17, 2020



Summary of Labor Market Work Group, September 16, 2019

Date of Event: September 16, 2019
Title: Labor Market Alignment Work Group
Attendees: Perkins Grant Coordinators, faculty, teachers, counselors, and administrators from across the following institutions: School District of Osceola County, Orange County Public Schools, Seminole County Public Schools, Seminole State College of Florida, and Valencia College.
Process: Five groups comprised of 7-8 individuals from the across the above institutions (mixed groups) participated in discussion of five questions. Representatives from Valencia College served as Captains facilitating the discussions or Note Takers recording the participants' insights and observations. This summary was conducted by the Educational Policy Institute.

QUESTION 1. Are the completers of your program finding success and where? Are there disciplines which are less successful? What skills are lacking in your programs? If so, why? (3.5; 3.6).....	3
QUESTION 2. How are you validating the skills being taught in your programs with business and industry partners? What are best practices from your institution? (3.7)	5
QUESTION 3. What are your plans to prepare students for the potential workplace of the future: What are best practices from your institution? (3.8).....	7
QUESTION 4. What new trends and innovations are you exploring? Is your institution exploring? How are other programs and service providers in your region addressing these trends and innovations? (3.1; 3.8; loosely)	12

QUESTION 1. Are the completers of your program finding success and where? Are there disciplines which are less successful? What skills are lacking in your programs? If so, why? (3.5; 3.6)

Successes

Promising Programs

- Skilled trades students are hired quickly (e.g., Construction Management & Interior Design).
- Toyota T-Ten Program (Recruiter walk students through process & encourages students – shepherds them).
- Partnership with Toyota.
- Health programs.
- VC –School of Public Safety (SPS) hiring like gangbusters.

Pathways and Career Placement

- OCPS completers find success with job placement: Medical 100%; Automotive High; IT High; Tech Express went from average 5-6 OTC students to 641 OTC students enrolling at VC.
- VC - Culinary & Baking students find part-time and full-time employment.
- SDOC success with job placement - Construction; IT; Law Enforcement – high 90%; Tech Express – 40 Students vs 4.
- OCPS - OTC – Health programs & skilled trades biggest placement successes.
- New BAS degrees (see the two Bachelor of Applied Science degrees on Valencia's website) allow transition from AS degrees.
- Deloitte hires VC IT grads from AS.
- Culinary & Baking students find part-time and full-time employment.
- SSC is keeping students in construction management program to complete because they can go to work for commercial general contractors (100% placement).
- Interior Design students completing program because they can get employment. Most go on to Bachelors
- OCPS: OTC - Depends on program – Dental & Welding are high placement.
- Pushing program down into high schools to engage younger students – credentialing early.

Retention

- Getting students to stay: 18-24-year old range more apt to stay because no degree.
- 30-55 already working but want degree for promotion (finishing may not be important).

- Classes may not be offered that fit schedules.
- OCPS: OTC - Building Construction – students can go work before completing program.
- VC students idea of success may be different so they may not be able to pursue desired career because of physical restrictions.

Challenges

Problem Programs

- OCPS: OTC - Harder to track students in the Art, Design & Entertainment fields.
- Criminal Justice – hiring grads Corrections, Security, Law Enforcement.
- Supervision and Management moving up in industry & trade.
- AS Accounting not as successful hiring is down because bookkeeping can be done online.
- Business Management Marketing Admin – going into BAS BOL.
- Accelerated training students are getting jobs.
- VC - Network Engineering Challenging to get job because of specializations.
- OCPS - Oversaturated program – is TV Production Tech, most students don't progress in education. (Less Successful). Missing skill is adequate reading level (comprehension & literacy & vocabulary).
- Automotive is not as successful. What are we going to do about trends in Automotive?.
- OCPS - Struggling with funding/recruiting adults in culinary. Employers don't give weight to training.
- VC - Weakness is Health Science Curriculum for Fire program.

Career Placement

- SDOC - Getting data with accurate reporting all data (placement, etc.).
- At Seminole State College (SSC) - 90% and higher placement as well; EMT is challenge – placement rate only 80%.
- At Valencia College (VC), can't produce grads fast enough. Industry reaches out to VC for help. Encourage early engagement with students.
- Graphic Designs – getting jobs, starting businesses.
SSC - Allied Health & Early Childhood Ed – low salaries so students don't stay. Early Childhood ED – states don't have credential requirements so pay is lower.
- Culinary industry is looking for credentials. Huge need in Central Florida (Industry Need) Issues with K-12 completing because of scheduling into CTE pathways. Guidance, admin, don't understand students can get industry certifications.

Retention

- Getting students to stay, 18-24 year range more apt to stay because no degree.

- 30-55 already working but want degree for promotion – finishing may not be important.
- Classes may not be offered that fit schedules.
- Hospitality – Success is employment & transition to UCF.
- Students get employment opportunities outside of Orlando.
- OCPS: OTC - Building Construction – students can go work before completing program.

Academic Preparation

- SSC – Student math skills & program specific skills.
- SDOC - Inability to do simple math depending on program.
- SDOC – Language barriers
- Soft Skills – Interview, communication, professional behavior & dress.

Other

- Very diverse population in classrooms – variety of levels of interest, competency, age, ethnicity, experience.
- SSC - Some things need to change. Business Partnerships & Collaboration.
- Students want to complete program quickly and go to work.
- Keeping teacher's skills & knowledge current.

QUESTION 2. How are you validating the skills being taught in your programs with business and industry partners? What are best practices from your institution? (3.7)

Validation

- Advisory Councils
 - Have CPA's attend meeting. Discuss skills needed by industry. Validate skills needed by hiring our students. Review artifacts in Capstone classes.
 - Work with advisory boards to validate current industry certifications needed.
 - Input and validation from advisory councils.
 - Industry Advisory Councils – updates needed on skills & knowledge, provide current industry situations/problems, provide feedback on progress and help grade performance (part of capstone class).
 - Meet with industry advisory groups twice a year gather input on their industry needs and how well our students are prepared for employment in field.
 - Program advisory boards – review curricula, validate workforce needs, student skills & preparedness.
 - Active engagement of advisory council members, give them opportunities to contribute, not just listen and to help with various things throughout the year. Email regular updates throughout the year. (BBP).

- Surveying Advisory Councils & Industry Partners including Education Foundation & Economic Development.
- Certifications
 - Industry certifications and industry standards (high schools & licensing bodies).
 - State certifications, basic skills inventory.
- Surveys
 - Gather feedback from internship employers.
 - Individual employer's surveys (Allied Health, Paralegal, Bachelors, Capstone Courses).
 - Student Surveys.
 - Employer focus groups.
- Continual Review of curriculum to ensure its up to date and is meeting current industry needs.

Best Practices

- Faculty
 - Provide faculty development opportunities, conferences, trainings, workshops, seminars and opportunities to connect with industry (Best Practice).
 - Faculty required to have industry certifications they are teaching for.
 - Adjunct (PT) faculty who are working FT in the fields share knowledge with other faculty.
 - Perkins Mini grants (Faculty Development) – Opportunity for faculty to get additional trainings/education at conferences – stay current.
 - Hiring teachers with current industry knowledge and experience.
 - Providing staff and professional development for teaching.
 - Hiring of Tech Express Advisors to promote articulated pathways.
 - Hire adjuncts and faculty who come from industry.
- Involve the Business Community
 - Employers who guest lecture & provide their assessment.
 - Separate Commencement – invite employers to meet students.
 - Industry partners who come into classes & speak, observe, host talks, forums.
 - Tour different employers
 - Round tables with employers who speak on different topics.
 - Industry who comes in and evaluates student projects.
 - Combine advisory councils for meetings.
- Work-Based Learning
 - Paid internship opportunities.
 - Clinicals.
 - Requiring internships in programs.
 - Make internships (1, 2 and 3 credits).
 - Internship Evaluations on student performance.

- Programs
 - Able to make changes quickly based on current industry demand.
 - Partner with career centers: social media, resumes, etc.
 - Rubrics for clinicals & internships that measure soft skills and technical skills.
 - Embed credentialing exams in program (load into lab fees) – make them part of their assessment.
 - Constant Reinvestment in Education.
- Students
 - Competitions for Students.
 - Competitions – Skills USA, Career Days.
 - Mock interviews.

Barriers

- Faculty
- Faculty members, recruiting faculty
 - Credentialing, retention of faculty
 - Having current industry knowledge as well as ability to teach it and manage classroom
 - Ongoing professional development
 - Need curriculum frameworks to be updated
- Advisory Boards
 - More frequency to keep up with current industry needs
 - Getting advisory board members to attend advisory board meetings
 - Not having right people on advisory boards
- Response Rate in Surveys
- Labor Laws that limit access
- Background of student – Records prevents employment in certain fields
- Scaling opportunities across campuses

QUESTION 3. What are your plans to prepare students for the potential workplace of the future: What are best practices from your institution? (3.8)

Challenges

Career Awareness/College Knowledge

- Explaining to students that jobs on TV are not reality.
- At OCPS – OTC Career Specialists address this but there are not enough of them.
- Perception of work ethic of high school student vs college intern.

Partnerships/Pathways

- Industry cannot see benefit as a work partner: “What’s in it for us?” How do we bridge this gap?
- Industry doesn’t know what to do with us.
- Industry wants their workforce now, but need to understand investment should start early, like middle school.

Professional Development

- Invest in teachers so they have information.
- Skilled teachers may have limited, outdated industry experience because they have been teaching so long and vice versa.
- Time in schedule for faculty to learn new methodologies, technology, etc.
- Project-based learning across disciplines, technology; counteract entrenched mindset.

Teaching/Learning

- Struggle to reach students before they are in a bad point, (e.g., academic probation).
- Instruction/teaching methods — sometimes it is difficult to teach students transferable skills, critical thinking skills, self-assessment skills, and how to adapt. Software also brings challenges. It is difficult to be proactive with students when you only encounter them once they go on academic warning. It is hard to know what employers actually want.
- Soft Skills
 - Complaints around soft skills led to interview skills workshops, skills shops on email etiquette.
 - Workplace ready skills needed, especially communication, but we don’t have spaces to support this, like a shared simulation space across Allied Health.
 - Time with students is limited especially versus the employer’s anticipated level of soft skills.

Work-Based Learning

- Getting industry to be part of this work, to collaborate and open doors.
- HR has to be on board – like no interns under 18.
- Jobs that high school students once held are held by others, so place them in an apprenticeship or internship to gain experience but that is manufactured. There is a challenge between providing students with staged experiences and actually giving them real-world experiences.

Disabilities

- How can we service students with learning challenges? Comprehensively, guide to a good outcome, set up for success? Prepare for jobs of future come with challenges.

Other

- Creative marketing of programs but limited marketing dollars.
- Share success stories to break down stigma.
- Special Populations:
 - Foster Students.
 - Single Parents.
 - Vets.
 - Homeless.

Best Practices/Successes

Advisory Councils

- Work with advisory council/industry to inform critical thinking skills needed.
- Building advisory boards when there is an industry disconnect.
- Interview industry.
- Some participants were energetic when discussing advisory boards and said great things were happening, but others said they were knocking on doors and none of the doors are opening.
- Advisory board is a guiding voice.

Partnerships

- Partner with career services and new student experience course.
- Proactive outreach to industry is a way to overcome challenge.
- Come with idea, model for partnership.
- Connect with industries in emerging areas (e.g., field trip to self-driving car at UCF).
- Connect with industry – good partnerships led to donated equipment.
- Partnerships like CareerSource in DT campus building.
- Location can support beneficial partnerships (i.e., Osceola county, Bridge).

Career Awareness

- Ensure that students receive exposure to jobs and information on potential jobs and their aptitude. Do not assume they are receiving this from friends and family.
- Educate students on specific trends, contemporary learning – in addition to mandated curricula.
- Educate – *lots of effort here* – about what jobs are out there, real life.
- OCPS – OTC uses a document called “Vision 2024.” SSD participants referred to a model titled “Future Ready Skills” with a quadrant that’s organizing their work.
- Educate parents on what is “out there.”
- Parents need to know more about careers and teachers — including college instructors — need to know more about local economies and resources in order to better serve

students. The concern was that both of these groups do not have the opportunity to connect with and understand the local resources in the current structure.

- Ed resources to ecosystem so kids/students can see their future (i.e., the DT Campus).

Pathways

- Inform parents about multiple paths to successful careers.
- Ask students in younger grades – What are you interested in & why?
- Ask our students what they need.
- Pipeline from middle school -> post-secondary, places they can leave and come back.
- Collaborate and support — not compete — among districts and institutions.
- Scaffolding from elementary/middle school through postsecondary to support community.

Advising

- Guide in an accepting, open way when the student's chosen avenue does not work – back up plan like focusing on a certification first that leads to a job.
- Career Program Advisors (CPAs) help address lack of career awareness.
- Demystify college.

Learning Skills

- Futuristic thinking.
- Critical thinking, risk taking – skills needed for students to adapt to future.
- Inquiry-based learning and learning from mistakes.

Soft Skills

- Focus on soft skills; communication.
- Teach students that everyone participates and ask questions; talking is the norm; structure activities to support collaboration; development an environment where students learning without teacher talking at them.
- Teaching students how to use skills in self assessments, different environments, and how to adapt; these things will be things not covered in curricula but found on the job.

Alignment/Curriculum

- Adapt and update to changing job market.
- Industry guiding where we need to go – Advising council identifies skills.
- Focus on employability skills – future ready skills – ensure that students graduate with meaningful diploma.
- Align with state certifications and local agencies in public safety – drive curricula.
- Faculty work together to align curricula.
- Need opportunities to change up curricula purposefully.
- Prepare student through a course before they enter internship.

Work-Based Learning

- Experiences like hands on lab and internships.
- Provide work experience for students that mirrors reality and help them be successful in good and bad jobs.
- Internships and Apprenticeship – that’s where they get the reality.
- Experiential Learning – hands-on experience in student organizations and high-quality, career-driven job shadowing and field trips.
- Focus on cross-curriculum, cross-training provides “rehearsal” so first time they encounter this is not on the job; cross-industry connections before workplace.
- Have an internship expo where students show skills.
- Moving to skills-based workforce.
- Connection to internships, apprenticeships, etc.

Assessments/Testing

- Assessments that require critical thinking.

Teaching/Pedagogy

- Faculty, adjunct, who are also practitioners bring industry information back to the program.
- Faculty run course like it’s a job – accountability and students meet deadlines.
- Teach them to be lifelong learners so they’re prepared for the future.
- Flexibility in learning spaces, both to house new or changing equipment aligning with changing industry needs.
- Building spaces — designed for collaboration — for example housing a tech school alongside a career resource center and a high school.
- Balance of today’s technical skills with transferable skills to help in future/different situations.
- Reinforce critical thinking and other STEM principles.

Professional Development

- Model from field – no classes on Friday so its reserved for faculty industry visits.
- Faculty and mission all focus on career as goal from enrollment through placement.
- Opportunities to network with industry (i.e., attend a conference).
- Identify future needs by attending trade shows (i.e., to see equipment and demos that align with industry need to curricula). Instructors need to try new technologies; they need to be able to have direct experience in the industries each year; they would benefit from going to tech expos to see what new companies are going to be rolling out in the future.
- Every CTE instructor works in workplace each year.
- Model of month-long industry experience.

Other

- Expo focused on special pops — positions for students with special needs or using a translator.
- Broaden horizons through study abroad.

QUESTION 4. What new trends and innovations are you exploring? Is your institution exploring? How are other programs and service providers in your region addressing these trends and innovations? (3.1; 3.8; loosely)

Partnerships

- Building relationships with strong communities.
- More interaction with employers; employers as guest speakers; advisory committee involvement.
- Institute model – “center” for focused programing; helps with industry partnerships and meets needs (not as much about access); builds expertise.
- School of Engineering/Technology” – offering new programs; support high tech industry; partnership with UCF; hands on.
- Partner with business – donate equipment; commitment to students/program (access).
- Partnerships with nonprofits & business to address their needs.
- Industry partners to support programing; (teach).
- Work with advisory/industry councils.
- Bring businesses to classes to expose to future careers.

Pathways

- Organizing pathway to better train workforce with available funding (maximize).
- Change process of how career pathway credits are issued (make end of course).
- Introduce elementary school student to fields.
- Student reinvest in school district where educated.

Advising

- Assistance with career program advising.
- Different forms for communication with students (access to information); Accessibility to information; engaging language.

Alignment

- Purposeful CTE programs; career focused; aligned across middle/high and post-secondary.
- Program offerings more in alignment with industry; new programs/revisions implemented more quickly.
- Good articulation agreement with OTC and CareerSource.

- Looking at new degrees/classes for future employment/workforce.

Work-Based Learning

- Work-based learning opportunities; credit toward experience.
- More internship, job shadow experience (shorter term).
- Long-term internships for students.

Teaching and Learning

- Instill an idea of “lifelong learner.”
- Business needs (website update, etc.) and projects brought to students; real-world situations.
- Nontraditional classrooms; teachers are “advisors”; problem-solving & issues.
- Teaching adaptability; “how to learn.”
- **Curriculum**
 - Core curriculum around CBD/hemp.
 - Framework written more broadly for quicker implementation.
 - More virtual opportunities for students.
 - Simulation/hi-tech simulation for the student experience (to address risk and safety/injury) fire/law enforcement; supply needs (welding).
 - Dual enrollment; hybrid/evening classes.
- **Credentials**
 - Industry certification with college credit; track program – more educated employee.
 - Short term stackable certificates to address retention.
- **Scheduling**
 - Varying schedules to accommodate students; flexible classes to meet student need (flexible schedule).
 - Explore flexible/cohort scheduling.

Faculty/Staff

- **Professional Development.**
 - Going to trade shows to stay abreast of trends.
 - Training for new programs.
- **HR**
 - Faculty/Staff retention.
 - Employment structure to continue to value faculty/staff expertise with change in programming.
 - Benefits for flexible schedules.
 - Compensation.

Other

- Work with other federal programs to bring experiences to students; integrated programming and outreach.

Student Performance

Summary of September 18, 2019 Session

Valencia College

Orlando, FL

Version 2.0

Initial Version — October 18, 2019

Revised Version — January 17, 2020



Summary of Student Performance Work Group, September 18, 2019

Date of Event: September 18, 2019
Title: Student Performance Work Group
Attendees: Valencia College Student Affairs staff from across departments including advising, financial aid, and others, as well as administrators.
Process: Three groups comprised of 7-8 individuals participated in discussion of three questions. Representatives from Valencia College served as Captains facilitating the discussions or Note Takers recording the participants' insights and observations. This summary was conducted by the Educational Policy Institute.

QUESTION 1. Where do the biggest gaps in performance exist between groups of learners for the accountability indicator completion? What could be the root causes of these gaps? How can we find out what the root causes are? (1.7) 3

QUESTION 2. What efforts have been made to recruit? What efforts to retain diverse populations of learners into CTE programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective? Which ones are underutilized? (6.2) 4

QUESTION 3. What barriers prevent certain populations of learners from accessing our CTE programs? (if the group needs it, prompting can include following examples: prerequisites/admission requirements, transportation, childcare or scheduling). What barriers prevent certain populations of learners from taking part in embedded activities? (prompting such as work-based learning, accelerated credit (including dual enrollment) and Career and technical student organizations (CTSOs)). (6.3) 5

QUESTION 1. Where do the biggest gaps in performance exist between groups of learners for the accountability indicator completion? What could be the root causes of these gaps? How can we find out what the root causes are? (1.7)

There were five main themes to take from the Question 1 focus groups, including family/personal issues, financial/resources, strategies/solutions, structural/infrastructure, and data/analysis.

Family/Personal

Participants identified several areas that commonly come up in the identification of barriers or challenges to enrollment and persistence in postsecondary education.

- There were three comments about the mental or cognitive readiness of students for CTC studies and the challenges of mental health issues on campus, especially undiagnosed mental health concerns.
- Participants mentioned the family backgrounds of students, including those who came from or were single parents, those that had transitioned from foster care, and those who had parents with multiple jobs.
- Some students were noted to be homeless and others formerly incarcerated.

Financial/Resources

Participants noted the challenges for students who had a variety of income-related issues, including:

- Coming from low-income backgrounds
- Not having the resources to support their living situations, transportation, and related living situations
- Not being able to afford textbooks and tutor supports

Additionally, participants noted that the issues do not only relate to people who are economically disadvantaged, but also those who are above the need-based threshold of federal methodology. Thus, they do not qualify for Pell and other programs but still have significant financial need.

Strategies/Solutions

Participants identified issues and provided potential strategies for students to overcome perceived and real barriers to college access and success. Some of those for consideration include:

- Providing early immersion activities, such as job shadowing opportunities
- Clarifying the need to be continuously enrolled in 12 credits for financial aid awards
- “College Knowledge” of knowing how to navigate the college system, including general education, withdrawal policies, and college skillset development inclusive of study skills and time management.

Structural/Infrastructure

Related to strategies and solutions are structural or infrastructure issues related to the ability of the college to influence student success. Specifically, participants questioned what “sphere of influence” the institution has over students and their experiences.

Participants did note that some of the structural barriers to success come from inconsistencies from campus-to-campus and department-to-department. Others noted that transportation for the campus-based programs remains challenging for many students. Issues related to program access for students was also raised as an issue.

The difference between how part-time and full-time students was discussed during the session, and a participant wondered if the college had an internal bias between the two types of students. During the session, it was offered that part of the challenge was the low percentage of traditional age students. However, data clearly show that 60 percent of students are 24 years old or younger, meaning that only 40 percent of the population is non-traditional in terms of age.

Data/Analysis

There were questions and/or comments about data for analysis, including:

- Were correct data or measures used for retention versus completers
- The insufficiency of data regarding homeless students
- Data focused on first semester experiences

QUESTION 2. What efforts have been made to recruit? What efforts to retain diverse populations of learners into CTE programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective? Which ones are underutilized? (6.2)

Here are some of the findings from this group regarding successful efforts to recruit and retain students:

Advising

- Customized educational plans for students
- Tech Express Advisors
- Proactive advising for part-time students who are in and out of Valencia

Marketing

- Use specific workforce language in our marketing
- Provide more diversity in our marketing, including people with disabilities and non-traditional populations

- Dispel some of the myths through our branding and marketing; clarify our language

Recruitment

Some positive recruitment strategies include:

- Class presentations made by advisors on AS degrees and technical certificates
- Information sessions for Allied Health and Nursing have successfully promoted recruitment
- Educational sessions provided by advisors for faculty
- Special camps (middle/HS) are successful recruiting strategies
- Career Source assists our recruitment efforts
- Magnet school programs effectively serve as a recruitment strategy

Some considerations/suggestions include:

- Further define the role of the recruiter
- Include more CTE information in SLS and orientation
- Provide CTE information sessions at non-traditional times (they have been well attended) (e.g., Monday evenings)
- Use transition staff to build relationships with technical colleges and high schools

Challenges include:

- High school counselors are overloaded and not providing our specific program information to students

Retention

Suggestions to improve the retention of students include:

- Clarify language about the benefits of staying within the program
- Help students create a community of peers through programs like LSAMP
- Provide dedicated support for students from coordinators, advisors, coaches, and mentors
- Communicate with students at various “touch points.”
- Continue to provide Tech clubs can help students make meaningful connections (e.g., CTSO), as do other student organizations.

QUESTION 3. What barriers prevent certain populations of learners from accessing our CTE programs? (if the group needs it, prompting can include following examples:

prerequisites/admission requirements, transportation, childcare or scheduling). What barriers prevent certain populations of learners from taking part in embedded activities? (prompting such as work-based learning, accelerated credit (including dual enrollment) and Career and technical student organizations (CTSOs)). (6.3)

Structural

Structural issues refer to college-based issues that impact student access and completion.

- Declared majors (e.g., students made to declare too early)
- Program requirements
- Pre-requisite courses (e.g., difficult to get in)
- Clinicals (e.g., clinicals take time)
- Program cost/price
- Program accessibility (e.g., competitive admissions)
- Scheduling (when courses/classes are offered)
- Institutional change/ Mindset
- Systemic institution processes
- Curriculum requirements (e.g., that differ from other area institutions)
- Insufficient program space (e.g., health care/clinical space)
- Transportation
- Campus-based transportation
- LYNX- Bus (long trip)
- Stigma/perception of CTE
- Stigma/perceptions negative label to A.S. degree
- Access to Information (Do they know CTE programs exist?)
- Mindset of the student and institution

Financial

Financial issues refer to issues related to barriers and issues that impact student access and success.

- Not enough money to support schools and life
- Program costs and fees (e.g., fee associated with Cardiovascular)
- Food insecurity – homeless
- Student financial wellness (noted that the Financial Literacy survey (IRIS) found that 53% of students said housing was an issue and 31% had food security)
- Clothing
- Lack of financial literacy (FAFSA completion)
- Unpaid internships/paid internship difficult for students
- Many students need to work while attending VC (some multiple jobs)

- Housing costs
- Financial ambassadors (need more info)

Family/Personal

Background issues that make access and success challenging.

- language skills
- homelessness
- first generation students
- single mothers
- International students (immigration/I-9 status)

Academic Preparation

- Standardized tests
- Soft skills
- Students with disabilities (IQ/cognitive ability/Senate Bill 850)

**Summary of
October 21, 2019**

Employee Summit

Revised January 17, 2020



Questions

1. What are some of the efforts you have made to advise and retain diverse populations of learners and/or special populations into your programs? Which ones have been most and least effective? Which ones are under-used? (6.2) 3
2. What barriers (such as prerequisites/admission requirements, transportation, childcare or scheduling) prevent certain populations of learners from accessing your programs? Completing your program? Which student groups are most affected by these barriers? (6.3)..... 4
3. What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning? What are the root causes of these barriers? Which student groups are most affected by these barriers? (6.4)..... 4
4. Are there policies or processes that hinder student success? What policies or processes that support student success?..... 6
5. What support services are available for you to call on or refer students to? Which are most helpful? 7
6. Are you aware of professional development opportunities on advising, career development and other services to students in an equitable, unbiased manner? How do you learn about the challenges students face when in high-skill, high-wage or in demand occupations? 7
7. Overall, which professional development opportunities in your field have a positive impact on student or program outcomes? Which of these have you been part of? Which conferences are the most important in your field? Which of these have you been part of? (5.19; 6.7) 8
8. What types of training have you received to support your work? Do you feel that there are adequate professional development opportunities to grow and advance? (5.17; 5.19; 6.17)..... 8
9. What opportunities do you have to engage with and learn directly from representatives from business and industry? With colleagues outside of the college in formal or informal professional learning communities? Which ones are most effective? (2.6; 5.16)..... 9
10. What are the top five challenges that you see students are faced with? Who do you reach out to assist students in these circumstances? (6.3)..... 9
11. How do you learn about the challenges that students face when in high-skill, high-wage or in demand occupations? (6.1; 6.2)..... 10

On October 21, 2019, Valencia College held an employee summit to support the work on the Comprehensive Local Needs Assessment (CLNA). There were two sessions held. The first at 9am and the second at 3pm. Each time period had two separate groups. Here are the summaries.

1. What are some of the efforts you have made to advise and retain diverse populations of learners and/or special populations into your programs? Which ones have been most and least effective? Which ones are under-used? (6.2)

- Proactive Advising.
- Explaining financial aid application and the academic advising process.
- Helping students with scheduling.
- Focusing on mileposts and students' progress.
- Make sure students are on track towards graduation.
- Helping students understand the resources available, such as tutoring.
- Ensuring that students know the deadlines they need to meet.
- Talking to students not only about the degree but their finances as well.
- Using SAS reports to know where students are with enrollment
- Making classroom visits.
- Help students learn more about networking and engaging in clubs or professional groups.
- CTE camps are helpful.
- Having CPAs on hand for orientations so that students can get immediate assistance. Having the CPAs also gives the instructors someone to lean on when they don't know all the information.
- Going into intro courses and telling students difference between AS and AA programs as well as additional information. Advising time sometimes has to focus on explaining the difference. (High school counselors often do not know the difference and do not promote the AS)
- Creating a stock report from the data warehouse that focuses on courses with low success rates. This provides key information for students. We can advise students on which courses not to take back to back, for instance.
- Attending staff meetings to staff about Tech Express and other programs.
- Creative programming, such as the AS in criminal justice where when students get 45 of 60 credits, then get a seat reserved in the policy academy.
- Revamping the orientation program by informing students about possibility of BA degrees at UCF and at Valencia.
- The BASBOL is a good example of how students can save money and get their BA.
- Meeting members of other teams.
- Using global effort approach (treat each student with equality).
- Using bilingual advisors (e.g., international students).
- Helping international students with paperwork.
- Informing AS students with disabilities about resources.
- Having advisor make classroom visits.

"There is a large information gap on the difference between an AA and an AS degree, to the point where students don't know they're confused. So we talked about retain this and that and the other our programs, the students come in not knowing what it is."

2. What barriers (such as prerequisites/admission requirements, transportation, childcare or scheduling) prevent certain populations of learners from accessing your programs? Completing your program? Which student groups are most affected by these barriers? (6.3)

- New students:
 - Limited parking or no parking.
 - No money to pay for tickets.
 - No means of transportation or money for transportation.
 - Low-income students avoid campus due to struggles causing gaps in attendance.
- Financial challenges.
- Workforce schedules.
- Students not knowing how to navigate the system.
- Lack of exposure to industry.
- Schedules of courses.
- Certain programs only on certain campuses.
- No alerts on admission process.
- Clinical and course days do not always line up.
- Lack of childcare/daycare.

3. What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning? What are the root causes of these barriers? Which student groups are most affected by these barriers? (6.4)

- Vets cannot take all online courses because of graduation requirements.
- Barriers to financial aid due to socioeconomic status and SAP suspension.
- Not knowing the availability of scholarships and how to apply.
- Lack of parental involvement.
- Lack of financial aid awareness.
- Transportation.
- Unpaid internships.
- Registering a semester in advance.
- Visa for international students.
- Lack of soft skills.
- Students that need internship hours do not meet the requirements of the internship (e.g., baking and pastry).
- Internship employers need to be more flexible with schedules.

- Navigator system via Internship and Workforce Department does not have enough job listings.
- Clinical design and available spots each semester are hard to get and are a crisis for students.
- Many students are not coming directly from high school and do not have the mindset of going to college.
- SLS — it is hard to tell students to take life skills course; it's designed for AA students.
- Special populations, like EAP, have challenges. Sometimes connecting them to continuing education courses can help.
- Non-traditional students don't like to take developmental courses.
- Veterans will often take programs that are similar to the training that they have received.
- Technology can be a challenge for students.
- There needs to be a CRM system for advising.
- Student navigating multiple systems that are convoluted.
- Understanding that what makes sense to us may not make sense to them.
- Online courses can be a challenge and students can be terrified. Sometimes suggest letting students try mixed-mode (hybrid) courses so they can still have connections to the instructor.
- Some students cannot come to campus-based classes and require online learning. Systems must be user-friendly.
- Part-time students work so they take classes online.
- Survey students to find out their preferred learning/course method/mode as well as schedules.
- The schedule of courses can be challenging (e.g., capstone course might be only offer on East campus or online).
- Students need a facilitator or tech for two-way courses (video). Having these courses in a lab can help because of available staff members.
- Talking to students about the cost of courses; why a bachelor's degree at Valencia has some advantages.
- The first barrier a student runs into can be very detrimental to their academic career. They sometimes give up.
- Connecting with students so you can build trust. CPAs have a personal relationship with their students.
- Having flexibility to help students when they need. Union rules forbid working beyond certain times.
- Students, especially adult students, get pushed back by the bureaucracy of the system. It sends them for a loop and deflates them. They need a guide to help them get through the process.
- The application fee of \$35 is a barrier to some. They can apply to UCF or Florida for free, but not here.

- Students who have very long commutes. One example of students who has 2.5 hours each way.
- The challenges that students who have older parents, young kids, working. A lot of challenging schedules.

"So the veteran student then runs into the VA bureaucracy. And then, heads on into the Valencia bureaucracy. And, and it's, you know, if you don't stay on them. If you don't stay on them, and I mean they have to know they have a name and a face to turn to. Because random guy in the answer center is great, but they're not calling random guy in the answer center. You, they're calling, they need to be able to call me or Stephanie or Kerry Ann."

"Like they've lived their life and they decide they're kids are away, they're like okay it's me time now, let me come back, and the first barrier --I can't. I'm done. I'm not cut out for this; this is not for me. And it's, it's, it's heartbreaking."

"A connection is key for diverse students, especially the ones who are first generation students. Connection. And that way, they'll open up to you, I always share a little piece of myself with my students I think that makes it a little bit more comfortable with me."

4. Are there policies or processes that hinder student success? What policies or processes that support student success?

- Financial aid processes are always a challenge. There are processes for probation and suspension, but not for financial aid.
- Changing major is a challenging process for students:
 - Major Change form is too detailed and one mistake can hinder the financial aid process for a student.
 - Major Change form needs to have a catalog change as an option (frustration).
- Students are not required to follow up with an advisor. Often do not return.
- The move to an app from stickers on an ID for transportation has been problematic for students who don't have smartphones.
- Some students have a problem establishing residency because parents don't want to be involved.
- Not having an application deadline can be detrimental to success.
- Flex Start classes can help students who are enrolling late.
- Orientation. People need to be available to talk about specific programs.
- The application doesn't allow students to identify themselves and we cannot identify them.
- Expectations of professors (draconian) can be a problem: e.g., bring a doctor's note when students don't even have healthcare; faculty that won't let students in who are five minutes late.
- We need to be more empathetic to what our students go through.

- A conversation with program chairs needs to take place concerning taking more steps to prepare students for their industry (e.g., guest speakers from the industry, preparation for what workforce may require like certifications).
- A.S. Digital Media Technology courses are not going to articulate to University of Central Florida Digital Media program (frustration).
- Prerequisites needed are a problem.
- Some students use the wrong catalog.
- Applying too early for graduation.
- Not registering for classes.
- Housing. Some students are thrown out of their homes.
- Health issues.
- Internship policies hinder students.
- Internships need to be structure for students needs and schedules otherwise they cannot complete requirement.
- Industry Certification form is out of date.

5. What support services are available for you to call on or refer students to? Which are most helpful?

- Subject specific tutors are available.
- Experiential Learning courses have an easy process, but the package is wordy and overwhelming it needs to be change (good feeling about course).
- Class substitution forms are an easy process.
- OC Office is very active with resolving problems when advisors need support and reach out for assistance.
- Valencia as a whole should provide students with a one-stop shopping experience (working).
- Valencia has great communication internally.
- Advisor-to-advisor, direct transfer of student is important so they are not lost in transfer.
- Keeping advisors physically near to deans and program advisors gives value to student.
- Career Center helps student with doubts/traumatic events due to program changes needed after they pursue a new career.
- Financial aid advising/problem solving help to move student along in system.

6. Are you aware of professional development opportunities on advising, career development and other services to students in an equitable, unbiased manner? How do you learn about the challenges students face when in high-skill, high-wage or in demand occupations?

- The following were mentioned:
 - life coaching
 - project management
 - instructional design project management
- Visitor services conference (CIVSA, The Collegiate Information and Visitors Services Association).

- Advisor training online in Canvas
- Problems with students on the job site
- Advisory councils and division meetings are also way to learn about what's happening in the field.
- Advising experience job fairs (employers are there).
- Job shadowing.
- Counselor presentations.
- Friday morning meetings.
- Online Canvas modules.
- Connections to national organizations and associations.

7. Overall, which professional development opportunities in your field have a positive impact on student or program outcomes? Which of these have you been part of? Which conferences are the most important in your field? Which of these have you been part of? (5.19; 6.7)

- Visiting with other colleges to see what they are doing in their programs.
- Met with advisory board members.
- Conference (industry point of view).
- Attending annual conferences.
- Dean and advisor need to have development opportunities to grow.
- CPA report to academic deans and support the department deans the lines need to be clear about how that works.
- Lack of industry exposure for staff.

8. What types of training have you received to support your work? Do you feel that there are adequate professional development opportunities to grow and advance? (5.17; 5.19; 6.17)

- I had 30 days of training when I started here. At the end I was ready to advise students. (no one else in the room had this experience, though)
- The challenge is getting training when “emergencies” happen every day.
- We have Adviser Refresher on a professional development day.
- We have career development training every year.
- Advisor training in the summer (three-hour session).
- New Student Orientation debrief sessions. Helps us make sure we are all following the same protocol.
- There are opportunities to go to trainings and conferences.
- Perkins Grant funds mini-grants for professional development.

CHALLENGES

- Early Alert emails which are mass communication emails sent over the last two years to help students understand different topics.
- No formal new Career Program Advisor (CPA) training. A CPA usually learns from previous examples on how students’ needs were met, not by specific training

- CPA shadowing outside of Valencia to get knowledge about new program degrees is the only training when new programs are added.
- Attending advisory board meetings is a form of unofficial training for advisors.
- Attending advisory board meetings that give feedback about what students actually need in the field is first-hand help and this information is shared with student.
- Program chairs need to help with industry information a student may need.
- Advisors cannot advice students on industry information only academic side.
- There should be more industry information presented to CPA so that they can feel confident about having conversations with students about their career.

9. What opportunities do you have to engage with and learn directly from representatives from business and industry? With colleagues outside of the college in formal or informal professional learning communities? Which ones are most effective? (2.6; 5.16)

- We are all part of our advisory board. We learn from them.
- By conducting orientations at the police academy and job fairs there is an opportunity to meet with the recruiters and chiefs of police.
- Job shadowing with direct industry connect illustrates what skills are needed and what the actual environment will be for programs.
- Going to advisory board meetings.
- Guest speakers or networking with industry partners.
- Staff can visit companies in referenced to their program and speak with employees that were educated in this field to reveal what works.
- The information gained at site visits can be shared with students to help with real world requirements.

10. What are the top five challenges that you see students are faced with? Who do you reach out to assist students in these circumstances? (6.3)

- Funding
- Financial Aid
- Finance/money (low-income)
- Internship placements
- Academically unpreparedness
- Scheduling (Course availability)
- Accessibility to advisors
- Access to support services
- Awareness of supports
- Transportation (for all but specifically students with disabilities)
- Childcare
- Students not understanding difference between the career center and the internship office.
- Lifelong learning (constant training)
- Time management

- Course availability

Who do you reach out to?

- Financial aid.
- Advisors
- Admissions
- Dean

11. How do you learn about the challenges that students face when in high-skill, high-wage or in demand occupations? (6.1; 6.2)

- When student return to advisor for problems they cannot resolve (i.e., unable to get job placement with degree).
- Advisory board meeting.
- Student feedback.

**Summary of
October 28-29, 2019**

Student/Stakeholder Summit



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Stakeholder Summit – October 29, 2019

1. How is your industry preparing for the future of work (2030)? How are you planning to prepare students to be ready for the future of work? (3.8)

One participant put this question in perspective:

“By 2030 one-in-five people will be senior citizens and the city of Orlando will reach that population first, I think, by 2025. We are going to need to have a city of healthcare employable people, a city of compassion, right? And a city that can meet the demands of the elderly population that will have this great responsibility of working alongside. From my perspective, working in a staffing agency I have a medical division to help support the needs of our industry. We've started a career partnership with the Education Services Division, and my company as well to begin to work with students and then make those business connections for our clients, so they know how to hire for the future.”

The strength of the employment market right now is allowing high school students to go directly to the workforce. Thus, much targeting is on incumbent (current) workers who are looking to increase their skill sets and credentials.

Participants remarked about trying to understand the future of work when it is so difficult to predict what it will look like or what training will be necessary.

Advisory Committees

Participants noted the importance of advisory committees from business/industry to help guide programs. The committee personnel are very engaged, meeting multiple times per year to review curriculum frameworks and standards, as well as technology.

Career Exploration

Participants spoke of the importance of using guest speakers, industry tours, and high school camps. Specific examples include:

- **Parramore Kidz Zone (PKZ)**, which provides programming to reduce juvenile crime, teen pregnancy, and high school drop-out rates in high-poverty areas. The hope is to motivate students to continue their education to and through high school and postsecondary studies. There are currently plans to expand PKZ to East Orlando.
- **CareerSource** is a statewide workforce policy and investment board that partners with agencies across Florida. Their **Summer Youth Program** Experience Path targets with 16-24-years-olds by giving them up to 30 hours per week of work at area employers. The Explorer path focused on students who are undecided in their career choice and

provides “hands-on activities, tours, and exposure at a host college campus while exploring in-demand occupations.”

- **After School Stars** serves over 1,000 students ages 11-17 by providing career coaching, networking events, employment resources, and integration with business groups through their **Opportunity Jobs Academy**.
- [Shadow for Success](#) at Seminole Public Schools is funded by Lockheed Martin and provides opportunities for students to job shadow employees.
- **Valencia East** has a grant-funded outreach initiative with OCPS to help students learn about the various industries and jobs available in Central Florida. The program provides mentors for the kids throughout high school.

Academic Programs and Skills

Doug from Disney mentioned the [Disney Aspire Program](#) is an “educational investment program” for Disney employees. Disney pays the tuition for employees and provides career counseling and “trade shows.”

There is a need to think creatively about student paths, especially for students who do not meet program pre-requisites. There should be other avenues rather than disqualifying from programs. One example was that of “Tracked Programs” in public safety and engineering.

One participant commented that even nurses come back to Valencia to get IT degrees because of the integration of skills required in the industry. The need for more medical coders for billing and insurance is important. There is a need for more short-term, quick-training opportunities to meet current gaps.

We need to stay in touch with industry and state certification partners to make sure we’re building for 2030 our programs and facilities, because things may change – role of firefighter has changed for example over the last century. Emergency medical response is a very high-volume part of their job. Are we preparing our facility, staff, and programs to meet those demands?

Participants noted the importance of understanding what the standards are and then training teachers accordingly. A challenge in academic programing related to standards and the time it takes to revise or incorporate new programs. An industry rep described their five-year strategic planning process where they work to try and keep standards and programs up to speed. In the academic arena, the process was described as follows:

Sometimes, though, it's where the program is outdated, and we need new standards. That's the part where it takes time because [1] we get the feedback, [2] we have to write the [new] standards, [3] send them to state for approval, [4] and wait for approval.

For academics, the challenge is the time to create and incorporate new programs, which can take up to three years for review and approval. Participants talked about the lack of adequate

resources for schools to expand and develop new programs and the time involved for the FLDOE to turnaround new requirements responsive to industry change.

With regard to skills needed by students, participants acknowledge the need for soft skills, writing and communication skills, critical thinking and problem-solving skills, and time management. The importance of emotional intelligence and the ability of students to read social cues, as well as the “lack of work ethic.”

Internships & Work-Based Learning

Several participants mentioned the importance of internship opportunities for students. Mentioned were the Investing in Valencia College DTC in mixology and culinary, The Residential Property Management (RPM) program at Concord with curriculum Monday to Thursday and interning every Friday for 8-10 weeks, and Maintenance Tech.

The importance of conceptual learning and work-based learning was deemed important, providing opportunities for students to take what they have learned and transfer their skills for some future work. Tech Express at Valencia was mentioned as a method to connect students to and help them continue their education for pathways into the job market.

There was a sense that internships at Valencia were low, while another responded that there is a challenge with working students who do not have time for an internship, especially an unpaid internship.

Teaching and Professional Development

There were several discussions of providing opportunities for teachers to return to industry for experience as well as training high-quality faculty and instructors. There are many challenges with this action through the occasional need for security clearance, certification, as well as the cost of replacing teachers in classrooms for those stepping out to industry. State labor laws and regulations, some related to retirement, restrict ability for teachers to work in industry on special programs.

Diversity

Several comments about Limited English Proficiency and the challenges of training students who speak Spanish or English needed to know Spanish. Students who come from other countries with language and culture challenges.

Issues related to gender preference and discrimination are also challenging. The New Media Communications program at Valencia mostly enrolls Hispanic females, for instance.

Other Issues

- Career pathways articulation agreements starting as early as fifth grade (some even said first grade) are strategies to educate students about the workforce.

- Finding ways to blend the academic college credit part with the vocational academy opportunities.
- Using employer surveys about recent Valencia graduates to inform the review and updating of curriculum.
- Childcare accessibilities
- Cost of Certification

2. Are the current CTE programs addressing the workforce needs for today and the future? (3.8)

The current demand of the economy is problematic. Before the demands was so high, there were higher requirements for people with AS degree and higher, but now that the economy has created such demand, employers are starting to forgo the degree. "Students are coming out as fast as the needs are." Meanwhile, Boomer retirements are going to increase the demand to an even heightened scale.

Generational issues of attitudes and work ethics were cited as an issue. Many youth seem introverted and wish to work with the technology rather than people. Others argued that it wasn't introversion, but rather, the fact that this generation is simply different and interacts in different ways than previous generations. The expectation of things coming to them today and not doing the time for promotion; not wanting to work their way up for salary increases. There needs to be a generational change of industry requirements and expectations to meet this new generation.

Some of the areas identified as shortages in the workforce include:

- Engineers
- Cyber Security
- STEM/STEAM
- IT
- Healthcare
- PRN
- Construction
- Hospitality
- Culinary
- Residential Property Manager
- Law Enforcement
- EMS/Paramedics

One challenge identified was the cost of certain programs. The example of culinary programs, which can cost \$40,000 and higher, and the graduates come out earning \$10-\$15/hour.

With regard to training, soft skills continue to come up in many conversations, as does security clearance issues.

The need for more information about career paths and opportunities and the educational pathway from secondary to and through postsecondary education is a consistent challenge. These are quite important as career pathways and dual enrolment programs are serving as the linkages between K12 and higher education as a marketing and pathway to college and training. College and career advising isn't providing the information and details that students and families need regarding educational programs, labor market needs, best institutions to attend for ROI, and the best high school classes to prepare for their career choice.

The lack of funding for new college buildings and requisite equipment to meet the needs of high-performing and in-demand areas is also an issue.

3. Are your programs sufficiently preparing students in the technical skills required by employers; and how? (2.12)

Most participants thought that the programs were satisfactorily preparing students for the workforce. They knew this from feedback through placements and internships, as well as from Advisory Council meetings. "There's sufficient evidence they're receiving the technical skills."

Participations mentioned such activities including simulations, internships, clinical environments, standardized patients, and virtual reality as strategies to ensure that students are prepared for the workforce. Training with "actor" patients is sometimes used. Seminole Public Schools uses a problem-solving incubator in a business/office environment.

Challenges include the increasing amount of information that students are expected to learn to complete their certification and the workforce. Not everything can be learned in the program time. There is a need to learn some things on the job. Certain areas, like health professions, needs additional training after they begin in hospitals and related spaces to get up to speed. There isn't enough time in clinicals to get the hands-on experience needed. One participant mentioned that having a mentor in the workplace can help graduates/students with how to use the skills in the industry space.

Again, there were comments about the deficiency of soft skills in students and graduates. It was stated that when the programs push on the technical side that they sometimes let the other side slide. Multi-tasking was also mentioned as a deficiency.

4. The college curriculum includes employability skills/soft skills. Do you feel your program has done this sufficiently? (2.4; 2.14)

There is a general feeling that employers want the colleges to do more to prepare students for the workforce with workforce and soft skills. These skills include the need to understand workforce expectations that include ramifications from missing deadlines, tardiness, and lack of respect, in addition time management and communication skills.

Advisory councils often ask for these skills but the programs aren't able to fit them in to the curriculum. Program hours are dictated by the stated which makes it difficult to make curricular room to put in the soft skills. In some programs, they teach "minimum skills" and the soft skills they get when they get hired. There is more flexibility in the AS programs to teach these skills but certificates are a problem.

Some of the AS programs embed interview skills, mock interviews, group projects, and PowerPoint presentations. Online courses do teamwork and presentations, but they may not be doing the same level of skill development as face-to-face classes. Other programs embed the "6Ps:" Product, Promotion, People, Place, Price, and Passion. Participants noted that they were able to provide etiquette dinners, group projects, and teaching students how to deal with difficult people. One program created a guest services course to teach students how to deal with guests/clients. Valencia offers an interpersonal communication course but not all students have to take it.

It was suggested the more on the job experience is needed.

5. Do the programs have current instructional materials, equipment and technology? Where are the gaps? (2.15)

The obvious challenges to this issue is the sheer speed of technological advancements. The ability to update equipment and technology and the teaching resources that combine with these elements is challenging.

The cost of equipment is a common challenge for programs. The technology is often very expensive with a half-life that makes consistent replacement difficult. It was mentioned that high schools often have better equipment due to their funding model. It was suggested that industry should be more helpful in ensuring updated materials and equipment in the colleges. One participant suggested a special industry tax, as they do for tourism.

More state funds would help, especially in priority areas. Homeland Security was provided as an example where additional funds are needed.

Much of the updated instructional materials is produced by industry, but it isn't prepared for college-level programs. Thus, instructors have to spend additional time working curriculum

around these materials. It isn't as simple as a textbook written expressly for training. For other programs, information comes from the public domain.

6. Are there populations of students who are not enrolling in your program or seeking employment in your field? Why do you think this is happening? (2.20; 3.2)

Some of the barriers to enrollment include:

- High school counselors sometimes “look at Valencia as the 13th grade” and focus on four-year enrollment. Getting counselors more aware about Valencia and its offerings is important.
- Language (ESL) for students.
- Background checks for students/employees who have criminal records.
- Stereotypes of certain jobs for certain people, especially as it relates to gender. Men are still pushed towards certain fields and women towards others. This occurs by race/ethnicity as well.
- The lack of diversity in role models and faculty.
- So many people working that people aren't going to college.

Strategies to solve these issues include:

- On-the-Job training courses.
- Partnering with high schools and educating counselors. Examples of having career specialists on each high school campus. Direct Connect and Tech Express given as examples.
- OHUB (Opportunity HUB) platform for training.

7. What efforts have been made to recruit and retain diverse populations of learners into your programs and your industry, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? (6.2)

The industry partners felt that they had diverse populations. Some of the barriers that were cited include financial barriers, including tuition and lab fees. Some students do not qualify for financial aid due to not enough credit hours. As well, the gender stereotypes for certain jobs/careers is a barrier.

Here are some of the successful strategies that were identified:

- Advisors collaborating from other campuses to showcase what works

- CPAs. They bring diversity to the table but also create diversity with direct connections to students.
- K12
 - Allowing students to attend magnet schools for different experiences.
 - Reaching down to lower grades
 - All female STEM classes
 - Attend job fairs and talk to teachers.
- Recruitment
 - Offer orientations for interested students.
 - Informing parents who want their kids to have a better life.
 - More marketing. Use Perkins funds for posters, etc.
 - Marketing money. Telling potential students the ROI.
 - Using Career Pathways and Tech Express to market. Bring technical college graduates to Valencia.
 - CareerSource for outreach to special populations.
- Offering bachelor's degree for students.
- Provide more wrap-around services for students that have aged out of foster care or homeless.

Unsuccessful Strategies

- Bringing in experts who are not motivated.

8. How does the college and the program currently engage business and industry to ensure workforce alignment? (2.6)

Perhaps the largest response for engaging business was through Advisory Councils or Boards. This consistent relationship creates opportunities for industry people to become very familiar with the programs at the college. As one person described, it provided an "interactive relationship building opportunity with future employers." The CEO Leadership Forum at Valencia, which has 12 business advisors, helped engage students.

Other areas of engagement included partnerships with businesses through internships, job fairs, capstone projects, and clinical experiences. Involving business into the DACUM process and hiring faculty who come directly from industry helps keep content up to date.

9. To what extent are the programs sufficiently coordinated and directed by the advisory council?? Are there areas for improvement? (4.11)

Information on this question included:

- Advisory councils provide critical oversight and advising. It would be helpful if more employers were brought into the classrooms. Bringing leadership panels into classrooms.
- Setting tours up at various hotels is always helpful for students.
- Importance of faculty and deans to serve on boards and participate in industry association conferences for connections and resources.
- Working together on capstone programs.
- Job shadowing with employee partners.
- Field trips.

10. Are there other ways to engage secondary, postsecondary, and business/industry? (2.6; 2.7; 5.16)

- Showing Advisory Council members our facilities.
- Do open houses for the committee when new buildings are opened
- Attending industry conferences with high school faculty to show them what is happening in industry. Helps them align programs.
- Connect with more high schools close to us.
- Focus on high schools with magnet programs.
- Provides scholarships and discounted tuition.
- Create paid positions with full benefits for subject matter experts with joint appointments to business and college.
- Part with business/industry to share equipment and technology.
- CareerSource provides staff to work with various colleges on career services and training.
- Virtual STEM field trips.
- Regular focus group meetings between secondary teachers and business leaders.
- One on one mentoring.
- Streamline internship process so employers could recruit when needed and students didn't have to plan so far in advance.
- Have summer internship application period so interns could start in the fall.

Student Session – October 28, 2019

On October 28, 2019, Valencia College hosted a luncheon with seven (7) students from the college to talk about issues related to their experience at Valencia. The 1.5 hour session was facilitated by EPI's Dr. Watson Scott Swail with Ms. Kimberly Landis notetaking. Here are the notes from that session.

11. How did you learn about the program?

- Through state department.
- Online website says AS. Accounting is something you can work right after this.
- Came for specific training for employment. (Has BA)
- College Fair in high school and saw their category — graphic design and advisor at tech told me I could transfer and get a job near downtown.
- Scholarship was limited to Valencia or UCF. I didn't want to do coding or engineering. Did not want a lot of math. Have a broad idea of where my jobs would fit. Help me get certified with Apple products, etc.; fixing computers is cool but maybe a hobby. Could use GI bill to be a truck driver, etc. It got me to Valencia.
- Back when Valencia was still a community college. I was living in Orlando and looking for a community college and Valencia sold me on it.

12. Experience with orientation process

- Did the online portion.
- Quick Tour Part and explaining how Atlas works to get email, financial aid, etc.
- Toured campus on our own after meeting and then to Advisor's office based on what program/degree you were in.
- State Department orientation was about four-weeks long. (Students with Visas) Special meeting on campus.
- Didn't have an orientation since it was my second time coming here. It was very straight forward unlike UCF, which was like a boot camp for 2.5 days. ("If this is what it's going to be like —I don't want to go here!"). Valencia's orientation was not as overwhelming and more focused and efficient.

13. Everyone has met with Career Program Advisor (CPA's)

- Business/Criminal Side — Advisor helped find a more marketable approach for getting a job for law officer. Very helpful. Had met online but face-to-face helped with projected schedule.
- Used a professor and website to help me decide who to take. He is nice and helpful and gives extra credit knowing I might need it. There were veteran classes before that you could buddy up with each other.
- Wasn't sure that my advisor understood what I wanted to do. I wanted advisement customized to my needs.

- Helpful. Told which courses are very challenging, i.e., business law, suggested that I take other business/prerequisite courses to help.
- Very helpful deciding which classes would be best for me, i.e., business lab.
- Helpful in telling me which prerequisites I needed to take.
- Very nice and helpful. Had an issue of something not being covered by my aid. There was a misunderstanding and she messaged people that needed to fix it. Sends reminders that are helpful and informative. Emails how to make appointments/sheets too. UCF was different and more challenging when I needed help or had questions.
- She helped me save money by combining classes. Sends me emails.

14. How many of you have kept in touch with your advisors, other than orientation?

- Don't want to say anything bad about anyone. Emailing was quick and he always responded right away but I wanted to meet face-to-face. I had to do my homework and I wished he could've helped me more with scheduling.
- Maybe because of new program we are meeting regularly (monthly).
- With HR (at Valencia?) 75 hours, and 100 hrs. volunteered work. Will keep going to get as much as I can. In the next month, online. Not allowed to accept pay (international student).
- Internship will lead into a job from an internship. I had to find someone on my own. (Valencia had a lot IT, Hotel positions). Hotel never called me back for an internship. State of Florida Railroad is now getting an email after the fact, but I'm done. Late. Had to get my college credit.
- Getting into industry... may be tough without internship but can't take the loss of my job.

15. Field trips

- Tour of the CSI for Orange County. Evidence gathering process. VP of criminal justice club. Crime scene investigation has to do this tour, get business tour. For networking.
- If there was an option to go to Lockheed in our back yard but getting to choose between different engineering and understanding these roles would be helpful.

16. Guest speakers

- Recruiters — excellent for networking because you get the business card which is your golden ticket. Orange Co. PD, sex trafficking did a PowerPoint presentation that was insightful and gave you a glimpse into that world. Setup guest speakers in my club. Would highly recommend profs to bring in guest speakers.

17. Clubs/organizations (6.4)

- Honor Society reached out to me and I joined. Applying for scholarships through them. They reached out that if you need volunteer options, etc.
- Highly recommend students join something!
- You can start a club with 10 people and gets budgeted through the student organization. Faculty contact.

18. Challenges that need to be fixed

- Program coordinator did everything for us. Joined organization. Met students. Applied for director position there. Many other students talk about needing to get funding or quitting college.
- Not paying too much attention to the black students. Graduation rates are low.
- Couldn't find many course options — limited times offered.
- Not as many clubs like in high school. Maybe Valencia should push more clubs — graphic design, engineering, etc.
- I did download the app, but their announcements are outdated. Update the app.
- Applied for graduation and didn't hear anything back. It showed up as clear and completed the steps. Was finishing in December. Hadn't hear anything to register for classes, etc. Not sure if it is on UCF, VC, or me-talking to my advisor. I reached out to advisor and asked and they said they never got transcripts and they were electronic. Set me back a semester. Better communication between the three of us.
- Advisor Center — said I needed to be resident and had to wait a year (international student). I did some English course. I had to prove residency and that information was shared with me.
- Availability of certain classes are limited.
- Skeptical of online classes vs face-to-face.
- Books — had to buy books and then didn't use them, i.e., business class which was a \$200 plus a digital book. Then said they couldn't buy it back because they are not going to be used.

Employer Luncheon – October 29, 2019

An employer luncheon was held on October 29, 2019. The session was facilitated by Dr. Watson Scott Swail and Kim Landis served as notetaker.

19. What do you see as the biggest challenge regarding workforce education and the workforce pipeline? (even though we ask during the larger session, the dynamic of this group will be different as they are all peers)

- a) Are there specific gaps in what is being provided at VC?
 - i) Engineers: Finding the right talent (i.e., engineers). The lack of engineers is limiting our business production right now.
 - ii) Employers/Mentors: On the employment side most employers don't understand how they could be better mentors for students.
 - iii) Health: Difficult for school programs to attract qualified applicants for specific health programs.
 - iv) It's a challenge for (training) programs to keep up with the technology we are using in the industry and technology advances are so important in our industry.
- b) What workforce skills do you need provided by VC?
 - i) Employers could provide more remote internships that align with the Department of Labor and students would leave with skills and a documented work history.
 - ii) Every student/employee we hire should have an introduction of the use of basic technology. Using technology is a skill requirement for everything in the workforce. Employers can offer retraining/advanced training over time, i.e., intermediate, advanced, etc.
 - iii) Many people are aging out and living longer, therefore we have an increasing need for employees especially in pulmonary, respiratory.
- c) Soft skills?
 - i) There needs to be more offerings of opportunities to develop the students' soft skills by upscaling (additional training) our current employees instead of hiring a new employee.
 - ii) This generation is lacking in soft skills and it has been a challenge over the last 5-10 years.
 - iii) Hospitality is not so much about i.e., technical skills as it is about soft and social skills. Challenge is "kids today" are at more, more are homeschooled with less in-person social skills and increased time on virtual/social media.
 - iv) Students expectations of the workplace need to be managed. Students/new hires need to understand how the corporate structure works and the expectations employers have (i.e., don't go on vacation as soon as I hire you, arrive on time, etc.). I don't know where they get that training-it's not from home. Employees are trying

- to be honest with them and our turnover is increasing because they “get antsy” that they are not moving (up the ladder/being promoted) fast enough.
- v) Need CTE programs to ingrain these skills why they are learning.
 - vi) We need students to be able to transfer their skills and be able to apply the skills they have learned.

20. What suggestions do you have for creating better linkages and partnerships between business/industry and VC? (including work-based learning) (2.6)

- Utilizing the Advisory Council between Valencia College and workforce industry.
- Valencia public safety program established relationships with law enforcement in the region and improved upon the models. They actively engage with the consortiums of fire chiefs in the regions and the associations in Florida. Need to engage and sustain connections from the grass roots, to state, to DC at the federal level.
- If you want to be a premier program you need to demonstrate it through providing high quality programs, equipment, instruction and facilities. We need to increase funding and resources for facilities and technology (i.e., EMS simulation training) to move from being a program that meets minimum requirements to a premiere program in central Florida.
- Opportunities with fire or law to provide sponsorships for training to assist with costs. Progressive officer development is needed as experience is gained in the industry.
- The industry needs to partner with institutions to demonstrate and communicate their needs, so it is clear that the institutions are not self-serving. i.e., Three to five state colleges and employers lobbied together to add a bachelor’s degree in nursing which led to immediate success of Valencia College grads taking advantage of the employer’s tuition assistance program to get their BS while working.
- In my capacity as an Advisor Council member for Valencia College, it would be advantageously for me to recruit a couple of graduates from the actual programs we are advising and bring them back after a couple years on the job and look at a gap analysis to see how they are doing.
- Encourage others to replicate models and/or participate in CEO Leadership Forums (i.e., AppleOne) that bridge the gap between businesses and institutions. There are advisors that drive traffic for CEO events hosted at the colleges that include Valencia students gain exposure to CEOs and are seated among them at events. Advisors from the CEO Leadership Forums make donations and the CEOs that participate in the forums get first pick of the internship programs for their business.
- Utilize opportunities with the Orlando’s economic partnerships. Educational institutions can participate and/or host meetings when companies are conducting site selection visits in the area. It provides the institutions the opportunities to inform companies about the different programs they have to offer for potential employees and demonstrates the institutions are willing to invest.
- Encourage more informal communication between instructors and businesses to reduce bureaucratic processes and expedite more frequent communications and needs.

- Advisory Council members for Valencia College need to advocate or continue to advocate to senior leadership at their businesses to utilize interns from Valencia College versus defaulting to UCF. Valencia College should continue to do outreach to engage business industries by showcasing their programs, faculty, facilities, and students to increase and augment partnerships.
- Current partnerships should continue to demonstrate and promote the quality of Valencia College and eliminate any negative stigmas historically associated with two-year community colleges (i.e., “This place used to be referred to as Orlando High School.”)
- Increased opportunities for Valencia College students to graduate with bachelor’s degrees (i.e., engineering) and establish themselves as good employees may guide business leaders to turn to Valencia College for interns and employees as opposed to automatically selecting from UCF first.
- Valencia could host more “meet and greet tours” with business leaders; host business conferences in their facilities; and offer needed training/classes onsite at businesses. Continue to seek opportunities to partner that benefit students, businesses, and Valencia College.
- Host employer and student luncheons and dinners or just ice cream.
- More mentoring programs between programs and businesses.
- Encourage students to look for Eventbrite opportunities to meet people business connections.
- Faculty brings students to businesses (Hospitality) for career/employment tours with Q&A panels and managing new employee expectations, resulting in students submitting resumes for employment.

21. Have you noted any variations among students’ performance among the graduates hired for jobs or internships? What is driving those differences in performance? What do you do to address these? (1.4; 1.7; 2.12)

- Valencia College students are successful at our company. They have more patience to do the hard work to get where they are going.
- Valencia intern had more grit than interns from other schools.
- We are very intentional on which mentors we place our interns with – so not to “feed them to the wolves.”
- Employees from VC have been very high quality. Very coachable and well prepared/trained.
- VC students can take constructive criticism and have higher leadership skills. They have a team mentality that is critical.
- VC grads reflect a very rich diversity of the community (age, multi-racial) and that exposure attributes to their success in the health industry.
- Create inertial partnerships with OHUB (on-campus clubs that we get involved with.) We try to reach and engage more with diverse students through these clubs that we may not always routinely get.

- One of the biggest strengths of a student with a disability is their loyalty to an employer – they don't want to leave because they understand the world is stacked against them. We all need to continue to help position these students to present themselves well to employers. I.e., helping bring inclusion as a culture at my business...for example we currently hired a student that is deaf.
- Businesses need to ensure they are addressing potential disability issues. There are tech companies entirely focused on removing barriers for various disabilities through technology. I.e., phones.
- Economically disadvantaged students especially need to get the message of the ROI on attending Valencia College versus predatory for-profit schools (\$22,000 versus \$8-9,000).

22. Have you had any exposure to your program's facilities? Are programs using the appropriate equipment and technology to prepare students for the workforce? (2.15)

- Valencia College healthcare programs have done a pretty good job keeping up with the standard of practice because of the Perkins funding. Students have to learn how to use new equipment that keeps changing so more funding is needed to keep up with industry.
- We (businesses/institutions) could do a better job of sharing technology, equipment amongst each other to overcome institutions challenges of funding technology.
- I'm looking for character in an individual during an interview (fire, law, safety). However, we are dealing with a building that is thirty years old and it is due to lack of funding-not lack of effort.
- Technology is more critical for healthcare. From a small business, it is a better understanding of platforms, software that are not available in the schools. Partnerships across schools that offer complimentary programs we don't have is an excellent idea. Innovation is born when you have nothing-on a zero budget. Start with the basic research skills and see we do have resources to help close gaps.

23. If you had one piece of advice for VC regarding workforce education and preparation, what would you offer? (end item; catchall)

- Note that business move faster than the education system and can turn things around more quickly. My suggestion is for Valencia College to try and be nimbler and do things more quickly.
- Compliment –VC is my favorite school, innovative, empowering, and find it refreshing that someone can help me solve a problem with a good student to teacher ratio.
- Better prepare students in the soft skills. (i.e., character integrity is lacking, not disciplined on attendance, arrival time, being respectful.)
- Something needs to drive education to make changes more quickly. All schools aren't nimble and can't change as quickly for whatever the case is at each-true for the whole

education system.

- Faculty could use the classroom to replicate the real workplace environment better to help manage new grads/employees' expectations of the workplace.
- Future of technology and compassion. Healthcare and aging demands, especially in Florida with retirees, demands a combination of technology and compassion to stay ahead of the curve.
- Focus on the future of the professions we are serving and start tailoring our programs to those needs. I.e., respiratory care, we are moving to one senior credential, a bachelorette entry level and advance path practice degree. Valencia programs here should begin to prepare for that.
- Take care of your faculty that is a key ingredient to the success of your program through professional development and credentialing and reach out to your industry partners to help with that by providing those opportunities or writing a check.
- Instill a little more character in the students (instill a culture of excellence) and the need for more funding. Leadership of VC thinks with an international vision which is a compliment.

MEMO TO: Valencia College Internal Perkins Team
FROM: Dr. Watson Scott Swail, Educational Policy Institute
RE: SSQ Audit Analysis
DATE: Updated Version: November 21, 2019
Second Draft: November 20, 2019
First Draft: October 28, 2019

This analysis looked at 48 CTE associate degrees, certificates, and bachelor's degrees at Valencia College. Information was collected using a proprietary tool created by Valencia to coordinate data for the purposes of the CLNA. Additional information from the ACTE and employer survey will inform questions related to quality. This memo provides a summary of the findings from the EPI review.

QUICK SUMMARY

1. All 42 of Valencia's CTE programs that are 60-credit hours or more allow students to become CTE concentrators.
2. Twenty-four (24) of Valencia's Associate of Science (AS) programs and all 6 certificate programs allow students to become CTE concentrators through college credit or career certificates.
3. All 48 programs offered work-based learning opportunities, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.
4. Twenty-one (21) of Valencia's AS programs provide a capstone experience for students as well as all six (6) BAS/BS programs.
5. Forty-three programs conducted Advisory Council Meetings in FY2018-19. There was no data for 4 programs and 1 program did not conduct a meeting.
6. All programs provided an opportunity for students to earn a recognized postsecondary credential.
7. Twenty-seven AS degree programs, 3 certificate programs, and 2 BAS/BS programs had placement rates exceeding 90 percent. Six programs did not meet the 90 percent criteria, 8 programs were too new for data, and 2 programs had insufficient data for analysis (suppressed).
8. Twenty-four AS programs, 3 certificate programs, and 3 BAS/BS programs had average annual earnings above \$24,877 (DOL entry wage). Eight programs had insufficient data and 6 programs were too new for analysis.
9. Twenty-two programs had used Perkins funding for new equipment during the past three years and 26 programs had not.
10. Faculty members in 18 programs received mini-grants and 3 received funding for focus on the workplace opportunities during the past three years.

11. Ten programs had substantial (9+ credits) alignment and articulation across secondary and postsecondary education, 7 were rated moderate (4-6 credits) and 25 rated minimal (1-3 credits).
12. Twenty-seven programs were substantially aligned and articulated across non-credit and credit programs; 9 programs were rated "not at all," 5 considered minimal, and one moderately aligned and articulated.
13. Fourteen programs were substantially aligned and articulated across two- and four-year institutions; 25 were moderate, 2 minimally, and one considered "not at all."

DETAILED SUMMARY

SIZE, SCOPE, AND QUALITY

1. **Provide an opportunity for students to become CTE concentrators through a degree with 60 or more credits.**
 - a. All 42 of Valencia's CTE programs that are 60 credit hours or more allow students to become CTE concentrators.
2. **Provide an opportunity for students to become CTE concentrators through college credit or career certificates with at least 12 credits or 360 clock hours:**

All certificates = none under 12

Some = one or more certificates under 12

None = No certificates in program

- a. Twenty-four (24) 24 of Valencia's Associate of Science (AS) programs and all 6 certificate programs allow students who earn a certificate to become a CTE concentrator (12 credits or more).
- b. Three (3) of the AS programs allow some of the certificate students to become CTE concentrators, but not all certificates reach 12 credits or more.
- c. Nine programs do not have certificate programs that are 12 credits or more.

All Certificates	Some	None
1. Accounting Technology	1. Computer Information Technology	1. Cardiovascular Technology
2. Administrative Office Management	2. Criminal Justice	2. Dental Hygiene
3. Baking and Pastry Management	3. Supervision & Management for Industry	3. Diagnostic Medical Sonography
4. Biotechnology Laboratory Sciences		4. Energy Mgmt. & Controls Technology
5. Business Administration		5. Nursing
6. Computer Programming & Analysis		6. Paralegal Studies
7. Computer-Aided Design and Drafting		7. Radiography
8. Construction and Civil Engineering		8. Residential Property Management
		9. Respiratory Care

9. Culinary Management		
10. Digital Media Technology		
11. Electronics Engineering Technology		
12. Emergency Medical Services Technology		
13. Film Production Technology		
14. Fire Science Technology		
15. Graphic and Interactive Design		
16. Health Information Technology		
17. Hospitality and Tourism Management		
18. Live Entertainment Design & Production		
19. Medical Administration		
20. Network Engineering Technology		
21. New Media Communication		
22. Plant Science & Agriculture Technology		
23. Restaurant and Food Service Management		
24. Sound and Music Technology		
25. Auxiliary Law Enforcement Officer		
26. Correctional Officer		
27. Crossover: Corrections to Law Enforcement		
28. Fire Fighter (Minimum Standards)		
29. Fire Fighter/EMT		
30. Law Enforcement Officer		

SIZE, SCOPE, AND QUALITY

3. Provide students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom. (e.g., simulation, clinical component, hands-on activities in lab, mentorships, internships, on the job training, apprenticeship, field trips).
 - a. All 48 programs offered work-based learning opportunities, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom.
 - b. Twenty-one (21) of Valencia's AS programs provide a capstone experience for students as do the 6 BAS/BS programs. Certificate programs do not provide capstone experiences nor do the following programs:

- Construction and Civil Engineering
- Electronics Engineering Technology
- Film Production Technology
- Fire Science Technology
- Graphic and Interactive Design
- Hospitality and Tourism Management
- Live Entertainment Design & Production
- Medical Administration
- New Media Communication
- Nursing
- Plant Science & Agriculture Technology
- Radiography
- Respiratory Care
- Restaurant and Food Service Management
- Sound and Music Technology

4. Advisory Council Meeting held in FY2018-19

- a. Forty-three programs conducted Advisory Council Meetings in FY2018-19.
- b. Live Entertainment Design & Production did not conduct a meeting.
- c. There were no data for Biotechnology Laboratory Sciences, Dental Hygiene, Health Information Technology, and Hospitality and Tourism Management.

SIZE, SCOPE, AND QUALITY

5. Provide an opportunity for students to earn a recognized postsecondary credential

- a. All programs provided an opportunity for students to earn a recognized postsecondary credential.

6. Placement Rates (Gainful Employment)

- a. Twenty-seven AS degree programs, 3 certificate programs, and 2 BAS/BS programs had placement rates exceeding 90 percent.
- b. These six (6) programs did not meet the 90 percent criteria (2016-17):
 - Digital Media Technology (88% with historical 100% rate)
 - Film Production Technology (70% with historical 100% rate)
 - Medical Administration (67%)
 - Paralegal Studies (88% with historical 100% rate)
 - Sound and Music Technology (72% with previous year 100%)
 - Electrical & Computer Eng. Technology – BS (83%)
- c. Eight programs were too new for data.
- d. Two programs had insufficient data for analysis (suppressed).

7. Annual Earnings

- a. Twenty-four AS programs, 3 certificate programs, and 3 BAS/BS programs had average annual earnings above \$24,877 (DOL entry wage).
- b. Eight programs had insufficient data and 6 programs were too new for analysis.

8. Equipment/Technology

- a. Twenty-two programs had used Perkins funding for new equipment during the past three years and 26 did not.

YES	NO
1. Accounting Technology	1. Administrative Office Management
2. Biotechnology Laboratory Sciences	2. Baking and Pastry Management
3. Cardiovascular Technology	3. Business Administration
4. Computer Information Technology	4. Computer Programming & Analysis
5. Culinary Management	5. Computer-Aided Design and Drafting
6. Dental Hygiene	6. Construction and Civil Engineering
7. Diagnostic Medical Sonography	7. Criminal Justice
8. Electronics Engineering Technology	8. Digital Media Technology
9. Emergency Medical Services Technology	9. Energy Mgmt. & Controls Technology
10. Film Production Technology	10. Medical Administration
11. Fire Science Technology	11. New Media Communication
12. Graphic and Interactive Design	12. Paralegal Studies
13. Health Information Technology	13. Plant Science & Agriculture Technology
14. Hospitality and Tourism Management	14. Residential Property Management
15. Live Entertainment Design & Production	15. Restaurant and Food Service Management
16. Network Engineering Technology	16. Supervision & Management for Industry
17. Nursing	17. Auxiliary Law Enforcement Officer
18. Radiography	18. Crossover: Corrections to Law Enforcement
19. Respiratory Care	19. Fire Fighter (Minimum Standards)
20. Sound and Music Technology	20. Fire Fighter/EMT
21. Correctional Officer	21. Business and Organizational Leadership - BAS
1. Law Enforcement Officer	22. Cardiopulmonary Sciences - BS
	23. Computing Technologies & Software Dev. - BAS
	24. Electrical & Computer Eng. Technology - BS
	25. Nursing - BS
	26. Radiologic and Imaging Sciences - BS

9. Mini-Grants

- a. Faculty members in 18 programs received mini-grants during the past three years.
- b. Three programs received funding for focus on the workplace opportunities during the past three years.
- c. Twenty-seven programs reported no data.

YES	FOCUS ON THE WORKPLACE	NO DATA
1. Accounting Technology	1. Digital Media Technology	1. Baking and Pastry Management
2. Administrative Office Management	2. Emergency Medical Services Technology	2. Cardiovascular Technology
3. Biotechnology Laboratory Sciences	3. Energy Mgmt. & Controls Technology	3. Computer Information Technology
4. Business Administration		4. Computer-Aided Design and Drafting

5. Computer Programming & Analysis
6. Dental Hygiene
7. Diagnostic Medical Sonography
8. Electronics Engineering Technology
9. Film Production Technology
10. Graphic and Interactive Design
11. Health Information Technology
12. Hospitality and Tourism Management
13. Live Entertainment Design & Production
14. Network Engineering Technology
15. Nursing
16. Paralegal Studies
17. Respiratory Care
18. Sound and Music Technology

5. Construction and Civil Engineering
6. Criminal Justice
7. Culinary Management
8. Fire Science Technology
9. Medical Administration
10. New Media Communication
11. Plant Science & Agriculture Technology
12. Radiography
13. Residential Property Management
14. Restaurant and Food Service Management
15. Supervision & Management for Industry
16. Auxiliary Law Enforcement Officer
17. Correctional Officer
18. Crossover: Corrections to Law Enforcement
19. Fire Fighter (Minimum Standards)
20. Fire Fighter/EMT
21. Law Enforcement Officer
22. Business and Organizational Leadership - BAS
23. Cardiopulmonary Sciences - BS
24. Computing Technologies & Software Dev. - BAS
25. Electrical & Computer Eng. Technology - BS
26. Nursing - BS
27. Radiologic and Imaging Sciences - BS

10. Program alignment across secondary and postsecondary education

- Ten programs had substantial (9+ credits) alignment and articulation across secondary and postsecondary education.
- Seven programs had moderate (4-6 credits) alignment and articulation across secondary and postsecondary education.
- Twenty-five programs had minimal (1-3 credits) alignment and articulation across secondary and postsecondary education.

Substantially	Moderately	Minimally
1. Administrative Office Management	1. Computer Programming & Analysis	1. Cardiovascular Technology
2. Business Administration	2. Digital Media Technology	2. Dental Hygiene
3. Computer Information Technology	3. Film Production Technology	3. Diagnostic Medical Sonography
4. Computer-Aided Design and Drafting	4. Graphic and Interactive Design	4. Emergency Medical Services Technology
5. Construction and Civil Engineering	5. Live Entertainment Design & Production	5. Energy Mgmt. & Controls Technology
6. Criminal Justice	6. Nursing	6. Fire Science Technology
7. Electronics Engineering Technology	7. Sound and Music Technology	7. Health Information Technology
		8. New Media Communication
		9. Paralegal Studies
		10. Radiography

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8. Hospitality and Tourism Management 9. Medical Administration 10. Network Engineering Technology		11. Residential Property Management 12. Respiratory Care 13. Supervision & Management for Industry 14. Auxiliary Law Enforcement Officer 15. Correctional Officer 16. Crossover: Corrections to Law Enforcement 17. Fire Fighter (Minimum Standards) 18. Fire Fighter/EMT 19. Law Enforcement Officer 20. Business and Organizational Leadership - BAS 21. Cardiopulmonary Sciences - BS 22. Computing Technologies & Software Dev. - BAS 23. Electrical & Computer Eng. Technology - BS 24. Nursing - BS 25. Radiologic and Imaging Sciences - BS
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11. Program alignment and articulation across non-credit and credit programs

- a. Twenty-seven programs were substantially aligned and articulated across non-credit and credit programs.
- b. Nine programs were considered “not at all” aligned and articulated across non-credit and credit programs.
- c. Five programs were considered minimally aligned and articulated across non-credit and credit programs.
- d. One program was moderately aligned and articulated across non-credit and credit programs: restaurant and food service management.

Substantially	Moderately	Minimally	Not at All
1. Accounting Technology 2. Administrative Office Management 3. Baking and Pastry Management 4. Computer Information Technology 5. Computer Programming & Analysis 6. Computer-Aided Design and Drafting 7. Construction and Civil Engineering 8. Criminal Justice 9. Culinary Management 10. Dental Hygiene 11. Digital Media Technology 12. Electronics Engineering Technology	1. Restaurant and Food Service Management	1. Biotechnology Laboratory Sciences 2. Business Administration 3. Film Production Technology 4. Correctional Officer 5. Fire Fighter (Minimum Standards)	1. Cardiovascular Technology 2. Diagnostic Medical Sonography 3. New Media Communication 4. Paralegal Studies 5. Plant Science & Agriculture Technology 6. Radiography 7. Residential Property Management 8. Respiratory Care 9. Auxiliary Law Enforcement Officer

13. Emergency Medical Services Technology			
14. Energy Mgmt. & Controls Technology			
15. Fire Science Technology			
16. Graphic and Interactive Design			
17. Health Information Technology			
18. Hospitality and Tourism Management			
19. Live Entertainment Design & Production			
20. Medical Administration			
21. Network Engineering Technology			
22. Nursing			
23. Sound and Music Technology			
24. Supervision & Management for Industry			
25. Crossover: Corrections to Law Enforcement			
26. Fire Fighter/EMT			
27. Law Enforcement Officer			

12. Program alignment and articulation across two- and four-year institutions

- Fourteen programs were substantially aligned and articulated across two- and four-year institutions.
- Twenty-five programs were moderately aligned and articulated across two- and four-year institutions.
- Two programs were minimally aligned and articulated across two- and four-year institutions.
- One program was considered "not at all" aligned and articulated across two- and four-year institutions: Auxiliary Law Enforcement Officer.

Substantially	Moderately	Minimally	Not at All
1. Business Administration	1. Accounting Technology	1. Correctional Officer	1. Auxiliary Law Enforcement Officer
2. Cardiovascular Technology	2. Administrative Office Management	2. Fire Flghter	
3. Computer Information Technology	3. Baking and Pastry Management		
4. Computer Programming & Analysis	4. Biotechnology Laboratory Sciences		
5. Criminal Justice	5. Computer-Aided Design and Drafting		
6. Diagnostic Medical Sonography	6. Construction and Civil Engineering		
7. Electronics Engineering Technology	7. Culinary Management		
8. Hospitality and Tourism Management	8. Dental Hygiene		
9. Network Engineering Technology	9. Digital Media Technology		
10. Nursing	10. Emergency Medical Services Technology		
	11. Energy Mgmt. & Controls Technology		

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11. Radiography	12. Film Production Technology		
12. Respiratory Care	13. Fire Science Technology		
13. Restaurant and Food Service Management	14. Graphic and Interactive Design		
14. Sound and Music Technology	15. Health Information Technology		
	16. Live Entertainment Design & Production		
	17. Medical Administration		
	18. New Media Communication		
	19. Paralegal Studies		
	20. Plant Science & Agriculture Technology		
	21. Residential Property Management		
	22. Supervision & Management for Industry		
	23. Crossover: Corrections to Law Enforcement		
	24. Fire Fighter/EMT		
	25. Law Enforcement Officer		

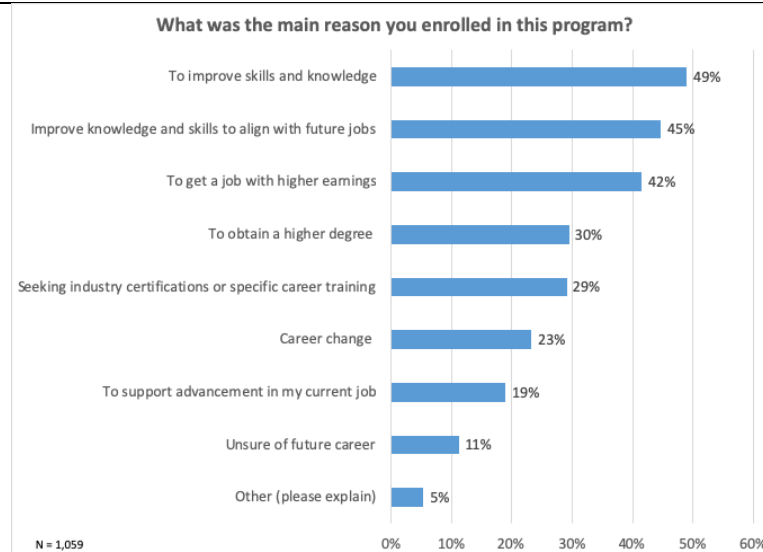
Valencia College Student Survey

In October 2019, the Educational Policy Institute, in partnership with Valencia College, conducted a survey of current students in support of the Perkins V Comprehensive Local Needs Assessment (CLNA). The survey was administered through Valencia's Qualtrics system and launched on October 8. When the survey closed on October 21, 1,061 students had completed the survey. This brief provides a summary of the survey findings.

What was the main reason you enrolled in this program?

The top three reasons why people enrolled at Valencia College were (a) to improve skills and knowledge (49 percent); (b) to improve knowledge and skills aligned with future jobs (45 percent); and (c) to get a job with higher earnings (42 percent).

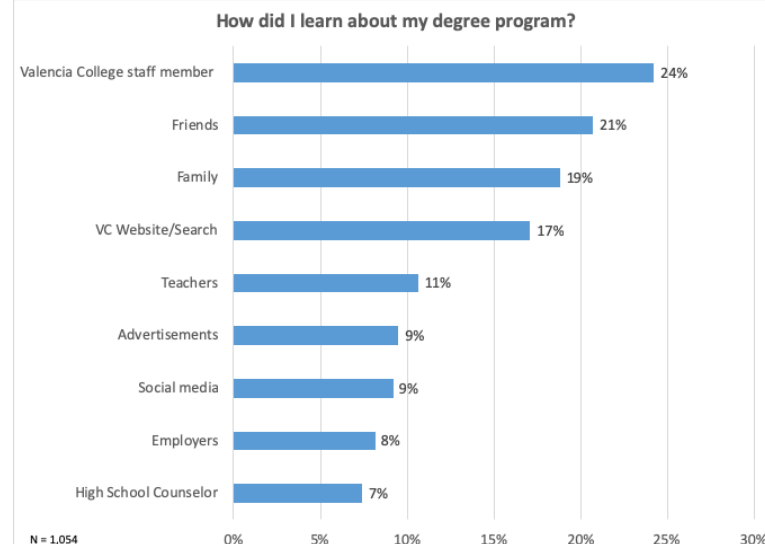
Other reasons included to obtain a higher degree (30 percent), earn certifications or specific training (29 percent), for a career change (23 percent), and to advance in their current career (19 percent).



How did you learn about your degree program?

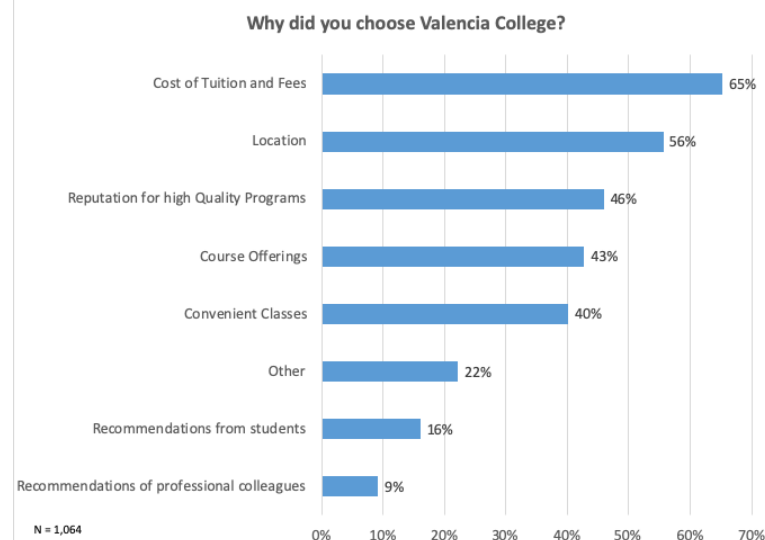
One-quarter (24 percent) of students learned about their degree program from a Valencia College staff member, followed by friends (21 percent) and family (19 percent).

Other ways that students learned about their program included the Valencia Website and/or internet searches (17 percent), teachers (11 percent), advertisements (9 percent), social media (9 percent), employers (8 percent), and high school counselors (7 percent).



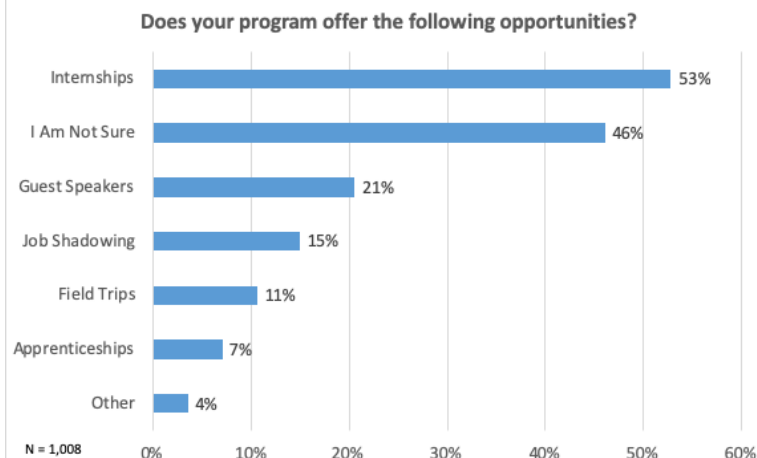
Why did you choose Valencia College?

Two thirds (65 percent) of respondents said that cost of tuition and fees were a major reason for choosing Valencia College, followed by location (56 percent), reputation (46 percent), course offerings (43 percent), and convenience of classes (40 percent).



Does your program offer the following opportunities?

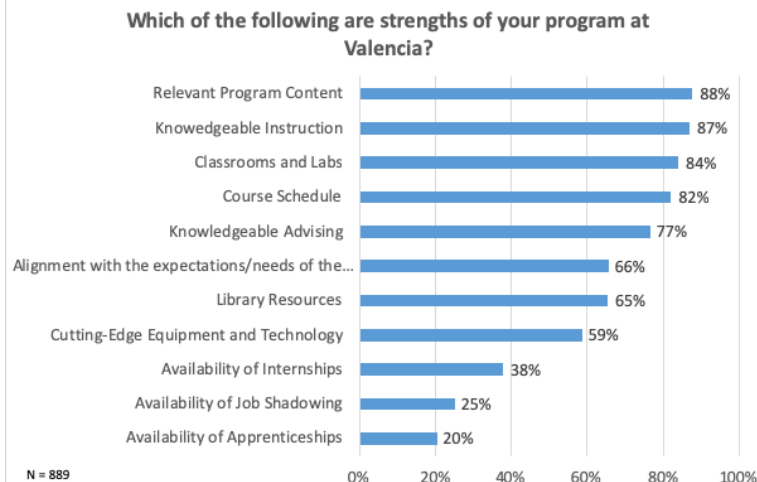
Approximately half of respondents (53 percent) said that their program offered an internship. Forty-six percent were not sure what was offered. Other opportunities included guest speakers (21 percent), job shadowing (15 percent), field trips (11 percent), and apprenticeships (7 percent).



Which of the following are strengths of your program at Valencia?

When asked about the strengths of their programs at Valencia College, students responded as follows: relevant program content (88 percent); knowledgeable instruction (87 percent); classrooms and labs (84 percent); course schedule (82 percent); and knowledgeable advising (77 percent).

Other items include alignment with expectations (66 percent); library resources (65 percent); and cutting-edge equipment and technology (59 percent).



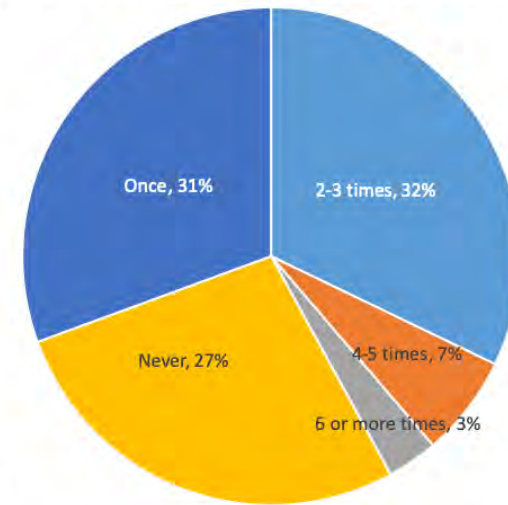
How many times have you met with your CPA?

Of those surveyed, 31 percent of students had met with their CPA once and 32 percent had met 2-3 times. Seven percent had met 4-5 times and 3 percent six or more. Approximately one quarter of students (27 percent) had not met with their CPA.

There is a positive correlation between if and how many times a student meets a CPA and their GPA. That is, students who meet with their CPA and meet with them more than once have a higher GPA than those who do not. Thus, meeting with a CPA may impact student success.¹

- Those who never meet with their CPA have an average GPA of 2.23 (283 students)
- Those who meet their CPA once have an average GPA of 2.47 (316 students)
- Those who meet their CPA 2-3 times have an average GPA of 2.91 (292 students)
- Those who meet with their CPA four or more times have an average GPA of 2.98 (102 students)

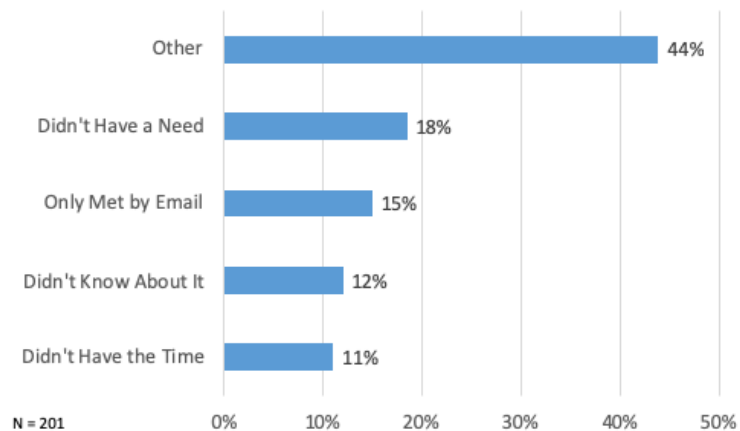
how many times have you met with your Career Program Advisor (CPA)?



Why didn't you meet with your CPA?

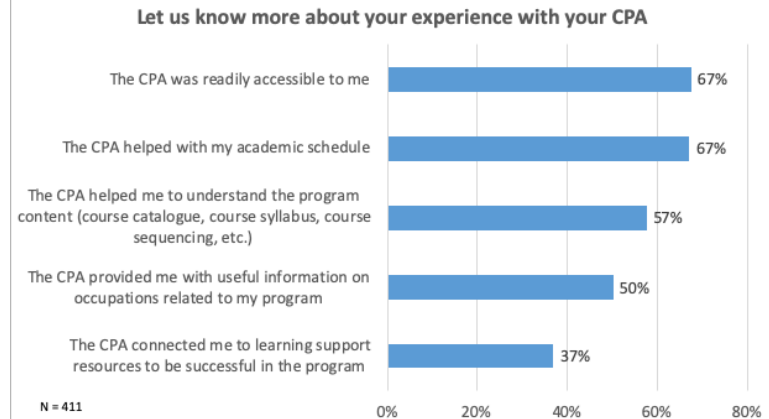
Approximately one in five students surveyed did not meet with their CPA. When asked why not, students reported that they didn't have a need (18 percent), had met only by email (15 percent), didn't know about CPAs (12 percent), and didn't have time (11 percent). A large percentage selected "other" (44 percent) which were a variety of reasons below the percentages of those items described.

Why didn't you meet with your CPA?

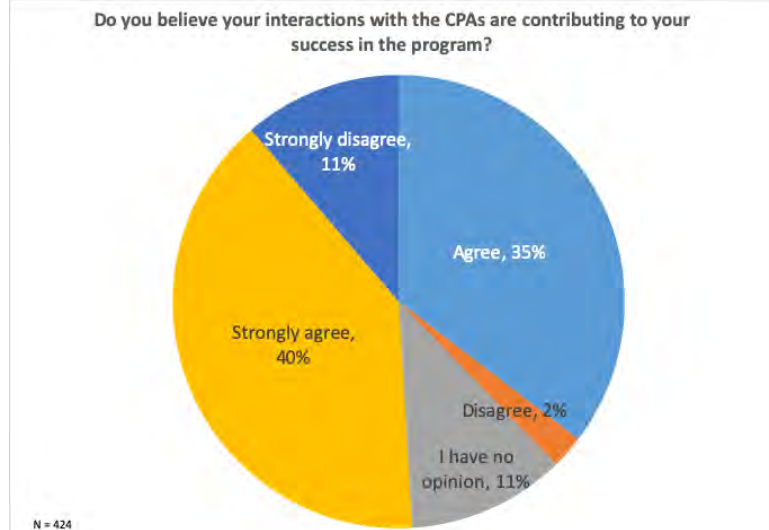


¹ Of course, this correlation could be an indicator of motivation for those who have better academic outcomes.

For those that met with their CPA, two thirds (67 percent) said the CPA was readily accessible, had helped with their academic schedules (67 percent), helped them understand program content (57 percent), provided useful information on occupations (50 percent), and connected them to support resources (37 percent).

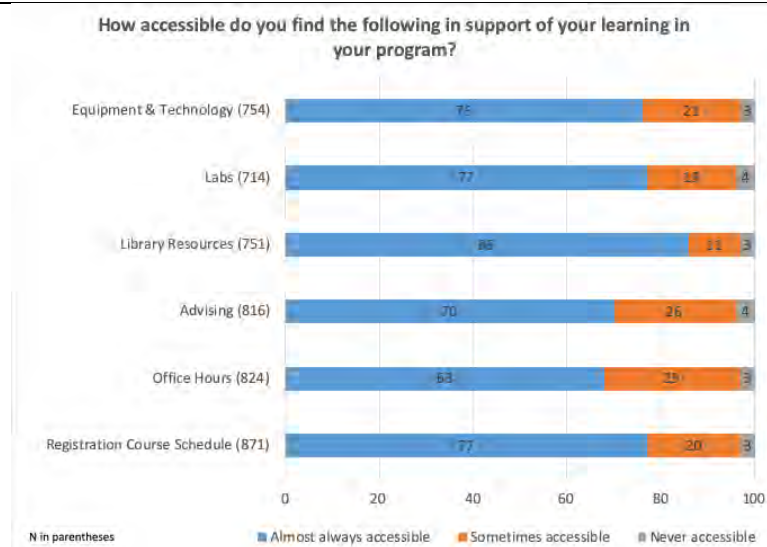


A majority of students who had met with their CPAs thought that the experience contributed to their program success. Seventy-five percent of students selected agree (35 percent) or strongly agree (40 percent), while only 13 percent disagreed.

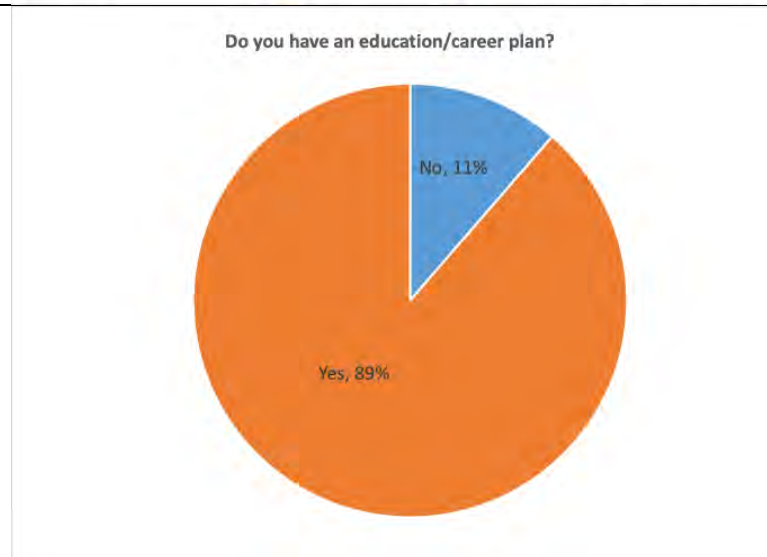


We asked students about how accessible they found certain resources at Valencia. Students rated most items “almost always accessible” and other “sometimes accessible. Only four percent or less of people did not find these items accessible.

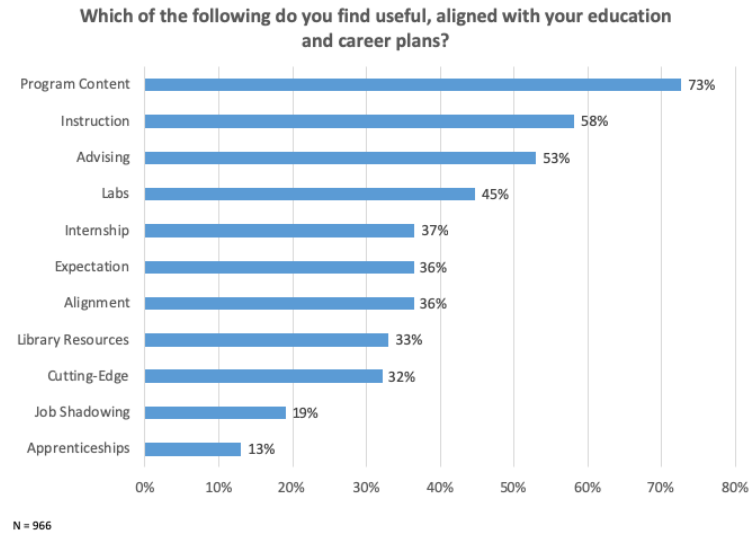
Library resources were the highest rated regarding accessibility (86 percent almost always accessible), followed by labs (77 percent), registration course schedule (77 percent), equipment & technology (76 percent), advising (70 percent), and office hours (68 percent).



Eighty-nine percent of students surveyed have an education/career plan, compared to 11 percent that did not.



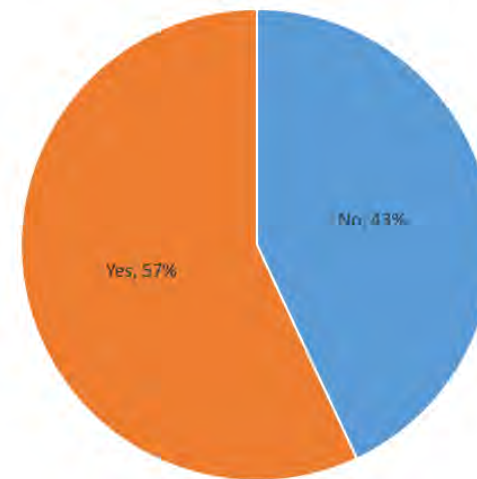
Students were asked about the utility of certain academic supports aligned with their education and career plans. Seventy-three percent of students selected program content as useful, followed by instruction (58 percent), advising (53 percent), and labs (45 percent). Other items included internships (37 percent), expectations (36 percent), alignment (36 percent), library resources (33 percent), and cutting-edge technology and equipment (32 percent).



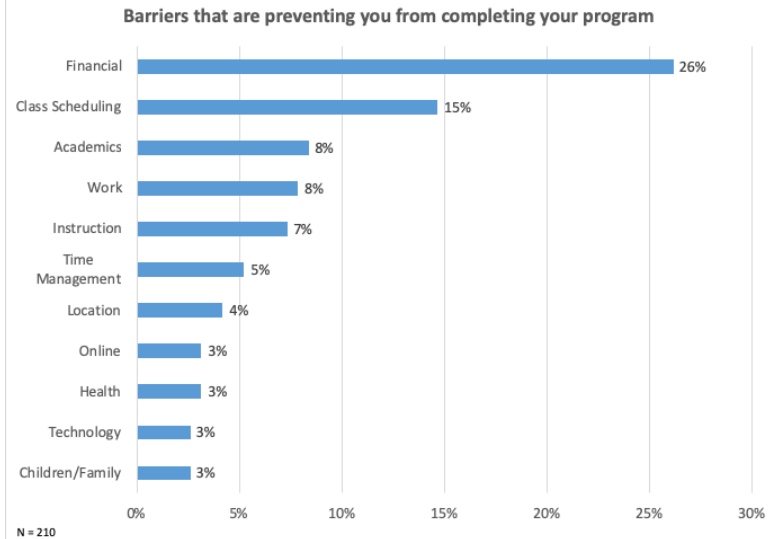
BARRIERS

Fifty-seven percent of students replied that there were barriers that prevented them from completing their program; 43 percent said there were no barriers to their success.

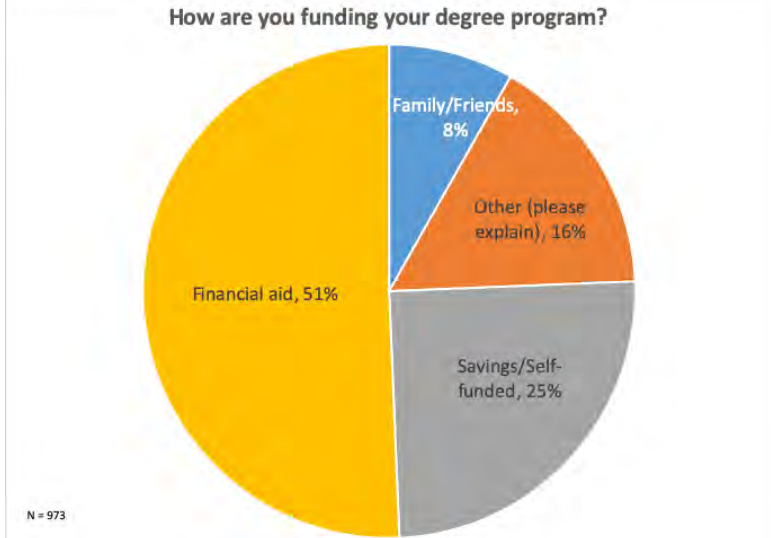
Are there any barriers that may prevent you from completing your program?



Over 200 students provided additional information about these barriers. The number one barrier was financial (26 percent), followed by class scheduling (15 percent), academics (8 percent), and work (8 percent). Other items included instruction, time management, location, online access, personal health, and technology. Additional information about barriers is provided at the end of this report.



Half of students (51 percent) who responded to a question about financing their education said they were using financial aid to support their education plans, followed by savings/self-funded (25 percent), other (16 percent), and family/friends (8 percent).



STUDENT COMMENTS ABOUT BARRIERS TO SUCCESS

FINANCIAL

- I am unable to pay for some of my classes; my credit card is max out and I have to pay out of pocket, so it makes it hard every semester not knowing how I am going to pay for my class.
- I have economic problems. I have to work for myself and my family members. For this reason, I cannot give more time for studies.
- Financial aid has been a struggle this whole time. Having a program set up that requires summer term and then not offering aid during summer is ridiculous. The aid is also very low for such a demanding program. It makes working hard-to-impossible and then not enough aid is given.
- I don't get financial aid because the government says I made too much when I had a job. Now I don't have a job to focus on school. Living off one income.
- I am dependent on tuition reimbursement, grants, and scholarships to be able to assist college regularly. I used most of my Pell Grant limit and I have some Federal Work Study left, but I do not have a stable job that allows me to cover my monthly expenses. Also, I am considering changing my career path, so I might stay some time out of college.
- I am unemployed and I have three more classes to complete my degree. I do not have the money to complete these classes. I also am in need of housing. I wish the Downtown Valencia College on-campus housing was more affordable.
- If Disney decides to no longer offer the Aspire program - would be tough to afford it.
- Lack of funds. I do not qualify for financial aid only student loans and that is a despairing barrier as it is my goal and wish to obtain my bachelor's degree.
- For some reason the nursing courses, which we are told are so heavy that if we HAVE to work we should not do so more than 15 hours a week, are somehow considered "part-time." Although I have a minimum of 17 face-to-face hours this semester in Nursing 2, it is considered 9 credit hours. This is utterly ridiculous. And because of this, for financial aid purposes I am considered a part-time student and only receive a fraction of the aid I would otherwise receive. Because of the sheer workload of the course as well as the insane schedule, I am unable to work more than two days a week. And then I am not receiving enough financial aid to even cover tuition. I may not be able to afford to finish the program.
- Money is the main stress in my life right now. Finding ways to pay for myself and my girlfriend is stressful.

- I am currently unable to finish the program because I cannot afford to right now. Also, they do not have any upper level courses available in the morning and I work in the evening and my current job is not flexible.
- Yes. I have very difficult in continue my program. The principal barrier is monetary. For example, insurance is always very expensive, and the tuition that I have been paying is full because I am an international student.
- My tuition is very expensive and sometimes I have struggled with payments. This issue disturbs me a lot while I am studying.
- I would really appreciate if the online textbooks were not so expensive. I had to drop a course because the online textbook or program cost nearly \$300 hundred dollars that I didn't have available at the moment. This will prolong my graduation date.
- I had to withdraw out of ECO2013 due to not having the funds to purchase the book. I now have to pay a premium class rate in which I do not have. This will be my last class for the degree. Whenever I am able to complete this class the plan is to continue until I obtain my bachelor's degree.

CLASS SCHEDULING

- Availability of Network Engineering classes
- I would really appreciate it if you could add additional online and evening courses. That way working parents can attend night classes and complete their degree.
- The days of the courses been available.
- Make all classes available online or in the evening to accommodate working students and parents.
- It has been very hard to fit my schedule! I'm taking a night class because I couldn't take another one! It's been so hard to me!
- Some of the courses are only offered once a year.
- Class times and class limited by location.
- The availability of advanced classes is low and restrictive to practically one campus. The programs credit hours don't really align with the actual demand of work.
- Hospitality Downtown classes are not convenient; looking to take online classes if possible.
- Yes, not being able to get into the last four classes I need to graduate on time due to the state tuition wavier late registration date. I have to wait until the day before classes start to register for classes. I have to go to my advisor every semester to have her ask professors to add me to their

classes. I don't understand why I have to wait so long to register for classes just because I have a state tuition waiver.

- I have had only one issue that would need to be changed for the future students. The QuickBooks class. This type of class should have been taught in a classroom and not online, and the professor should be more attentive.
- Lack of consecutive day classes. I will be graduating this semester but that was after many a semester of changing my given work schedule to fit the required classes.
- Courses need to be available in the evenings after 5:00 PM.
- The last three classes that I need to graduate may be full and, unfortunately, they only offer one of each. I really do hope they will be offering more classes so I can finish this spring.
- No options for class selection. There is only one class option offered for each of my lab classes.
- I take online courses and work full time to support my family. My schedule does not allow me to drive to a campus for tutorial assistance. I would recommend an online version of tutors to assist students like myself.
- Some courses not offered in the evening or weekends.
- If I cannot find courses online because they are only offered at one location.
- The limited class size/most courses there is only one class for that course
- I'm worried that there may not be the classes I need offered at the Osceola campus.
- Next semester, only one class needed for my degree is currently available.
- Not all advanced classes are available in the evenings. Makes it hard to finish up.
- That there are classes that they just offer in east campus and not even online.
- Too many programming courses being done online when in reality I wanted the classroom experience.

INSTRUCTION

- The instructors.
- Instructors teach differently and have different expectations when it comes to content. Some of the classes are to mimic real industry but I find they are counterintuitive (ex: must code 2 pages in 2 hours and obtain a 70 or above or else you fail the class) This is unrealistic and puts an obscene amount of pressure and anxiety. While I want to understand code and will likely use it at times, I did not join the web program to be bombarded with coding, but more so the design aspects of web itself. I could ramble for days so I'll cut this short... the entire staff of a program need to be on the same page and provide a stable learning environment.

- Professors who provide conflicting instructions.
- Bad instruction; no preparation going from finishing prerequisites to nursing 1 so fast.
- I'm extremely visual and most of my classes require just reading; it gets overwhelmed at times. I feel some professors think everyone is fresh out of high school or are in the field and do not really take the time to explain things.
- I have felt that the content of my classes has not met my expectations of college-level coursework. The content is not challenging me at a college level. I am 25 years old and already have a pretty strong understanding of media just from using it for years and I feel that I should be pushed farther in a college-level program.
- The current class Computer Accounting is in trouble; I have hard time contacting with my instructors. I have tried three ways of communication three times; no response. My grade is on the line of failing. I am upset and stressed.
- Yes. There is not enough teaching or explanation, or enough qualified faculty for the difficult classes, like anatomy. We need doctors, please.
- Incompetent teachers.
- Some College Professors way of teaching.
- Poor instruction from professors, no responses from professors, self-doubt.
- The availability of professors for advanced classes. The farther into the degree the less options you get. I ended up taking three consecutive classes with a teacher I do not like (neither does more than half of the group) because there was no other option available
- The professors. Many say they're available to help, but never actually follow through.
- The other factor in preventing me from finishing is the fact that our professors are completely incompetent to actually teach us. They then go and make tests on material that we are totally unprepared for, putting us all at risk of failure. With the cost of the program, lab fees, materials, and textbooks, as well as all of the time and aspects of our life we sacrifice, we should at the very least receive actual and competent teaching as well as be treated with respect, which is something that is often lacking.

ACADEMICS

- Having a low GPA and having trouble with some classes.
- Math classes. I have two more ahead of me and I already failed one. I don't understand why I have to take college algebra when I'm just trying to improve my skills with cameras and editing. Math is honestly distracting me from my career path and all my other grades would be better if I didn't have to make math.

- Very rigorous — Algebra class is killer! I almost considered dropping due to the amount of hours I invested.
- Offer alternatives to math courses. Many schools now allow to sub a computer class.
- Nursing 1 was a complete challenge for me. As I feel that the instructors especially Xxxxxxx was not there to help students to be successful. Knowing that the program is difficult, and you can only re-sequence ONE time this is a set up for the failure of future students. Many students have dreams of becoming a RN but coming to a new program with little help from the instructor is disappointing.
- Grading scale.
- I am an exception to this survey and I am sure I will negate many results if you include me. But the amount and types of courses needed to complete a degree in Computer IT are too many for me due to the amount of credits I already have from previous college years seeking a Biology degree. I would love to complete a Computer IT degree but would require way too many courses compared to the ones already taken before.
- Other than taking classes that do not suit my specific program?
- Yes, I am required to take the Math PERT even though I have completed advanced math courses in Puerto Rico that would be an equivalent to the PERT.
- Extremely strict policies and grading that may cause students to get kicked out of the program for not successfully completing one item. Other schools that offer this program are much less strict.
- A lot of information in very short term.
- Developmental math and time.
- My testing problem. I have always never been a good test taker. But this is college that's really hard to explain.
- The strict grading criteria in nursing school.
- Not having tutors available in all subjects, particularly music theory.
- Lack of face-to-face tutoring for Accounting; no one has the time to sit one-on-one with you to help you understand the work. It frustrating to the point I am ready to withdraw rather than fail.

WORK

- Work and life in general.
- Job scheduling.
- I work full time and I have two kids with special needs.
- Sometimes is too hard to complete the assignments and concentrate in class.
- Just barriers on my end, I'm currently working a full-time job.
- Between working and studying time is a big issue.

- Work/life/school balancing.
- My Job and School Schedule (Full Time).
- Maybe may current job and their demand for overtime.

TIME MANAGEMENT

- The barriers to success in the program are time management. You must avoid any distractions (work, family needs) in order to succeed in the time frame allowed. You also have to know how to teach yourself the right material to know for the exams since this online program has no lecture component. The reading list is extensive and there is not any one focus on the material, yet the class exams appear to be focused just you do not know what that focus is until you are on the test.
- Time. My work schedule is very vigorous, but my intent is to finish no matter how long it takes.
- Putting in the hours and making the effort. With my degree if I don't study and work hard then I will not succeed in my career.
- The time to study and meet with adviser.
- Time restarts from work and family obligations.
- The second year of the Film Production Technology program will require a very strict and demanding schedule that will either require me to quit my job, which I currently depend on for the opportunity to go to school, or I will have to quit the program.
- Time management in general with work and school.

LOCATION

- It is unacceptable that there is no option but cross the hole city to reach East Campus because it is the only option I have to attend the classes indicated by my Advisor. Also, no labs with proper TI equipment or tutoring are available.
- I'm mostly an online because I moved away from the campus, but I still drive to the campus do take classes.
- Have to go to Downtown to have my hospitality classes are terrible for me. I came from Brazil to study at Valencia and I chose a place to live close to West Campus. Now I have to drive almost 1hr twice a week and pay for parking. Not fair.
- Yes, not having a professor available at a nearby campus, to assist me face-to-face.
- Distance from school.
- Yes, I moved to a different city.
- The location that I need to take my digital classes from (East campus).
- Campus locations.

ONLINE

- Classes online that needs to go to school for tests. Before was only math, now many classes are requesting to go to school for that, working full time in a place, part time in another, running my own business and studying full time I decided to take online classes for one reason and I am definitely looking to leave Valencia if I cannot find online 100% online for the ones I still need to take, if it is a place that I don't like and it makes hard to fit in your schedule, then bye!
- Lack of online class options.
- Yes, I believe that if programs are offered online everything should be done online, even tests. I am taking developmental math and I have to go to a campus to take test and sometimes my work schedule does not allow me to do so, having to take time off work for this.
- I am taking all online classes. There is no way around that for me. I work full-time and a mom of 3 full time. I have experienced a class where it was absolutely required to make it to a campus near me whether it was Valencia or not to take proctored exams. For people who chose the online classes this should not even be an issue. Now I pay testing fees and have to actually go to a campus this hindered time and money from what I already am paying to go to school to take a test. All online classes should be using a proctored online system, so this is not an issue.
- the lack of understanding from online courses.
- As a full-time worker, not having online classes will prevent the completion of my program.



MEMO TO: Valencia Internal Perkins Team
FROM: Dr. Watson Scott Swail, EPI
RE: Audit Tools Feedback
DATE: November 21, 2019

This memo provides feedback on the utility of the Student Performance and SSQ Audit Tools.

Both tools are quite comprehensive and very impressive. They contain a substantive amount of data/information and help us get at issues that would be very difficult to do otherwise. In effect, they bring necessary information into singular spreadsheets for analysis, which is a great help.

The largest overall challenges to consider in the future use of these tools is the time spent on collecting and entering information. I cannot fathom exactly how much time was spent populating the spreadsheets, but I image it was in the hundreds of hours. Cathy surely knows.

Thus, the question will remain: is the time and human resource required to populate these two spreadsheets worth the work that would be required to collect and analyze this information in another manner? I do not have the answer to that question but it should be assessed by the Valencia team. One question that keep coming back to me, at least with regard to the various CTE programs, is that, if given a proper layout, could the program directors complete all information for their program that currently is in the student performance audit tool and the SSQ audit tool? Again, I'm not sure if this could be done, but it would be interesting if program directors could take on the important role of answering these queries about their own programs with data that they should have on hand. It goes to say that the annual program reviews could add certain practices that help answer questions of size, scope, and most certainly quality such that members of the team would not have to collect, enter, and analysis data on these issues. It could simply be part of expected information from each program review.

Student Performance Tool

The Student Performance Audit Tool is extremely impressive. In all, there are over 1,000 cells of data, not counting other cells with descriptive information and definitions. As I stated at the start of the CLNA process, I was astounded when I saw how many cells had to be entered, each cell, one-by-one. I was at first hopeful that there would be a way to paste a series of cells at one time, but this was not the case. In the end, Cathy conducted the data entry with, in her words, "many 12 hour days." Data entry is a laborious process.

The power of the tool is that it very quickly gives us feedback, through conditional formatting, of what numbers were "good" and which were "bad," so to speak. Of course, it is interesting how someone can use the Tableau tables to access additional information for these indicators if necessary or interested. Thus, this tool does its job by providing quick, important information about special populations for each program.

The challenge is the scope of the tool. It gives us the data but does not provide us any detail about "why." Ultimately, "why" is the all-important question. For example, the tool tells me that 7.8 percent of Accounting Technology students met the target for that group, but it doesn't give me any information about what that means in context. It would require information from the program director to answer that question.

My major challenges with the tool include the sheer scope of it, the accuracy of data, and the consistency in defining what each piece of data actually means. Two questions that come to mind include:

- (1) are the data accurately depicting what they are meant to depict? There are some assumptions made to determine the data definitions. I am not aware of all these decision points, but Cathy certainly had to make decisions along the way. And
- (2) because every piece of data is manually entered, how many data errors are there? It is more than likely that some of the data in 1,000+ cells of manual entry are in error. It happens even with the best data entry people due to the monotony and the complexity. Something to consider in this tool to ensure that analysis of data is accurate.

When we demo'd through the audit tool, we did run into considerable confusion on how certain numbers were created and what they actually meant. The gender section (bottom half), for instance, was particularly confusing. It is difficult to understand row vs. column in terms of summing to 100 percent, for instance. During our demo, there was confusion between Allie, Cathy, and myself about what the numbers meant. We recorded the demo with visuals and I have, to this day, watched it twice in full and still find myself confused on what all the pieces mean or tell us. Perhaps I'm a little slower. Regardless, the learning curve is high.

Adding to the complexity, the option of going back to the Tableau data to either verify or deep dive on data is a potential time sink that could require hours and days and perhaps even weeks if necessary. If there was one, particular question that required us to cross-reference data, that would be one thing. If we had to meticulously cross-reference tool data with Tableau data to answer questions across all programs, that would take in an inordinate amount of time with potentially too little benefit.

In the end, we did not use the student performance tool to much of a degree once we found that the state had changed some of the requirements. I was always a little worried about how

much time it would take to analyze data from this tool and whether it would be reporting “good” data. Perhaps it wouldn’t be that so burdensome, but the potential certainly exists.

Size, Scope, and Quality Tool

The tool provides a good “black and white” analysis of 15 key areas of SSQ Element. I was able to use this information for the SSQ report. It does an excellent job of stating “what is” and “what is not.” What it does not do is give us the “gray” areas. That is, it doesn’t tell us why something is the way it is, only that it is. For instance, with regard to “*Provide an opportunity for students to become CTE concentrators through college credit or career certificates with at least 12 credits or 360 clock hours,*” it tells us which programs do, which programs only have some certificates that do, and which do not at all. It doesn’t allow us to dive into the program level to find out what it means, per se. Only yes or no. It is important? That’s up for debate but the audit tool doesn’t provide any more details other than what it does.

For all the data in the tool, the output and analysis are limited in what can be provided or stated. But it does answer questions. For the following question:

Provide students an opportunity for work-based learning, career and technical student organizations, or capstone experiences that engage students learning inside or outside the classroom. Simulation, hands-on activities in lab, mentorship opp, internship opp, on the job training opp, apprenticeship, field trip, clinical component.

There are breakouts of data for capstone, student organizations (to come from ACTE Survey), but not the others. It would be helpful if each of the possibilities were able to be split out for analysis. An interesting piece about apprenticeships. We were told that Valencia does not offer apprenticeships. Still, students on the student survey responded that they had completed an apprenticeship. Thus, to students, perhaps they need a definition that differentiates apprenticeship with either internships or mentorships, for example.

My overall thought was that there may be an opportunity to bring in data from the ACTE survey (identified for one item in the audit tool mentioned above), which is completed by each program director, into the audit tool to provide additional information on quality indicators. Again, and if so, then it is possible in the future to let each program directly provide this SSQ information rather than having someone else compile the information.

I found, in my analysis, that I actually created a separate sheet from the audit tool and transposed it such that the rows became columns and vis versa. I found this a better way to analyze the data rather in the current configuration. Thus, the programs were by row and the questions were columns. I’ve provided a screen shot below of what I did with the data for analysis. This allows me to more easily copy and paste programs that feel into one category for reporting. In the end, to each their own. I don’t know if this would change at all how

information is coordinated into the audit tool as long as I still have the ability to reorganize it, which was very simple to do. A 30-second data manipulation on my end.

1			SSQI	QUALITY	QUALITY	QUALITY				
2			Description	Provide instruction that integrates academic, technical, and employability knowledge and skills. 2) Annual earnings at or above \$24,877 which is the DOL entry wage	Provide instruction that incorporates relevant equipment, technology and materials to support learning, indicated by receiving Perkins funding for new equipment, technology or materials in the past 3 years.	Provide CTE instructors who are green (i) aspects of industry, and (ii) maintain rel support learning. 1) Indicated by at least one faculty member purposes of curriculum revisions, or c) R				
3		Filtering column by color to get specific responses	Source	It tab: Placement Program Viability Grade and Placement tab: Annualized Earnings chart	Arbeits	COHR PIP Industry are				
4	Postsecondary C	Program	C	No	Yes	No	Yes	No	Migrant	Release
5	AS Degree	Accounting Technology	1552030201		X		X		X	
6	AS Degree	Administrative Office Management	1552020401		X			X	X	
7	AS Degree	Baking and Pastry Management	1612050102		X			X		
8	AS Degree	Biotechnology Laboratory Sciences	1341010100	N		U	X		X	
9	AS Degree	Business Administration	1552020102		X			X	X	
10	AS Degree	Cardiovascular Technology	1351090100		X		X			
11	AS Degree	Computer Information Technology	1511010307		X		X			
12	AS Degree	Computer Programming & Analysis	1511020101		X			X	X	
13	AS Degree	Computer-Aided Design and Drafting	1615130102		U			X		
14	AS Degree	Construction and Civil Engineering	1615100102		X			X		
15	AS Degree	Criminal Justice	1743010302		X			X		
16	AS Degree	Culinary Management	1612050401		X		X			
17	AS Degree	Dental Hygiene	1351060200		X		X		X	
18	AS Degree	Diagnostic Medical Sonography	1351091004		X		X		X	
19	AS Degree	Digital Media Technology	1611080103	X		U		X		
20	AS Degree	Electronics Engineering Technology	1615030301		X		X		X	
21	AS Degree	Emergency Medical Services Technology	1351090402		X		X			
22	AS Degree	Energy Mgmt. & Controls Technology	1615030304	N		N		X		
23	AS Degree	Film Production Technology	1650060213	X	X		X		X	
24	AS Degree	Fire Science Technology	1743020112		X		X			
25	AS Degree	Graphic and Interactive Design	1611080300		X		X		X	
26	AS Degree	Health Information Technology	1351070700		U		X		X	

MEMO TO: Allie Yadav, Valencia College
FROM: Dr. Watson Scott Swail, EPI
RE: Coding Methodology for Focus Groups and Surveys
DATE: First Version: September 24, 2019
Second Version: November 19, 2019

This memo outlines our philosophy and methodology for notetaking, transcribing, coding, and analyzing qualitative data collected in support of the Perkins V project. This information will be helpful for focus groups and interviews.

LEADING DISCUSSIONS & NOTETAKING

Good coding and writing begin with excellent notetaking and group leadership. It is better if there are two people involved: one to lead and one to take notes. The lead is the navigator and speaker. The second is a disciplined notetaker who takes down key points. The team of a group leader and notetaker is very important, each understanding what the other is doing and the direction of the discussion. The two should be in sync.

The highest quality information comes from groups that are focused intently on the question. Discussion leads must direct and often re-direct participants to provide input on the question. It is easy for discussions to go off on tangents, and while these tangents sometimes provide additional and interesting information, they mostly decrease the time that can be devoted to collecting discrete information about the question at hand.

1. **The Question.** The first issue is the question itself. A good question is one that is clear and unambiguous. Many of the CLNA questions in the toolkit are poorly worded, redundant, or too broad (embedded multiple questions). Thus, collecting information becomes more challenging depending on the question. If necessary, we suggest redrafting CLNA questions to be clearer with specific focus. As well, separate questions into distinct parts. Below is an example used in the October 21, 2019 Employee Summit:

What are some of the efforts you have made to advise and retain diverse populations of learners and/or special populations into your programs? Which ones have been most and least effective? Which ones are under-used?

This question needs to be separated into at least three questions. The question doesn't help by linking "advise and retain." You can appropriately advise but that doesn't necessarily mean they students retained, so lumping them together is just adding words that aren't necessary. The question is about the "efforts" related to successful "advising." Regardless, we can still work with the question. The problem being as that, unless all group leaders and notetakers are trained or at least have a discussion about the question in advance, how this question is interpreted may be different resulting in a difference in the discussion and notes. In our review of information from October 21 and October 29 summits, the notetakers were not clear on the intent of some questions as the information collected was vastly different between notetakers.

The above question, without changing the language, would be better drafted as follows:

- a. What are some of the efforts you have made to advise and retain diverse populations of learners and/or special populations into your programs?
 - b. Which ones have been most and least effective?
 - c. Which ones are under-used?
2. **Facilitating the question.** The group leader should ask the above question in order and collect information for the notetaker. There should be definitive information about each item that is noted under each item, which requires diligence on the group leader. If the notetaker feels that he/she is not getting the information needed, then that person should advise the group leader and re-focus on the question. Ambiguous information is not useful in this process. Things must be clear.

Group leaders should be pointed and needling to participants. When a participant offers something up such as "Proactive Advising," the group leader should follow up asking for examples of what the person suggests that means. We likely understand the concept of proactive advising, but we need specifics. Something that makes sense to us won't mean much to the next person. Ask for specifics and follow-up.

3. **Notetaking.** A good discussion without good notetaking renders information of inadequate at best. The ability of the notetaker to listen and write down information is critical to this process. We encourage discussion leads to stop discussions and refocus, if necessary, participants on the question at hand. There is limited time and the goal is to collect good data that inform the question. There are occasions when some questions in some groups do not provide the necessary information to inform the question. The discussion lead must be aware of the intent of the question and what type of information needs to be gathered.

All sessions, when possible, should be recorded so that the notetaker can go back and clarify responses. Live notetaking is only the first step of a notetaker. Taking as decent notes during the session is very important. However, the notetaker needs to take time after the event to re-draft and clarify all responses. Too many times the notes are cryptic and one liners, such that they have limited meeting outside of the group. The notetaker needs to provide more detail. We don't suggest transcribing the entire session. That is laborious and of limited utility. But using the recording to clarify is important. Depending on how we record, we often time stamp items to go back and check. For instance, if there is an important discussion doing on, it is likely that we can't take down all the information, but we can put down a few notes and then add, in parentheses, "go to 12.43," which is where the discussion is on the recording.

We use the [notability](#) app to take notes and transcribe so that when we go back to the notes, clicking on a word takes you to the exact place in the recording. Notability also has a cloud saving feature. This type of app is handy when the notes are not as complete as one would want or there is some level of unclarity about it.

CODING AND WRITING

A Little Background. Focus groups are often used in research for a number of reasons. First, focus groups are often seen as less threatening to individuals due to an environment that supports collective conversation (Krueger & Casey, 2000). There can be a sense of belongs in a focus group that can “increase the participants’ “sense of cohesiveness” and helps them to feel safe (Onwiegobuzie, A. J., Dickinson, W. B., Leech, N.L, and Zoran, A.G. (2009). Second, focus groups provide unique opportunities to “deep dive” into specific issues with a small group of people. From a practical standpoint, a focus group also allows us to collect information/data in real time in and in a real space using prompts to engage participants.

Qualitative data analysis of any form requires organization of information and data reduction, and the trick of focus groups and interviews is accurately depicting the conversations into a meaningful summary of what people said and think. These conversations create volumes of data that must be organized and ultimately reduced. This process is called “coding” (Wiersma, 2000, p. 203). Our review of focus group information will be based on expert content analysis. We rarely utilize software programs for analyzing focus groups and interviews due to their lack of context and loss of emotion. Much of what we learn in face-to-face conversations is lost via technology. Qualitative data collection and analysis are, by their design, imperfect assessments. As stated by Stewart (2006), “there is no best approach” (p. 132). However, he does go on to suggest that the type of analysis should be “consistent with the original purpose of the research and the information needs that gave rise to it.”

In most cases, we create codes from either conducting these events or reviewing transcripts of interviews and focus groups. Prior to the focus group, we produce protocols which are essentially conversation prompts used to engage participants. In some cases we use slides or handouts, but most typically these are simply questions to the group. The expertise in conducting a focus group comes in the ability to move the dialogue, ensure that everyone has a chance to voice their opinions and perceptions, and most importantly, ensuring that only a few people do not overwhelm the process by, as we say, take the group hostage.

Coding the information. With the notes, the task becomes creating a narrative that accurately refines and represents the conversation. This is a painstaking process that involves three passes:

1. **Pass One.** This initial review is used to identify themes in the transcripts. We refer to these as “codes,” which are topic areas and discussion points that come up consistently throughout the data. With these themes, we occasionally attach additional information, such as identifiers of the person talking (e.g., job title/type, gender, race/ethnicity). Our ability to do this is somewhat challenged audio recordings but more manageable in person or via video recordings.
2. **Pass Two.** This review organizes items under the thematic headings created during the first pass. In a typical focus group, we might identify 8-12 themes, although there can be more. We will often put these excerpts in an excel file and code the theses to each excerpt. Occasionally we will use 2 or 3 columns of themes and subthemes.
3. **Pass Three.** The final pass re-organizes the excerpts by theme and subtheme. This essentially sets the content into an organized discussion by theme. With the information so organized, we can then draft a narrative that discusses the conversations in a meaningful summary. Because of the nature of the various conversations, we do not encourage typically quantifying these conversations, but it is essential that the narrative provides some detail on the level of importance

that a particular issue should weigh in the total conversation. It is typical to use terms such as “many” or “most” or “some” in the narrative. There are occasions during the focus group that we count hands as responses to ascertain an exact number. Ultimately, it is up to the researchers to understand and insert the emotion that some issues contain compared to others.

Important to note is that the detail and level of analysis of focus group data depends largely on the size of the project and the importance of this information as compared to the entirety of the study. As Krueger suggests, a research who is conducting focus groups to evaluate a simple project “probably don’t need that same level of analysis as if you are conducting focus groups to plan a \$1,000,000 obesity intervention program” (Krueger, 2006, p. 478). In other words, the analysis must be relative to the project scope.

Practical Information About Coding for the Valencia College Perkins CLNA

Here are some of the steps that we use to coordinate and code data. We have found that there are no easy tricks to this. It takes an inordinate amount of time to properly code and write. But these steps will help.

1. **Coordination of all data by line item and question.** Given that all data comes in a Word file or sometimes excel, we must first put all data in a consistent format for processing and analysis.
 - a. **Copy and paste all notetaker data into spreadsheets.** The graphic below takes information from one of the tables/notetakers at the October 29th Summit.
 - i. The data goes into the D Column (albeit was first the A).
 - ii. We then immediately put in a number code in the first column so we can always revert back to original order. This is a critical practice to do in any type of data tabulation like this.
 - iii. We then added a second column to code the Question Number. Sometimes we have to re-number the questions to make our coding and sorting work better.
 - iv. We added a third column with the notetakers name. All of these processes are to ensure that we have important information that may be important later. This step matters when we combine several notetakers items in one spreadsheet.
 - v. Eliminate certain rows that simply have information that is not useful, including empty rows or items that are unintelligible. If it doesn’t add to our knowledge, eliminate it. Do not worry about coding at this stage.
 - vi. Follow this process for each notetaker. In October 29th experience, this was seven (7) spreadsheets—one for each notetaker. They need to be the same (e.g., columns, questions).

Figure 1. Initial Creation of Notetaker Worksheet

	A	B	C	D
1	1	Q	Allie	STAKEHOLDER SUMMIT — October 29, 2019
2	2		Allie	TABLE NUMBER: Table 2
3	3		Allie	NOTETAKER: Allie Yadav
4	4		Allie	PARTICIPANTS: James McDonald (Dean of Career and Technical Programs — Osceola Campus, but formerly with the School of Public Safety), Carin Gordon (Dean of Business, IT, and Public Services — East Campus), Jeff Goltz (Executive Dean of the School of Public Safety), Chief John Miller (Fire Chief, City of Ocoee Fire Department), Nelson Manuel Placa (Hospitality Professor and Program Chair at Valencia College — Osceola Campus), Gwen Murrell (Tech Express Advisor, Orange Technical College - Westside Campus and Osceola Technical College), Jim White (Director of Fire Training Programs, School of Public Safety).
5	5		Allie	Context: The majority of the table's participants were from the School of Public Safety or professionals in the public safety sphere. There were two outliers, Nelson, from Hospitality, and Gwen, a Tech Express Advisor. Everyone was participatory, but the conversation was typically very matter of fact with limited energy. The participants were engaged but not energetic. When there was consensus or agreement, the note taker indicated this with *** and highlighted it before adding context notes in brackets.
6	6		Allie	
7	7		Allie	PART I — LABOR MARKET ALIGNMENT (25 minutes + 10 report out) (9:00am — 9:35am) (to start after opening; may be earlier)
8	8		Allie	CLNA Question 3.1
9	9	1	Allie	Question 1: How is your industry preparing for the future of work (2030)? How are you planning to prepare students to be ready for the future of work?
10	10	1	Allie	Jeff — creative programming in all the different areas, James is a trailblazer at the college, introducing a higher level of academics and training to our region and the college. Introducing what we call track programs at public safety. I think that's really where we're starting to contribute to a better educated workforce.
11	11	1	Allie	James — Because of strong employment demands right now, a lot of people going straight from high school to the workforce because it makes more sense. Focus lately is targeting incumbent workers and finding ways for them to get enrolled in college, while also recognizing the value of the work they do so we can award credit for that experiential learning.*** [When Jeff was referring to James as a trailblazer, he was referring to the highlighted comment. James is creating a program in Engineering Technology on a new campus, with a focus on supply chain automation, which is an emerging field. He is also assisting with creating tracked programs, meaning that they have built in certifications along AS pathways to provide various entry and exit points for students. The team was in agreement with James as trailblazer and supported his efforts.]
				Jim — School of public safety must meet state requirements for education and certifications, so we have to work with partners at the state, to guide them and us through the changes that will come to industry. On Fire side, standards are from many years ago,

b. **Combine all notetaker data into one spreadsheet.** This will be the master spreadsheet.

- Copy and paste the data from each sheet into a new sheet. Typically will “duplicate” the first sheet and then copy items from the other worksheets into this one. The case above, we copy below so we still have only four columns.
- To clean up, we did do a sort of Column D to eliminate redundancy/duplication. For instance, the question is repeated for each notetaker, thus seven (7) times. We only need the first iteration of this, so we eliminated those columns. The easiest way was to delete the question text and then sort the rows by empty rows (in column D). Then we deleted those rows.
- We then sorted the columns by Question Number. It was helpful, in some cases, to keep the order of items because some notetaking followed items one after the number with threads between them. That is, the first row had a statement; a second row built on that statement; and so on. So it was helpful to keep in that order. The goal is to get all Question 1 comments together, et cetera.

2. **Coding the Data.** This is the most challenging of the processes because all information varies greatly on question or focus of the event. Not many shortcuts, but here is how we have been doing it. Also understand that coding isn't perfect. It is a guide to help with the writing. You may get a few codes incorrect. Don't worry about it. This is about taking the mass of information and making it better. Trying to perfect all of this will take far too much time and have a low return on investment.

- Go through the rows of items, item by item, read through and choose 1-3 key words, typing them into 1-3 columns to the right. Sometimes it may be one and often two words. Go

through your entire list of items/comments (this can be over 100 items for questions) and code as best you can. This can be frustrating. Then go through again and try and identify “better” terms for your codes. You will find that a few or your codes are actually better as one, so you start eliminating. You may end up with 30-40 codes. Try and get them down to a more meaningful number. This becomes how you sort issues. See the figures on page 7 for examples from recent work groups and summits.

- b. If you have coding items that only have one code, either see if it can be recoded with something else or put it in a “miscellaneous” category where you perhaps summarize as, “And here are a few other items that came up during discussion,” followed by a bulleted list. The alternative is not to use them. The goal is NOT to use all items. The goal is to create a summary of similar items that may only be a sentence or two, and sometimes a paragraph or two. Sometimes there are direct quotes that can be used (with transcriptions). But do not try and use every single comment. The summary will be too long and, by extension, not very useful. Summarize.
- c. Finding the most used terms. This isn’t always that useful, but you can use wordcloud.com to paste in script from interviews or focus groups and it will generate the most used terms. You can then take the items and remove those that are generic or not usable, and it will provide you with a list of terms that are commonly used.

Figure 2. Coding of items.

	A	B	C	D
1	How is your industry preparing for the future of work (2030)? How are you planning to prepare students to be ready for the future of work?	First	Second	Third
2	James – We’ve been finding ways to blend the academic college credit part with the vocational academy piece. In the past they were treated as completely different areas of education, one was more technical in nature and the other was more academic and conceptual in nature. Fire and law enforcement is merging those too.	Academics		
3	Dawn: You need to know Now. That’s where really try to have opportunities for our teachers to go out to return to industry. If they just stay in their classrooms, and they’re not having that contact to see what’s going on out there, they really don’t know those changes. Like, even in automotive. The things they do with computers now is just amazing, but if we don’t have those tools in our shops, our students are not prepared to go in and be productive in those shops. So it’s really just trying to stay in tune to this ever changing industry out there with the technologies just trying to stay on top of it is...[daunting was implied.]	Academics	Teachers	Skills
4	Orlando Health - Support High School Healthcare Academics with classroom speakers and clinical experiences their senior year so students can learn more about careers in the health care field.	Academics	Teachers	
5	Jeff – creative programming in all the different areas, James is a trailblazer at the college, introducing a higher level of academics and training to our region and the college. Introducing what we call track programs at public safety. I think that’s really where we’re starting to contribute to a better educated workforce.	Academics		
6	Carin – One of the most important things we do across all AS meetings is Advisory Committee input, because they come to the table telling us these are the needs, these are the trends. They say they need employees who can do this and then we circle back and go ok we are doing that, teaching that. We all rely on advisory members in every single AS discipline; that’s significant. Overwhelmingly very engaged advisory members.	Advisory Committees		
7	Carin – ...and then being responsive to that, we create courses, we change outcomes, we add programs. *** [James and Carin in agreement here and feeding off one another. There was an Advisory Committee member at the table, but I think they also have unique perspective as deans over AA and AS programs, since Advisory Committees aren’t attached to AA programs.]	Advisory Committees		
8	Launa: We have “Kevin” - our new robot, okay, I can have my program chair in my office when I need him. He sends out a link and you can actually access him remotely. So we are going to bring our Advisory Boards into the classroom. They are basically an I-pad on a Segway. The program chair actually took “Kevin” to a hospital about a month ago to allow a little cancer patient child take the Segway out, so he could go outside. The child had been in quarantine for over a year, had not been outside or seen anything. He was able through the Segway to go and explore.	Advisory Committees	Technology	

Figure 3. Codes from September 16, 2019 Labor Market Work Group

Academic Preparation	Communities	Learning Skills	Retention
Accelerated Learning	Credentials	Lifelong Learning	Scheduling
Advising	Curriculum	Other	Soft Skills
Advisory Councils	Disability	Partnerships	Staffing/HR
Alignment	Diversity	Pathways	Stigma
Assessments/Testing	Employers	Problem Programs	Study Abroad
Career Awareness	ESL	Professional	Teaching/Learning
Career Outcomes	Faculty	Development	Teaching/Pedagogy
Career Placement	Faculty with	Project-Based	Technology
Certification	Experience	Learning	Tracking
College Knowledge	HR	Recruitment/Marketing	Work-Based Learning
Communications	Internships	g	

Figure 4. Codes from September 18, 2019 Student Performance Work Group

Academic Preparation	ESL	Parental Advising	Structural
Access	Family/Personal	Partnerships	Structural/Infrastructure
Advising	Financial	Perception	e
Campus Culture	Financial Aid	Recruitment	Student Organizations
Cognitive	Financial/Resources	Regulations	Sub Groups
College Knowledge	First Gen	Resources	Support
Communications	Health	Retention	Support Services
Continuing Education	Homeless	Schedule	Time
Culture	International	Single Mothers	Tracking
Data and Analysis	Marketing	Status	
Disabilities	Messaging	Strategy/Solutions	

Figure 5. Codes from October 29, 2019 Stakeholder Summit

Academics	Challenge	Internships	Resources
Advising	Collaboration	Job Shadowing	Security Clearance
Advisory Committees	Creative Programming	K12	Skills
Age	Employers	Language	Soft Skills
Assessments	Fast Pace	Marketing	Standards
Bachelor's Degree	Financial	Mentorships	Strategic Planning
Background	Future	Partnerships	Technology
Background check	Gaps	Professional	Training
Barriers	Gaps/Shortage	Development	Training/Outcomes
Capstone Projects	Gender	Programs	Wages
Career Exploration	Generational	Promote	Work-based learning
Certification	Industry Support	Recruitment	

3. **Writing the Summary.** The next piece is to take the coded items, in order, and summarize the intent and meaning of the various groups of in an organized manner.
- The goal is NOT to use all comments/items. The goal is to create a summary of similar items that may only be a sentence or two, and sometimes a paragraph or two. Sometimes there are direct quotes that can be used (with transcriptions). But do not try and use every single comment. The summary will be too long and, by extension, not very useful. Summarize.
 - As in the figure below, we pull items that have been coded and then use them to write a paragraph or quick summary of main points. Not all points make it into the summary because 3-4 may say essentially the same thing, so we try and pull what makes the most impact and clarifies the point.

Figure 6. Example of Writing from Comments

How is your industry preparing for the future of work (2030)? How are you planning to prepare students to be ready for the future of work?

ADVISORY COMMITTEES

Participants noted the importance of advisory committees from business/industry to help guide programs. The committee personnel are very engaged, meeting multiple times per year to review curriculum frameworks and standards, as well as technology.

CAREER EXPLORATION

There are several career exploration/outreach programs around the Orlando area, including Paramore Kidz Zone (PKZ), which provides programming to reduce juvenile crime, teen pregnancy, and high school drop-out rates in high-poverty areas. There are plans to expand PKZ to East Orlando.

- A part of the PKZ program is about educating the parents. The program teaches parents how to take care of themselves and their children.
- CareerSource – Take high school students to high growth businesses to explore potential careers and expose them to career opportunities that may not be aware of through their Explorer program.
- City is planning to expand PKZ model to East Orlando and it will be called the East Kids Zone.
- Clubs and organizations are important to networking and gaining real world knowledge. Networking is crucial.
- Commissioner Ortiz – the City of Orlando is bringing local employers from various industries together to create programs, such as the Paramore Kids Zone (PKZ), which is designed to offer assistance to children and families from the cradle through young adulthood. PKZ programs makes sure the kids stay in school, get their homework done, get involved in sports, etc. The goal is to motivate the kids to continue their education through all steps in life.
- Current program, After School Stars, serves over 1000 students ages 11-17 or until they graduate.
- Orange & Osceola Public Schools have career pathways articulation agreements that are a pipeline to help students look beyond high school. We start as early as 5th grade (some programs start in the 1st grade) trying to educate students on the various types of opportunities that are available to them and honing in on what specific jobs are in the same cluster.
- Schools have businesses complete an Employers Survey six-12 months after former graduates go to work for them to see if their graduates are meeting the skills for employability with them. We have changed our curriculum based on the feedback from these surveys.
- Skills must be immediate, transferable, and nimble.
- The development of soft skills and professionalism should be included in the curriculum.
- Utilize Advisory Council expertise.
- Valencia – Bring guest speakers into the classroom from different businesses, take students on different industry tours, and host high school camps to expose students to different career opportunities in different industries.

- Sometimes we end up with a list of bullets. That can be fine, too. If the list is too long (e.g., two pages), it likely isn't very useful. Try and distill down to the most useful pieces.

Group Leadership, Notetaking, Coding, and Summary Writing

Figure 7. Example of coding sheet. This has three columns of codes (not same codes) and how information is organized. This example from a recent project has 708 total rows, or which 681 are actual items for coding and review. Also note that they were color coded by participant type.

	A	B	C	D	E	F	G	H	I	J
1			Earnest on Committee (Barb)	Recruiting and Marketing	Consistency	Consistency	Consistency			
2			Phase I	Workforce?	Organizational Structure	Organizational Structure	Organizational Structure			
3			Integrating Academic Programs	Equity	Sustainability	Sustainability	Sustainability			
4	Date Added		Technology	Budget Cuts	Equity	Equity	Equity			
5		Color Key	Cindy Riche (Former Kurt - so IT	Disconnect	Budget Cuts	Budget Cuts	Budget Cuts			
6		North	Kurt	ROI	Disconnect	Disconnect	Disconnect			
7		Central		Transparency	ROI	ROI	ROI			
8		South		Responsiveness	Transparency	Transparency	Transparency			
9		District	Interim Jennifer Dixon (Form HR	Accountability	Responsiveness	Responsiveness	Responsiveness			
10		Tourette	Earnest (Development)	Process	Accountability	Accountability	Accountability			
11		Presidents	Malcolm	Leadership	Process	Process	Process			
12		Legal Affairs	Earnest (Events)	Chancellor-Leadership	Leadership	Leadership	Leadership	Sustainability		
13		VPS	Traci (Carrie now)	Trustees-Leadership	Chancellor-Leadership	Chancellor-Leadership	Chancellor-Leadership	Recommendation		
14		Union Rep	Kurt	Communication	Trustees-Leadership	Trustees-Leadership	Trustees-Leadership	Nursing		
15		Phone Interview	Earnest and Kurt	Equity/Diversity/Inclusion	Communication	Communication	Communication	Survey		
16			Rosie is VC	Seattle Pathways	Timeline/Pace	Timeline/Pace	Timeline/Pace	Funding Model (Campus/State)		
17			Kurt & Earnest Chair	International Programs	Capacity	Capacity	Capacity	Financial		
18			Andrea	Distance Learning (eLearning)	Inclusive	Inclusive	Inclusive	Safety/Security		
19			Kurt	Continuing Ed	Trust	Trust	Trust	Location		
20			Earnest	Communication	Change Management Training	Change Management Training	Change Management Training	Facilities/Infrastructure		
21			Victor but college level IR do	Other	Clarity	Clarity	Clarity	Capacity		
22			Institutional Research/Planning	Positive	Quality/Efficiency/Productivity	Quality/Efficiency/Productivity	Quality/Efficiency/Productivity	Relevance of Community College		
23			Accreditation	Challenge	Adaptive Behaviors - Culture	Adaptive Behaviors - Culture	Adaptive Behaviors - Culture	SEM/Enrollment - Retention		
24			General	Learn Learned	Intent - Purpose	Intent - Purpose	Intent - Purpose	Other		
25			Phase II	Phase II	Phase I Status - Progress	Phase I Status - Progress	Phase I Status - Progress			
26			Other Concerns							
27										
28		Location	Group Title/Name	ASI Initiative	Impact	Change Management Process 1	Change Management Process 2	Change Management Process 3	Other Themes/Concerns	Participants' Comments
29		Central	President- Sheila	General	Challenge	Leadership	Inclusive			Very top down and "beat into submission" was her experience... a lot of people being "told" what to do and not included in discussions. No responsiveness.
30		Central	President- Sheila	General	Challenge	Leadership	Timeline/Pace			Felt it was too soon for Chancellor to drive this and they wouldn't listen to us.
31		Central	President- Sheila	General	Challenge	Process				It is a disaster and now they are trying to fix it.
32		Central	President- Sheila	Seattle Promise	Positive				SEM/Enrollment - Retention	Central has experienced increase enrollment because of Seattle Promise and our GEAR UP Partnership.
33		Central	President- Sheila	IT	Positive					It could only get better with technology because it was bad.
34		Central	President- Sheila	Common Areas of Study	Positive				SEM/Enrollment - Retention	We all have core courses on all our campuses for any students to take.
35		Central	President- Sheila	Distance Learning	Positive				SEM/Enrollment - Retention	Online courses if a student is working and want to take a hybrid course it is an option to not drive to other campuses through the traffic, etc.
36		Central	President- Sheila	General	Challenge	Process			Nursing	HR, nursing, foundation, international... none have gone well and things are actually worse (foundation got better but still unclear) the systems and processes are broken.
37		Central	President- Sheila	HR	Challenge	Quality	Trust			Payroll: people aren't getting paid. Payroll is making the same mistakes. Difficult to do damage control. It is harming ASI, because we bungled things. Lack of trust.
38		Central	President- Sheila	Foundation/Integration	Challenge	Clarity			Funding Model	Foundation: it's unclear how we're going to raise money, how it will be distributed.
39		Central	President- Sheila	General	Challenge	Process				The system of processes behind them are broken. The onboarding system is broken.
40		Central	President- Sheila	HR	Challenge	Change Management Training	Capacity			We are not getting any training and development because the person we hired to do the training and development was now given the responsibility for course evaluations.
		Central	President- Sheila	HR	Challenge	Process	Quality			Payroll example: No one is doing the critical thinking about these things, i.e., Payroll: people not getting paid, underpaid, overpaid, no one is thinking about it at district and just pushing buttons or in this case not pushing the buttons. And simply blames it on the campus for not filling the form out correctly.
										Processes: We are trying to move forward with our leadership teams on campus. But they are back to the "nail district language" and I'm trying to be positive but I don't have good stories to put forward and good examples

SURVEYS

The coding and analysis of surveys will depend largely on the questions used. We envision questions to be a typical combination of forced-choice (e.g., Likert-type scales; yes/no; dropdown menus) and open ended (fill in; type). EPI typically uses Survey Monkey due to its advanced built-in analytical processes which provides much of the technical processing as does SPSS. In the case of this project, Valencia will be collecting data via Qualtrix and providing a flat file (e.g., excel or SPSS) to EPI for analysis. The quantitative data analysis should be fairly straightforward for this process. Unless somewhat warranted, I do not see a need for statistical measures outside of measures of central tendency. T-tests and chi-square analysis will largely be overkill for this project. If we receive 2,000+ surveys, most everything is statistically significant to the degree that we will find necessary.

Open-ended questions will be more complex for such a large data collection effort. However, for those questions that do provide students with an opportunity to opine, we will run those data just like we do the focus groups, via a multi-phase process.

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CLNA Questions

1 Student Performance		
1.1	Top-Line Questions	Which performance accountability indicator targets are you meeting and not meeting at the eligible recipient level, the eligible recipient program level and the school program level? What are the root causes for meeting or not meeting these targets?
1.2	Top-Line Questions	How are learners from different genders, races and ethnicities performing in your CTE programs at the eligible recipient level, the eligible recipient program level and the school program level, particularly in programs leading to high-skill, high-wage or in-demand industry sectors or occupations?
1.3	Top-Line Questions	How are learners from each special population performing in your CTE programs in comparison to students without identified special needs at the eligible recipient level, the eligible recipient program level and the school program level, particularly in programs leading to high-skill, high-wage or in-demand industry sectors or occupations?
1.4	Top-Line Questions	What is the variation in performance among students in different programs, and what is driving those differences in performance?
1.5	Deep-Dive Questions	How are you performing on other measures of student performance (e.g., ESSA, SACS, COE) at the eligible recipient, school and program levels?
1.6	Deep-Dive Questions	Which groups of learners are struggling the most in CTE programs across the board? Which groups are having the most success? What are the root causes leading to these outcomes?
1.7	Deep-Dive Questions	Where do the biggest gaps in performance exist between groups of learners for each accountability indicator? What are the root causes of these gaps?
1.8	Deep-Dive Questions	Are there certain CTE programs in which specific special population groups are performing above average? Below average? What are the root causes of these differences?
1.9	Deep-Dive Questions	How are learners in your CTE programs performing on accountability indicators in comparison to non-CTE learners (e.g., ESSA, SACS, COE)? What are potential explanations for these differences?
2 Size, Scope, and Quality		
		Scope Topics: Work-Based Learning and Business Engagement
2.1		Which CTE programs currently offer work-based learning opportunities (either cooperatively or as a separate course in conjunction with the CTE program)? Which programs do not and why?
2.2		Which programs offer work-based learning opportunities but have low student participation in those opportunities?
2.3		Are capstone learning opportunities (either cooperatively or as a separate course in conjunction with the CTE program) available in all CTE programs?
2.4		Which programs offer work-based learning opportunities but the opportunities insufficiently support learning of technical or employability skills (either because the opportunities are too brief or because students have performed poorly on technical/employability skill assessments)?
2.5		To what degree do learners in some or all of your programs of study have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with program curriculum? How does this vary across programs? Across student groups? What are the barriers that exist to offering CTSOs?
2.6		How does my agency currently engage business and industry to ensure workforce alignment? How does my agency currently document business and industry involvement?
2.7		Are there business and industry involvement gaps and what improvements need to be made to close those gaps?
		Quality Topics: Credentialing, Integration of Technical/Academic/Employability Content, Equipment/Tech/Materials
2.8		(Additional questions regarding instructor training and equity & access handled in the 'Faculty and Staff' and 'Equity and Access' sections.)
2.9		What credentials (industry certifications, licensure, certificate, degree) are offered within each program? Are there secondary CTE programs that do not offer a recognized postsecondary credential?
2.10		Which programs offer credentials that are not in demand by employers?
2.11		Are state CTE curriculum frameworks (academic, technical and employability standards) being taught with fidelity? Does the curriculum used to deliver the standards integrate academic, technical and employability knowledge and skills? What other instructional methods/materials are used to ensure academic and technical integration?

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2.12		Which programs insufficiently train students in the technical skills demanded by employers (as assessed by employers or as demonstrated through low examination performance)?
2.13		Which programs insufficiently integrate aligned academics (standards, projects, collaboration with academic teachers, etc.)?
2.14		Which programs insufficiently integrate employability skills (by omitting standards included in its Curriculum Framework, insufficiently training students, and/or by providing too few opportunities to build employability skills)?
2.15		Do CTE programs have current instructional materials, equipment and technology? Where are the gaps?
2.16		What are the different types of support and frequency of support provided to CTE teachers and faculty? Would current support strategies meet the proposed "quality" standard? If not, what enhancements need to be made in order to meet the standard?
2.17		What mechanisms are currently in place to ensure access and equity for all students in CTE? Are there model programs for replication? Are there CTE programs with perceived shortcomings or barriers? If so, how can this be remediated?
		Overarching Topics
2.18		How do my programs compare to ACTE's Quality CTE Program of Study Self-Evaluation?
2.19		To what degree do learners have access to job placement services? How does this vary across programs? Across student groups?
2.20		To what degree are students who want to enroll in your programs unable to do so because of capacity limitations, as determined by program wait lists, student surveys or other evidence?
2.21		What populations of students are and are not accepted into my programs? What are some of the reasons?
2.22		To what degree do programs use data for program improvement and decision making? How does the use of data vary across programs?
3 Labor Market Alignment		
3.1	Top-Line Questions	What industries are projected to grow the most in Florida, your region, or local area in the short, medium and long terms? Which of these occupations meet a state-determined definition of "high skill" and/or "high wage?"
3.2	Top-Line Questions	To what degree do your CTE program enrollments match projected job openings in the state, region or local area? Where are the biggest gaps, particularly in high-skill or high-wage jobs?
3.3	Top-Line Questions	To what degree do your CTE program offerings expose learners to all the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?
3.4	Top-Line Questions	To what degree do your CTE program offerings expose learners to the emerging high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?
3.5	Top-Line Questions	What skills that industry partners need are you incorporating into your programs? What skills are lacking in your programs?
3.6	Deep-Dive Questions	Which programs are completers/concentrators finding success in the labor market? Are there programs in which placement rates are low? If so, why?
3.7	Deep-Dive Questions	How are you validating the skills being taught in your programs with business and industry partners?
3.8	Deep-Dive Questions	How are you preparing students for the potential workplace of the future, using new trends and innovations?
3.9	Deep-Dive Questions	How are you being intentional about educating and providing supports for learners with disabilities, English learners, part-time students and other special populations in programs and programs of study leading to high-skill, high-wage or in-demand industry sectors or occupations?
3.1	Deep-Dive Questions	If you are not currently providing programs to meet the needs of high-skill, high-wage or in-demand industry sectors or occupations, how are other programs and service providers in your region addressing those labor market needs?
4 Implementation Progress		
		Programs of Study
4.1		How well are your programs/programs of study meeting program quality standards established by ACTE's Quality CTE Program of Study Self-evaluation? Where are there gaps or needs to be addressed?
4.2		To what degree do your CTE programs of study have intentional course sequences that begin with introductory content and progress to more occupationally specific content?

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4.3		To what degree do your programs of study have multiple entry and exit points? How does this vary across programs? Do programs incorporate stackable credentials?
4.4		How fully are your programs aligned and articulated across secondary and postsecondary education?
4.5		Across non-credit and credit programs? Across two- and four-year institutions?
4.6		How fully are my programs aligned and articulated across secondary and postsecondary education?
4.7		To what degree are you offering programs that are not part of programs of study? Why?
4.8		To what degree do secondary students earn dual/concurrent enrollment credit in their program of study? How does this vary across programs? Across student groups?
4.9		To what degree do you have credit transfer agreements in place to help learners earn and articulate credit across education levels or between postsecondary institutions? How effectively are these agreements used? If they are not used effectively, why not? How does this vary across programs? Across student groups?
4.10		To what degree do you offer integrated academic courses that confer accelerated credit (AP, IB, AICE, CLEP)?
4.11		Are there programs of study that are insufficiently coordinated by an advisory council? Are there any programs of study that have insufficient representation from secondary, postsecondary, or business and industry?
4.12		To what degree are your learners being retained in the same program of study when they transition between secondary and postsecondary? How does retention vary across programs? Across student groups?
5 Faculty and Staff		
		Recruitment
5.1		To what degree do you currently have sufficient faculty and staff (including instructors, support staff, guidance and advisement professionals, administrators and other key staff) to offer high-quality programs of study and career development?
5.2		To what degree do you anticipate needing additional faculty and staff (including instructors, support staff, guidance and advisement professionals, administrators and other key staff) to offer high quality programs of study and career development in the short, medium and long terms?
5.3		To what degree are faculty teaching your programs adequately credentialed? And to what degree do they have adequate workplace experience in the program area?
5.4		How diverse is your faculty and staff? To what degree does it reflect the demographic makeup of your student body? What are the root causes of any gaps? What processes are in place to recruit new educators?
5.5		What processes are in place to recruit faculty and staff? Are these processes efficient and effective, especially for instructors coming from industry?
5.6		What recruitment method have produced the highest quality new hires? The most new hires?
5.7		What untried recruitment methods could yield high-quality new hires (competitive pay, incentive programs for retired teachers returning to the profession, co-teaching, part-time/adjunct CTE instructors, hiring fairs, online postings, "grow your own" teacher programs, etc.)?
5.8		What positions or subject areas have been the most difficult to develop or recruit for?
5.9		In what subject areas do you need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?
5.10		Is there a process to develop or recruit CTE instructors from existing staff?
		Retention
5.11		What processes are in place to induct and retain faculty and staff? Are these processes efficient and effective, especially for instructors coming from industry?
5.12		How would faculty and staff describe the collegial tone, atmosphere, and work environment?
5.13		Do faculty and staff feel that there are adequate opportunities to grow and advance?
5.14		To what degree do staff and faculty feel that they are overworked? If overworked, which job tasks could be made more efficient or redistributed?
		Training
5.15		To what degree do you offer regular, substantive professional development opportunities for faculty, staff and administrators? How effective are these experiences at improving student outcomes?
5.16		To what degree do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?
5.17		To what degree do faculty, staff and administrators have opportunities to work with and learn directly from their peers in formal or informal professional learning communities?

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5.18		What specific supports are available for faculty and staff from under-represented groups?
5.19		What professional development offerings are most highly rated by participating faculty, administrators and staff? Why?
5.20		What do faculty, staff and administrators report as needs and preferences for professional development, benefits and supports?
5.21		Have secondary non-degreed teachers of career education have received adequate training in the four required professional education training - teaching methods, course construction, lesson planning and evaluation, and teaching special needs students (The 2018 Florida K-20 Education Statues Code; Chapter 1012; Section 1012.39)?
5.22		Have CTE instructors received adequate training on the integration of math, language arts, and/or science into relevant lessons?
5.23		Have CTE instructors received adequate training on project-based learning, work-based learning, and contextualized instruction?
5.24		Have CTE instructors and academic teachers and coaches been collaborating (e.g., shared planning, correlated lessons, team teaching, etc.)?
5.25		Is there active, regular, and two-way communication between
5.26		CTE instructors and administrative staff?
5.27		Secondary and postsecondary CTE instructors?
5.28		CTE instructors and business/industry representatives?
5.29		CTE instructors and academic instructors?
5.30		Do instructors maintain membership in related state and national professional development organizations?
5.31		Do instructors strive to upgrade skills and knowledge by attending conferences, conventions, college courses, staff development, inservice training, and/or other sources of professional development?
5.32		What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
6 Equity and Access		
6.1		To what degree are student groups taking part in CTE at disproportionate levels, in comparison to the overall student population, at the eligible recipient and program levels? Which groups are over- and under-represented, particularly in programs leading to high-skill, high-wage or in demand industry sectors or occupations? What are the root causes of these gaps?
6.2		What efforts have been made to recruit and retain diverse populations of learners into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective? Which ones are under-used?
6.3		What barriers (such as prerequisites/admission requirements, transportation, child care or scheduling) prevent certain populations of learners from accessing your programs? Which student groups are most affected by these barriers?
6.4		What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, accelerated credit (including dual enrollment) and CTSOs? What are the root causes of these barriers? Which student groups are most affected by these barriers?
6.5		How and when do you recruit students into your programs? Are you reaching all students, including students from groups identified as special populations? Consider where and how you conduct outreach.
6.6		To what degree do students have access to career guidance that is comprehensive, equitable and unbiased?
6.7		To what degree do faculty and staff have access to professional development on providing instruction, career development and other services to students in an equitable, unbiased manner?
6.8		What differentiated accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones have been most and least effective? Which ones are under-used? To what degree do these supports align with student Individualized Education Plans?
6.9		What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?
6.1		What additional resources, such as WIOA Title I funds or Pell grants, might be available to support certain learners?

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6.11		How are you aligning with other federal or state programs, such as Temporary Assistance for Needy Families or SNAP Employment & Training, to ensure that CTE students can access additional supports that may be available?
6.12		What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?
6.13		What additional resources, such as WIOA Title I funds or Pell grants, might be available to support certain learners?
6.14		How are you aligning with other federal or state programs, such as Temporary Assistance for Needy Families or SNAP Employment & Training, to ensure that CTE students can access additional supports that may be available?

Appendix 10. CLNA Questions

APPENDIX

Appendix 1. Student Performance Data from the Audit Tool

The following data tables provide information on diversity of Valencia College CTE programs by gender, race/ethnicity, economically disadvantaged, limited English proficiency, and disability.

Table 2. Valencia College CTE programs ranked by percentage of non-White students enrolled

Program	Percent Non-White	Program	Percent Non-White
CTE Program Total	63.0	Electronics Engineering Technology	65.5%
Supervision & Management for Industry	84.6%	Radiography	63.2%
Accounting Technology	84.3%	Hospitality and Tourism Management	62.0%
Correctional Officer	77.4%	Computer Programming & Analysis	60.8%
Respiratory Care	76.9%	Criminal Justice	60.7%
Cardiovascular Technology	75.0%	Baking and Pastry Management	60.0%
Paralegal Studies	72.5%	Construction and Civil Engineering	58.3%
Medical Administration	71.1%	Law Enforcement Officer	58.2%
Business Administration	70.8%	Plant Science & Agriculture Technology	57.1%
Computer Information Technology	70.3%	Film Production Technology	55.6%
Network Engineering Technology	69.2%	Sound and Music Technology	55.6%
Digital Media Technology	68.7%	Fire Fighter (Minimum Standards)	54.3%
Graphic and Interactive Design	68.6%	Nursing	52.8%
Administrative Office Management	68.4%	Computer Aided Design and Drafting	50.0%
Culinary Management	67.9%	Live Entertainment Design & Production	46.7%
Dental Hygiene	66.7%	Fire Science Technology	44.8%
Health Information Technology	66.7%	Emergency Medical Services Technology	36.0%

Table 3. Valencia College CTE programs ranked by percentage of economically disadvantaged students enrolled

Program	Percent Economically Disadvantaged	Program	Percent Economically Disadvantaged
CTE Program Total	41.7%	Collegewide CTE Programs	41.7%
Radiography	73.7%	Sound and Music Technology	41.7%
Medical Administration	71.1%	Supervision & Management for Industry	38.5%
Dental Hygiene	61.1%	Computer Information Technology	37.8%
Administrative Office Management	60.5%	Respiratory Care	34.6%
Plant Science & Agriculture Technology	57.1%	Hospitality and Tourism Management	33.7%
Criminal Justice	53.9%	Health Information Technology	33.3%
Cardiovascular Technology	50.0%	Digital Media Technology	31.3%
Graphic and Interactive Design	48.6%	Fire Science Technology	27.6%

Nursing	47.2%	Computer Programming & Analysis	25.5%
Accounting Technology	47.1%	Electronics Engineering Technology	24.1%
Paralegal Studies	47.1%	Construction and Civil Engineering	20.8%
Baking and Pastry Management	45.7%	Live Entertainment Design & Production	20.0%
Computer Aided Design and Drafting	45.5%	Emergency Medical Services Technology	12.0%
Business Administration	43.4%	Film Production Technology	11.1%
Culinary Management	42.9%	Fire Fighter (Minimum Standards)	10.3%
Network Engineering Technology	42.3%	Correctional Officer	6.5%
	42.3%	Law Enforcement Officer	4.5%

Table 4. Valencia College CTE programs ranked by percentage of Limited English Proficiency students enrolled

Program	Percent LEP	Program	Percent LEP
CTE Program Total	10.6%	Computer Information Technology	9.5%
Construction and Civil Engineering	29.2%	Health Information Technology	8.3%
Administrative Office Management	28.9%	Supervision & Management for Industry	7.7%
Computer Aided Design and Drafting	27.3%	Graphic and Interactive Design	5.7%
Medical Administration	26.3%	Baking and Pastry Management	5.7%
Accounting Technology	25.5%	Dental Hygiene	5.6%
Cardiovascular Technology	25.0%	Film Production Technology	3.7%
Respiratory Care	19.2%	Electronics Engineering Technology	3.4%
Culinary Management	17.9%	Criminal Justice	3.4%
Hospitality and Tourism Management	17.4%	Correctional Officer	3.2%
Computer Programming & Analysis	15.7%	Nursing	3.0%
Network Engineering Technology	15.4%	Sound and Music Technology	2.8%
Plant Science & Agriculture Technology	14.3%	Law Enforcement Officer	2.3%
Paralegal Studies	13.7%	Digital Media Technology	0.0%
Business Administration	12.7%	Fire Fighter (Minimum Standards)	0.0%
Collegewide CTE Programs	10.6%	Live Entertainment Design & Production	0.0%
Radiography	10.5%		

Table 5. Valencia College CTE programs ranked by percentage of students with disabilities enrolled

Program	Percent Economically Disadvantaged	Program	Percent Economically Disadvantaged
CTE Program Total	3.0%	Business Administration	2.4%
Digital Media Technology	12.5%	Hospitality and Tourism Management	2.2%
Accounting Technology	7.8%	Law Enforcement Officer	0.6%
Live Entertainment Design & Production	6.7%	Supervision & Management for Industry	0.0%
Paralegal Studies	5.9%	Correctional Officer	0.0%
Graphic and Interactive Design	5.7%	Respiratory Care	0.0%

Dental Hygiene	5.6%	Cardiovascular Technology	0.0%
Film Production Technology	5.6%	Network Engineering Technology	0.0%
Administrative Office Management	5.3%	Health Information Technology	0.0%
Radiography	5.3%	Computer Programming & Analysis	0.0%
Computer Information Technology	4.1%	Baking and Pastry Management	0.0%
Culinary Management	3.6%	Construction and Civil Engineering	0.0%
Electronics Engineering Technology	3.4%	Plant Science & Agriculture Technology	0.0%
Criminal Justice	3.4%	Fire Fighter (Minimum Standards)	0.0%
Nursing	3.4%	Computer Aided Design and Drafting	0.0%
Collegewide CTE Programs	3.0%	Fire Science Technology	0.0%
Sound and Music Technology	2.8%	Emergency Medical Services Technology	0.0%
Medical Administration	2.6%		

Table 6. Valencia College CTE programs ranked by number of graduates by program (2018-19)

	Program	2018-19 Enrolled Program Majors	2018-2019 Graduates	Graduate Ratio 2018/19 (Graduates/Majors)
	Collegewide CTE Programs	12,236	1,483	12.10%
1	Nursing	887	233	26.3%
2	Business Administration	2,650	212	8.0%
3	Law Enforcement Officer	217	177	81.6%
4	Fire Fighter (Minimum Standards)	202	116	57.4%
5	Hospitality and Tourism Management	744	92	12.4%
6	Criminal Justice	837	89	10.6%
7	Computer Information Technology	528	74	14.0%
8	Fire Science Technology	305	58	19.0%
9	Film Production Technology	428	54	12.6%
10	Network Engineering Technology	392	52	13.3%
11	Accounting Technology	368	51	13.9%
12	Paralegal Studies	430	51	11.9%
13	Computer Programming & Analysis	492	51	10.4%
14	Medical Administration	226	38	16.8%
15	Administrative Office Management	190	38	20.0%
16	Sound and Music Technology	533	36	6.8%
17	Graphic and Interactive Design	587	35	6.0%
18	Baking and Pastry Management	263	35	13.3%
19	Correctional Officer	44	31	70.5%
20	Electronics Engineering Technology	300	29	9.7%
21	Culinary Management	331	28	8.4%
22	Respiratory Care	86	26	30.2%
23	Emergency Medical Services Technology	48	25	52.1%
24	Construction and Civil Engineering	233	24	10.3%
25	Computer Aided Design and Drafting	149	22	14.8%

26	Radiography	49	19	38.8%
27	Dental Hygiene	47	18	38.3%
28	Digital Media Technology	303	16	1.9%
29	Live Entertainment Design & Production	126	15	11.9%
30	Supervision & Management for Industry	68	13	19.1%
31	Cardiovascular Technology	50	12	24.0%
32	Health Information Technology	53	12	22.6%
33	Plant Science & Agriculture Technology	112	7	6.3%

Table 7. Valencia College CTE programs ranked by percentage of female students in non-traditional programs for females

Programs that are considered non-traditional for females are:	Female	Male
Criminal Justice	41.6%	57.3%
Computer Aided Design and Drafting	40.9%	54.5%
Supervision & Management for Industry	38.5%	61.5%
Fire Science Technology	24.1%	75.9%
Film Production Technology	22.2%	75.9%
Network Engineering Technology	21.2%	78.8%
Construction and Civil Engineering	20.8%	79.2%
Law Enforcement Officer	19.8%	79.1%
Computer Programming & Analysis	19.6%	84.4%
Computer Information Technology	14.9%	85.1%
Plant Science & Agriculture Technology	14.3%	85.7%
Fire Fighter (Minimum Standards)	11.2%	87.9%
Electronics Engineering Technology	10.3%	89.7%
Benchmark for programs designated non-traditional for females	23.0%	76.5%

Table 8. Valencia College CTE programs ranked by percentage of male students in non-traditional programs for males

Programs that are considered non-traditional for males are:	Female	Male
Radiography	26.3%	73.7%
Accounting Technology	62.7%	37.3%
Health Information Technology	83.3%	16.7%
Nursing	84.1%	15.9%
Paralegal Studies	82.4%	13.7%
Dental Hygiene	94.4%	5.6%
Benchmark for programs designated non-traditional for males	72.2%	27.2%

Table 9. Valencia College CTE programs ranked by percentage of female students in programs that are not designated non-traditional by gender

The remaining programs have no non-traditional designation	Female	Male
Diagnostic Medical Sonography	100.0%	0.0%
Administrative Office Management	92.1%	7.9%
Medical Administration	92.1%	7.9%
Cardiovascular Technology	83.3%	16.7%
Baking and Pastry Management	82.9%	17.1%
Hospitality and Tourism Management	70.7%	29.3%
Business Administration	67.0%	30.7%
Biotechnology Laboratory Sciences	66.7%	33.3%
Graphic and Interactive Design	60.0%	40.0%
Live Entertainment Design & Production	60.0%	40.0%
Respiratory Care	50.0%	50.0%
Culinary Management	39.3%	57.1%
Correctional Officer	29.0%	71.0%
Digital Media Technology	25.0%	75.0%
Sound and Music Technology	19.4%	80.6%
Emergency Medical Services Technology	8.0%	92.0%
Benchmark for programs not designated non-traditional	59.1%	40.5%

Appendix 11. Barriers to Student Success

Participants in our work groups, focus groups, and student surveys identified the following barriers to student success:

Barriers	Potential Solutions/Strategies
PERSONAL ISSUES	
Health issues. Students spoke of issues related to their health as a barrier to retention and completion. Mental/Cognitive preparedness for postsecondary studies. Faculty mentioned the preparedness for studies due to mental/cognitive issues amongst students.	Through CPAs and instructors, monitor students that have known health and cognitive issues who may be missing classes and/or assignments.
Childcare/Family Considerations Many students are balancing family issues, including parenting, family schedules, single parenting, childcare. Valencia College does not provide any childcare facilities for their students. ⁷	- Provide childcare options for students. - Provide flexible scheduling to help with the coordination of family and personal schedules (including work of student and spouse).
Homelessness. Some VC students are homeless.	Through CPAs and instructors, keep tabs on students who are homeless and follow-up if missing classes and/or assignments.
Financial - Affordability of tuition, fees, books, and other educational costs - Affordability to travel to school - Affordability of housing/food and other living expenses - Financial literacy - Financial Aid	- Provide financial literacy sessions through CPAs (or otherwise). - Monitor students who may be having financial issues. - Ensuring financial aid counseling/advising so that students can get grant and loan aid as available/necessary. - Simplifying financial aid processes.
College Knowledge College Knowledge is knowing how to navigate the college system, including general education, withdrawal policies, and college skillset development inclusive of study skills and time management. According to our data, many students at VC do not have the requisite College Knowledge to support their future success at the college.	- Provide support and training in financial literacy, time management (scheduling), study skills, where to get academic and social help, etc. - Ensure that orientations provide necessary information. - Require and enhance the relevance and productivity of orientations. We heard from students about the “lameness” of orientation, which was “nothing more than a campus tour.”
Workforce Skills. Similarly, students lack skills in interview, communications, professional behavior, and dress.	- Provide information for students so that they understand the real world of work and not what is often portrayed in entertainment. - Providing mock interviews for students. - Involve students in Skills USA and Career Days. Competitions. - Students need more soft skills, including basic etiquette and conversation techniques; and social cues.
Transportation Transportation was a primary issue for many students. Many cannot afford an automobile and must rely on LINX but have challenges with the bus schedules.	Work with LINX to ensure routes, schedules, and capacity.

⁷ <https://catalog.valenciacollege.edu/student-services/childrenoncampus/>.

Work/Employment For students who work and are going to school, scheduling the two is difficult. More difficult for some who also have to fit in an internships. We heard of students who had to dropout due to work or inability to schedule their internship, especially unpaid internships. For others, simply finding the time to focus on school due to work was problematic.	Consider/improve flexible scheduling for students who work or have other challenges with regard to their schedules.
ACADEMIC	
Underprepared for postsecondary studies Many students are simply underprepared for postsecondary studies. Reading, comprehension, basic literacy, and math skills (even simple math skills as noted) are a challenge for some students.	- Test or measure students for academic support needs and placement. - Provide/improve/increase the availability of tutoring. - Advise appropriate courses, including developmental, for students. - Provide additional professional development to instructional staff to identify and help students with academic deficiencies.
Competitive admissions Some programs are very competitive. Students get trapped in course funnels and then not making the admissions cut for the specialized program.	Advise students in advance, based on their potential or current progress as to their admissions likelihood.
Declared majors Declaring majors early is seen as a challenge according to staff.	Review declaration policies and practices to determine the impact of these on student retention and performance.
Retaining students Traditional age up to age 28 are easier to retain than older adult students.	- Ensure that CPAs understand the needs of the various types of students at VC who can advise appropriately. - Provide instructional faculty with tools, knowledge, and skills to help non-traditional students.
Technology Some students are not up to date on computer and related technologies. Not all students have smart phones.	Provide opportunities for students to receive refreshers or other workshops to become more familiar and comfortable with basic computer programs (e.g., MS Office Suite; web browsers).
STRUCTURAL	
Course Alignment There was concern about aligning courses within a program (e.g., prerequisite requirements) making schedules challenging for students.	Review and improve the alignment of courses (e.g., pre-requisites)
Scheduling Scheduling for courses, clinicals, internships, and other work-based learning opportunities was seen as a major impediment to success. Many students noted that they had to add a semester for one class that was not offered in their final semester in order to complete. For clinicals and internships, these often interfere with work or even transportation schedules.	- Provide flexibility in scheduling or program content for students in order to fulfil their requirements. If a final course is not available unless they add an additional semester, perhaps consider exchanging that course, providing an online alternative, or provide another arrangement. - Explore flexible/cohort scheduling. - Be as flexible as possible with clinicals and work-based learning opportunities, such as internships, with special focus for students who are working part- or full-time.
Other Issues	- Consider more short-term, stackable certificates and credentials. - Decreasing inconsistencies from campus-to-campus and department-to-department. - Simplify course substitution forms

Career Program Advisors (CPA)	
Advising clearly came out as a primary strategy for retaining students. As our analysis found, students who visit their CPAs had higher GPAs than those who didn't, and those who met with them more often also had higher GPAs.	• Proactive advising. Advising needs to be intrusive and intentional. All students should be required to be advised on a regular basis. There also needs to be opportunities to educate students AND parents about potential jobs and aptitudes. • Advisor Training. There is currently no formal training for advisors. Training is provided but limited and not consistent. Advisors need to be adequately and consistently trained to understand: ○ Course Catalogue/Programs/ Requirements ○ Work-based learning opportunities ○ VC policies and procedures ○ Support services at VC and in the community ○ Non-traditional populations • Advisor Activities. Advisors should be involved in the following activities: ○ Customized educational plans ○ Making classroom visits (suggested during focus groups) ○ Participating in Advisory Council Meetings (schedule permitting) ○ Taking part in orientation activities (schedule permitting) ○ Tracking student through CRMs and other applicable software/services
WORK-BASED LEARNING (WBL)	
Work-based learning (WBL) opportunities are important components of CTE programs. The sense is that WBLs work well at Valencia College but that there isn't enough of them. As well, scheduling is challenging for students and business/industry.	• Create paid internship opportunities as working students have a problem balancing work and internships, sometimes resulting in their decision to take time off or even quit their job. • WBLs should provide academic credit towards program requirements. • Develop additional internship opportunities with local business/industry. • Create flexible options for students with regard to WBLs, especially those who work. • Provide Job Shadowing opportunities early in programs so that students have experiences quickly and learn whether they want to pursue these careers. • Support CTE organizations at VC. • Bring in additional business/industry speakers to classes. • Provide tours of local business/industry. • Rectify issues for students who may be under the age of 18 who are not allowed to intern due to HR rules. • Ensure that work-based learning opportunities are real-world opportunities and not simply staged opportunities, but real opportunities.