

**Proposal to Establish a Southwest Campus
for
Valencia Community College
Orlando, Florida**

January 29, 2004

Valencia Community College proposes, by means of submitting this document to the Florida Board of Education, to establish a Southwest Campus to better serve the western half of its two-county service district, especially the southwest quadrant of Orange County and the northeast quadrant of Osceola County. The proposal comprises two parts: Criteria for Establishing a Campus and Justification for Designation.

Criteria for the establishment of a campus or center: Rule 6H-1.040, FAC, Campus and Center Designation.

- A. The proposed Southwest Campus for Valencia Community College is part of and consistent with the long-range master plan of the College. See Attachment A for copy of the plan.

Realizing that population growth in Central Florida is explosive and that planning for Valencia Community College's growth within that environment requires the best knowledge available, the District Board of Trustees awarded a bid to Glatting Jackson to create a master plan using the best available technology and planning resources. The result is the Long-Range District Facilities Strategic Plan, Volumes 1 and 2, which the Board approved in September 2001. The plan recommends that the College first build a campus in southeast Orange County within 3-5 years of the Board's approval of the Plan; and second, build a campus in southwest Orange County within 5-8 years. The proposal to establish a Southeast Campus was approved by the Florida State Board of Education in July 2003.

The present proposal seeks approval to establish a Southwest Campus in southwest Orange County in fulfillment of the Long-Range District Facilities Strategic Plan. The search area for the Southwest Campus is shown on page 9 of the attached Long-Range District Facilities Strategic Plan.

- B. New instructional and support services on a new Southwest Campus are necessary to adequately serve the Valencia Community College's service district of Orange and Osceola Counties.

Two forces require Valencia Community College to establish a Southwest Campus: First, the southwest quadrant of Orange County is poised to experience steady, sustained growth over the next 20 years. In the Long-Range District Facilities Strategic Plan, Glatting Jackson recommended that the College establish a Southeast Campus in the near term to serve the rapidly growing eastern half of the two counties in the service district, and a Southwest Campus in the longer term to serve the growing population in the western half that is expected to occur from 2010 to 2020. Thus, the Southwest Campus proposed in this document is the College's response to preparing for long-term growth and is a part of the Long-Range District Facilities Strategic Plan.

The second factor requiring a Southwest Campus is the fact that Valencia's West Campus has been fully developed within currently available facilities. Construction plans for the next two years include renovations, but no new construction. The current annual enrollment is 6,000 FTE for the West Campus, and this enrollment taxes existing facilities during peak enrollment hours of the instructional day.

Current reports of room and space utilization created from the DCC's Integrated Data Base show Valencia's existing classrooms and laboratories operate at 165%, which is more than half-again the state

system standard. Similarly, a comparison of Valencia's number of gross square feet/FTE reveals that Valencia ranks 28th of the 28 community colleges, well below the system average (See Attachment D).

As the Long-Range District Facilities Strategic Plan indicates, population growth in the western sector of the service district is predicted to grow sufficiently to require a Southwest Campus. Even if additional space were available on West Campus, the area to be served by the Southwest Campus is separated from West campus by several major attractions along the I-4 corridor and Kirkman Road, by the Butler Chain of Lakes, and by dense residential development between the proposed search area and West Campus. In other words, the separation is not only distance, but driving time, which increases daily as the number of tourists and residents increases.

C. Official FTE projected enrollments and historical FTE enrollment growth demonstrate the need for a Southwest Campus.

According to the Capital Outlay FTE Projections accepted by the Division of Community Colleges in August 2003, the following campus totals were shown for the 2002/2003 reporting year:

| <u>Campus</u> | <u>FTE Enrollment</u> |
|---------------|-----------------------|
| East | 7,173.5 |
| West | 6,076.5 |
| Osceola | 1,903.9 |

The fact that Osceola Campus serves fewer than 3,000 FTE will be addressed in Criterion G (Exceptions).

Annual rates of increase for collegewide FTE enrollments range from 4.4% to 4.6% for the five years in the projection. Increases are projected for all campuses. The College estimates that, with the final renovations on West Campus, that campus will serve about 6,000 FTE effectively. Even if the College attracted no new students as a result of opening a Southwest Campus, there would still be over 1,000 FTE to serve as a result of growth on the west side of Orange and Osceola counties.

The timetable for establishing a Southwest Campus must be compared with the enrollment growth that is inevitable along the I-4 high-tech corridor within Central Florida's worldwide tourist center.

| | |
|-----------|---|
| 2003/2004 | Proposal to Establish a Southwest Campus Approved |
| 2004/2005 | Site selection and acquisition |
| 2005/2006 | Planning |
| 2006/2007 | Construction begins |
| 2007/2008 | Southwest Campus opens |

By 2008, West Campus, if allowed to grow only as much as DCC projections predict, would have exceeded its current capacity of 6,000 FTE by 2,000 FTE.

Thus, if the conservative timetable above becomes a reality, the Southwest Campus would open in 2007/2008. The new campus' enrollment of 2,000 FTE would materialize from the overflow from West Campus. This enrollment does not take into account the growth predicted to occur in the western part of the service district.



**Table 1
Capital Outlay FTE Projections
2003/2004 to 2008/2009**

| Year | Collegewide Total | West Campus | East Campus | Winter Park Campus | Osceola Campus | Non Permanent Facilities | Southeast Campus | Southwest Campus |
|-----------|-------------------|-------------|-------------|--------------------|----------------|--------------------------|---------------------------|--------------------------------|
| 2003/2004 | 16,706 | 6,337 | 7,452 | 916 | 1,988 | 13 | Approved; Seek Funding | Seek Approval |
| 2004/2005 | 17,339 | 6,577 | 7,734 | 951 | 2,064 | 13 | Plan | Obtain Approval & Acquire Site |
| 2005/2006 | 17,977 | 6,820 | 8,018 | 986 | 2,140 | 13 | Build | Plan |
| 2006/2007 | 18,649 | 7,074 | 7,319 | 1,022 | 2,220 | 14 | 1,000 Open | Build |
| 2007/2008 | 19,367 | 6,246 | 7,539 | 1,062 | 2,306 | 14 | 1,100 | 1,100 Open |
| 2008/2009 | 20,116 | 6,430 | 7,773 | 1,103 | 2,395 | 15 | 1,200 | 1,200 |

Source: Capital Outlay FTE Projections.
Note: College total for year cannot change. College total must equal sum of sites. Lifelong learning is excluded.

The College's historical growth in FTE by campus for the past five years is shown in Table 2.

**Table 2
Student Data Base FTE Enrollment Report
1998/1999 to 2002/2003**

| Year | West Campus | East Campus | McCoy Center | Winter Park Campus | Osceola Campus | Non Permanent Facilities | Collegewide Total* |
|-----------|-------------|-------------|--------------|--------------------|----------------|--------------------------|--------------------|
| 1998/1999 | 4,730.8 | 5,487.2 | 21.9 | 1,059.6 | 960.1 | 303.0 | 12,562.6 |
| 1999/2000 | 4,914.5 | 6,100.4 | 14.7 | 883.4 | 1,037.7 | 571.7 | 13,522.4 |
| 2000/2001 | 5,075.9 | 6,436.9 | 19.0 | 869.2 | 1,263.3 | 648.7 | 14,313.0 |
| 2001/2002 | 5,456.6 | 6,841.3 | 8.7 | 952.4 | 1,560.2 | 727.6 | 15,546.8 |
| 2002/2003 | 6,076.5 | 7,173.5 | 0 | 832.4 | 1,903.9 | 12.2 | 15,986.8* |

* Collegewide Total from FTE-3. This is an adjusted sum from NWRDC.

Source: Student Data Base FTE Enrollment Report, FTE-3.
Note: FTE is a combined total of FTE Credit and FTE non-Credit from each campus for respective year.

D. Facilities at existing campuses, centers, and special purpose centers are substantially complete and utilized.

The East and West Campuses are nearing completion. The East Campus is essentially built out without additional land. The projected student growth in Eastern Orange County will be served by the Southeast Campus, which was approved by the Florida Board of Education in July 2003. West Campus has enough acreage to accommodate one or two additional buildings, but none has been authorized. The West Campus currently serves more than 6,000 FTE. Additional classroom space to serve up to 6,500 FTE will be obtained through remodeling and renovations already funded. However, under conditions of the foreseeable future, West Campus cannot accommodate the growth projected by the Division of Community Colleges.

There is a major obstacle to serving the western third of the service district simply by enlarging the West Campus. Residents of the search area for the Southwest Campus are separated from West Campus by both distance and time. While a 10 mile drive across open country via an interstate highway is quite reasonable, the drive time for a resident of Horizons West or the Four-Corners area could take in excess of an hour with current traffic conditions.

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

- E. Valencia Community College's proposal for a Southwest Campus has been made with the cooperation of the other educational agencies within the community college district and adjacent to the district.

Valencia has reviewed its intent to establish a new campus with the school district superintendents for its service district and with the presidents of the adjoining community college districts. Attachment D of this application includes letters of support from the following:

Ron Blocker, Superintendent, Orange County Public School District
J. Larry Durrence, President, Polk Community College
Ann McGee, President, Seminole Community College
Charles Mojock, President, Lake Sumter Community College
Blaine Muse, Superintendent, Osceola Public School District

- F. Alternative facilities were considered, but Glatting Jackson was unable to identify acceptable facilities in the southwest quadrant of Orange County.

In its report, Glatting Jackson acknowledges the unavailability of alternative facilities. The results of interviews with representatives of private and public property owners indicated the absence of such alternative facilities.

- G. Exception to Criteria

The only criterion for which Valencia Community College claims an exception is that part of III.C which requests documentation that each campus has achieved an enrollment of 3,000 FTE. The Osceola Campus achieved 1,904 FTE in 2002/2003, and is projected to achieve 2,306 FTE in 2007/2008, the year in which the Southwest Campus would open. The Southwest Campus is proposed to relieve the overcrowding on the West Campus resulting from the steady, sustained growth in Orange County west of the theme parks and other attractions. Because of the geographic separation of southwest Orange County from Valencia's Osceola Campus by distance and traffic, it is highly unlikely that students living in west Orange County would commute to Valencia's Osceola Campus. Even if they would, space is not available in which to serve them. Consequently, Valencia Community College is proposing to establish a Southwest Campus before Osceola Campus reaches 3,000 FTE.

Justification for Designation

Background:

Valencia continues to expand to meet the growing needs of its student and business community. The College's East Campus is adding an additional 72,000 GSF building to its inventory. Based on work of both an architectural firm's master plan update and a local land-planning firm, there is little additional space remaining for future growth. The East Campus is the fastest growing campus in response to the growth in the area. Very shortly, Valencia will be unable to meet those needs at the present East Campus location.

West Campus growth is more complex. Certainly the areas west of West Campus will continue to grow within natural and man-made constraints. Actual and planned theme parks, as well as the Butler Chain of Lakes, make a barrier that will direct residents and businesses to the West Campus. However, the areas west of the theme parks will need their own campus, closer to their homes and businesses than West Campus. They are not only separated from West Campus by reasonable distance, but also by extremely heavy traffic congestion.

The sector designated as a search area for the Southwest Campus is adjacent to the I-4 High-Tech corridor, as well as to commercial, financial, and health care installations. Because the area to be served by the Southwest Campus has comprehensive needs, a comprehensive campus is proposed. It will support the following programs:

1. College Preparatory Programs
2. A.A. Transfer Programs
3. A.S. Degree Programs in Health Sciences, Technology, Business, the Arts, and other areas
4. Certificate Programs
5. Workforce initiatives such as the High Tech Initiative supported by Valencia Community College, Lake Sumter Community College, and Seminole Community College

The Campus:

The College would require dollars to first purchase the property and then create a master plan for the site. Construction of infrastructure on the property—retention, roads, utilities, parking, and the first phase of buildings—would follow. Infrastructure would be developed as a phasing plan over time. The first phase would consist of three permanent buildings, each with approximately 60,000 to 70,000 gross square feet. There would also be related parking for the development of the campus. The first permanent building would house student support services—admissions/registration, advising, finance, financial aid, a small library, administration and classrooms and labs. Other support services would be housed in relocatables on a temporary basis until the campus constructed additional buildings. The services housed in relocatable buildings would be moved into permanent spaces, and existing spaces remodeled for additional classrooms and laboratories.

The entire campus would be designed as a high-tech campus, with all spaces equipped for Internet and intranet access. Students would be able to register on-line, view their records, plan their program of study, and monitor their progress in completing their educational programs. Classrooms and laboratories would be designed as "Smart Classrooms." These spaces would all have Internet connections, projecting computers, and support for learning via laptop computers. Students would access world libraries of all forms of media, providing a sound and exciting learning environment.

With projecting computers and stationary cameras above the professor's control station in both classrooms and laboratories, students would see and learn complex information with real life examples providing linkage from the theoretical to the practical. This works in all types of learning environments from art to zoology.

The Programs:

Courses will be flexible to provide appropriate resources for student learning. Courses offered could include but would not be limited to the following:

- Electronic Engineering
- CADD - Drafting and Design Technology
- Micro-Electronic Computer Engineering
- Laser/Electronic Computer Technology
- Civil Engineering Technology
- Architectural Technology
- Mathematics
- Computer Programming and Applications
- e Business
- Computer Engineering, Microsoft
- Database Technology, Oracle
- Health Sciences

Conclusion

Limited space at the West Campus has required the College to look at other options to meet the growing demand. We have hired professional firms to help us identify those options and provide the data necessary to make high quality decisions for our students' and community's future. We must be able to train a highly skilled workforce to meet the demands of the 21st century.