Career and Adult Education
FLORIDA DEPARTMENT OF EDUCATION

**Quality Assurance and Compliance
Onsite Monitoring Visit
for
Career and Technical Education**

Valencia College
March 19-22, 2013

Final Report

May 30, 2013

FLORIDA DEPARTMENT OF EDUCATION

May 30, 2013

Dr. Sanford Shugart
President
Valencia College
P.O. Box 3028
Orlando, Florida 32802-3028

Dear Dr. Shugart:

We are pleased to provide you with the Final Report of monitoring of the Career and Technical Education programs from our visit. The report will also be placed on our website at http://www.fldoe.org/workforce/compliance.asp.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Sheryl Walden, Program Specialist with Quality Assurance and Compliance, at 850-245-9036, or via electronic mail at sheryl.walden@fdoe.org.

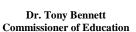Thank you for your continuing commitment to improve services for Florida's students.

Sincerely,

Rod Duckworth

RD/pr

Enclosure

cc: Dr. Nasser Hedayat
        Sheryl Walden

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I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance Division is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each state shall have procedures for reviewing and approving applications for sub grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of college boards of trustees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-2013 *Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2012-13 program year. The Manual was provided to each provider prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at http://www.FDOE .org/workforce/compliance.asp.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based.

Risk Assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the FDOE and the Division. A Risk Matrix, identifying certain operational risk factors, is completed for each provider. The Risk Matrix for each program monitored is located in Appendix A. The results of the Risk Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategies to be implemented.

The monitoring strategy for Valencia College was determined to be an onsite visit. Notification was sent to Dr. Stanford C. Shugart, President, on October 26, 2012. The designated representative for the agency was Dr. Nasser Hedayat, Assistant Vice President, Career and Workforce Education.

The onsite visit to the agency was conducted March 19-22, 2013, by two representatives of the Quality Assurance section of the Division: Sheryl Walden and Tashi Williams, Program Specialists.

V.   Valencia College

CTE Secondary	CTE Postsecondary	Adult General Education	Total
NA	**18,711**	NA	18,711

The provider was awarded the following grants for FYs 2010-11 and 2011-12:

2010-11

Program	Total	Unexpended Funds
Postsecondary Perkins	$1,939,913	-0-

2011-12

Program	Total	Unexpended Funds
Postsecondary Perkins	$2,060,942	$1,517.96

2012-13

Program	Total	Unexpended Funds
Postsecondary Perkins	$2,441,903	$798,224.58+

+ Balance as of March 6, 2013
Unexpended funds > 10% was not an issue.

Additional information about the provider may be found at the following web address:
http://valenciacollege.edu/

VI.   MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; an entrance conference; interviews with administrators, teachers, and students; observations; record reviews; and an exit conference.

Onsite Visits
Members of the team made onsite visits to the following locations:

- Downtown Center
- East Campus
- West Campus
- Criminal Justice Institute
- Osceola Campus

Entrance and Exit Conferences
The entrance conference for the Valencia College was conducted on March 19, 2013; the exit conference was conducted on March 22, 2013. The participants are listed below:

	Title	Entrance Conference	Exit Conference
Agency Participants			
LeSena Jones	Manager, Career and Workforce Education (CWE)	X	X
Bill White	Chief Information Officer	X	
Anjela Madison	Specialist, CWE	X	X
Barbara Frazier	Director, Internship & Workforce Services	X	
Susan Ledlow	Vice President, Academic Affairs and Planning	X	X
Kristeen Christian	Assistant Vice President, Resource Development	X	X
Lashon Henderson	Manager, Grant Administration & Development	X	X
Beverlee Andrews	Manager, Grants Development and Special Projects	X	
Kurt Ewen	Assistant Vice President, Assessment & Institutional Effectiveness	X	X
Nicole Schneller	Specialist, Career Pathways	X	
Renee Simpson	Assistant Vice President, Admission & Records	X	
Joan Tiller	Special Assistant	X	X
Amy Kleeman	Assistant Vice President, College	X	

	Transitions		
Cheryl Robinson	Dean of Students	X	
Nasser Hedayat	Assistant Vice President, CWE	X	X
Joyce Romano	Vice President, Student Affairs	X	X
Stacey Johnson	East Campus President	X	X
Judy Jackson	Director, Restricted Fund Accounting	X	X
Sherri Dixon	Assistant Vice President, Budget & Auxiliary Services	X	
Jackie Lasch	Assistant Vice President, Finance	X	X
Falecia Williams	West Campus President	X	X
Keith Houck	Vice President, Operations & Finance		X
FDOE Monitoring Team			
Tashi Williams	Program Specialist	X	X
Sheryl Walden	Program Specialist	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. Interviews, observations, records review, and an inventory check were completed during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Both elecrtronic and hard copy student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

VII.   RESULTS

Valencia College
March 19-22, 2013

A. **ADMINISTRATION** refers to the management and/or supervision of programs, structure of programs and services, grant oversight, and other administrative areas.

- Administrators, teachers, staff and students are passionate about Valencia College and its CTE programs.
  - o The College's vision and goals seem to be a guiding force for contributing to a positive culture within the College.
- Administrators knew each other; it is obvious that they meet and work together cooperatively and collaboratively.
  - o Offices of deans and program staff are in close proximity to each other.

- There are 29 advisory councils in place and they provide significant input to the programs.
  - 600 members represent 300 businesses/industries.
- The College process required to offer new programs is thorough, comprehensive, and involves many stakeholders.
- Emphasis is on adding programs that are listed on the Targeted Occupations List as high skill/high wage/high demand careers.
- Career Program Advisors are vital to the CTE programs.
- Perkins funding is praised throughout the College.
- Strategic planning is data driven.
- Strong and productive partnerships exist with other colleges and universities, businesses (Universal), and the community.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
None

B. **DATA AND ASSESSMENT** refers to all the components of the data system, including data collection, entry, and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- Verification of student data was completed. The FDOE provided a random list of students, and the College provided student files for review and verification.
- Management Information System processes were extensive and supported the submission of required reports to FDOE.
- The data staff works closely together with program staff.
- The data is used in decision-making and when evaluating programs.
- Teachers are using their student data as well.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
None

C. **CURRICULUM AND INSTRUCTION** refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- Students were making progress toward degrees, certificates, and/or industry certification.
- Textbooks are current and are being used in classrooms.
- Teachers are using SmartBoards and other technology in their classrooms.
- Instructors were extremely qualified, many with extensive work experience directly related to their subject area.

- Instructors were generous with their attention to individual student success.
  - One group of students said their instructor (Dr. Hedayat) was available to them 24/7, via cell phone.
- Programs were a blend of instructional and practical, hands-on experiences for students.
- The team observed a variety of instruction taking place: lectures, labs, individualized instruction via computer/software, and textbook reviews.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
None

D. **TECHNOLOGY AND EQUIPMENT** refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.

- The inventory system is excellent.
  - Equipment is tracked.
  - The inventory contains all the required elements.
  - Most inventory items were easy to locate. (see Concern below)
- Relevant equipment was tagged.
- Equipment was in excellent condition and available to students.
- Technology was integrated into instruction and in quantity sufficient to class sizes.
- SmartBoards were available and in use in some classrooms.
- A lot of labs and individual computers are available to students in hallways.
- Staff are aware of what equipment was purchased with Perkins funds.
- Instructors have resources to maintain equipment.
- Dry erase glass walls in media centers were available to students and were being used.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
Concern: Inventory Issues:
  a. Two laptop carts have been swapped and are not in their assigned rooms.
  b. Health Science Building – Defective equipment was sent back to be replaced and inventory should be updated.
  c. Ice cream makers at the West Campus are not tagged.
  d. The greenhouse was incorrectly identified as a pump.
  e. The greenhouse needs to be tagged due to its cost.
  f. An Isolite suction hose in the dental area is not tagged.
  g. Numbers on oven tags are no longer visible due to erasure by cleaning solutions.
  h. An audio recorder at the East Campus is not tagged.

Recommendations: Correct inventory issues as soon as possible.

Agency Response: All inventory issues have been corrected and photographic evidence has been provided.

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
None

F. ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- Staff knew the College has a policy and knew to whom to report any issues or complaints.
- Non-discrimination notices were stated as a policy of the College and were broadly posted in areas visible to students, staff, and visitors.
- Notices contained all the required classes, including the Genetic Information Non-discrimination Act.
- Non-discrimination notices need to be added to print materials upon the next publishing. (see Concern below)
- Training needs to occur periodically; many weren't sure that they had ever been trained or received a refresher dealing with access, equity, and/or non-discrimination.
- Classes and buildings are accessible to students with disabilities.
  - A sign was observed identifying the location of the chair to be used to evacuate someone in a wheelchair from the second and third floors during an emergency.
  - Elevators were in every building two stories or more.
- Accommodations were provided when needed and when appropriate.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
Concern: Non-discrimination notices did not appear in many of the College's printed materials such as handbooks and brochures.

Recommendation: The College must include the non-discrimination notice when these materials are next printed.

G. RECORDS REVIEW refers to a review of the records and documents that evidence compliance with Federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Inventory
- Advisory Council Handbook
- Annual Equity Update Plan
- 2012–2013 Faculty Life Map Guide/Daily Planner
- 2012–2013 Student Handbook/Daily Planner
- 2012–2013 College Catalog
- 2011–2012 Reporting Year–Career Programs, Program Viability, Growth and Success
- Student records
- Financial records–Payroll, Personnel Activity Reports (Time and Effort Records), Certifications, Travel, Expenditures
- College Policies and Procedures
- Completed Perkins grant applications
- Final disbursement reports for each grant
- Program brochures
- Schedule of classes
- Perkins Improvement Plans

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
None

H. FINANCIAL refers to aspects of the Federal fiscal requirements that providers must meet when expending Federal funds, including financial management, procurement, inventory management, and allowable costs.

- Purchasing procedures are in place and are being followed.
- An approvals process is in place and is being followed.
- Meetings concerning the Perkins grant are held monthly.
- Budget meetings are held monthly.
- Documentation provided (Payroll, Personnel Activity Reports (Time and Effort Records), Certifications, Travel, Expenditures) was comprehensive, organized, and thorough.
  - The team appreciated the efforts of the staff who provided the documentation.

FINDINGS
No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS
None.

I. PROGRAM IMPROVEMENT PLAN A Program Improvement Plan (PIP) was required for the CTE performance levels that did not meet at least 90% of each agreed-upon target and is included in the grant. The PIPs were reviewed during the visit. The

purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

1. **Postsecondary Performance Measures**
   - Agency met or exceeded all secondary measures except for:
     - o 5P1 Non-traditional enrollment–14.42% local actual vs. 18.91% local agreed-upon.
   - A PIP was required and is included in the grant.

2. **CC Postsecondary Certificate**
   - Agency met or exceeded all postsecondary measures except for:
     - o 5A1 Non-traditional enrollment–14.21% local actual vs. 16.74% local agreed-upon.
   - A PIP was required and is included in the grant.

The Perkins Improvement Plan Review was completed during an interview with the Director. Strategies identified in the plan were verified and documentation was provided.

General Recommendations:
- Continue activities to increase participation and completion of nontraditional students.
- Track activities that support the Perkins Improvement Plan.

J.   STUDENT PERSPECTIVE – The team meets with groups of students; their perspective is presented as a portion of this report.

- CTE students at Valencia College represent diverse cultures and ages.
- Students were complimentary of instructors, counselors, and the administration.
  - o Students rely on them for information, guidance, and support.
- Students like the individual attention they receive from instructors.
- Information regarding financial aid and other resopurces is readily available.
- Students expressed pride in their programs, the College, the campuses, and the facilities.

VIII.   REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION/CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Valencia College is not required to complete a Corrective Action Plan.

2. Action Plan – The agency must provide an Action Plan (Appendix B) to address the concerns noted in focus area F in Section VII of this report. They have already addressed the concern from focus area D in Section VII.

Once the Action Plan is submitted, reviewed, and approved, the co-leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

IX.   TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

X.   REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits: Valencia College truly embodies an institution that is all about making the college experience of its students the best that it can be. The facilities and grounds at Valencia College are beautiful and well-kept. The team offers our congratulations and thanks to those who help make Valencia College inviting for students and visitors. The Osceola Campus, for example, featured desktop computers in the hallways of some buildings, available to students without laptops. The Osceola Campus's library also featured those "glass" walls on which students could write or draw during study sessions in addition to colorful murals that decorated the halls. The Criminal Justice Institute building was mentioned with pride by several students, some who were not in the Criminal Justice Program. Students we interviewed appreciate the effort shown by the College, the administration, the teachers, and staff. They were very complimentary of their entire college experience.

XI.   SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the agency head with a copy to the appropriate parties. Finally, the Division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the Valencia College onsite monitoring visit. Special thanks to Dr. Nasser Hedayat, Assistant Vice-President for Workforce Development for his participation and leadership.

Appendix A
Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2010-11)	$ 2,000,001+	8	6 x 6	36
	700,001– ,000,000	6		
	300,001-700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants 1	1 x 2	2 x 6	12
Number of grants with 10% or more of unexpended funds (2010-11)	Number of grants 0	0 x 5	0 x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	6 x 10	60
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	1 x 10	10 x 4	40
TOTAL Level of Risk Score				148

Valencia College Resolution Plan
Adult Education and Career and Technical Education

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
Corrective Action Plan Finding(s): None			
Action Plan Concern(s): 1. Non-discrimination notices did not appear in many of the College's printed materials such as handbooks and brochures.	The College Operations Council approved "Guidelines for Communicating Valencia's Nondiscrimination Policy," which will ensure consistent, broad use of the correct wording. http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=14&volumeID_1=2&navst=0 Valencia's Marketing and Strategic Communications department, which produces the College's communications materials and collaborates on web content with the Office for Information Technology, added the Guidelines to the college's Brand Standards web site and manual. http://wp.valenciacollege.edu/brand/style-guides/valencia-nondiscrimination-verbiage/ (See attached PDF version of the manual.)	Lucy Boudet Vice President Marketing and Strategic Communications	April 2013 May 2013

	Valencia's Marketing and Strategic Communications department also added a "pre-press checklist" to its printing quality control processes to ensure compliance with these Guidelines.		May 2013
	Career and Workforce Education Office will include the Non-Discrimination notices on the materials and brochures when ready for reproduction.	Lesena Jones	March 2014

Technical Assistance Needed and/or Provided:

Plan submitted by (name and title):__Dr. Nasser Hedayat, Assistant Vice President, Career and Workforce Education
Date:_5/22/2013_

Plan accepted by: Gloria Spradley-Brown, Chief, Bureau of Grants Administration and Compliance   Date:5/24/2013

Status of Resolution Plan (to be completed by DOE staff)

Date	Status of Plan Completion

VALENCIACOLLEGE

Valencia College provides opportunities for academic, technical, and life-long learning in a collaborative culture dedicated to inquiry, results, and excellence.

Valencia commits itself to achieving four strategic goals during 2008-13: Build Pathways, Learning Assured, Invest in Each Other, and Build Community. Deeply rooted in the College's experience, these goals project our core work into the future, calling us to action to improve our students' lives and the life of the community that we serve.

Valencia developed a Quality Enhancement Plan (QEP) – a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning and accomplishing the mission of the institution.

An important part of the sustained efforts toward improving student learning at Valencia has been the development of several key ideas that serve as fulcrums for change, signifiers for emerging organizational culture, and rallying points for action. The process of moving from promising innovation to large-scale pilot, to sustained solution, that is, the process of institutionalizing the work, depends heavily on a community of practice shaped by powerful common ideas. These ideas are not unique to Valencia, but they are authentic in the sense that they are organic to Valencia's work, and have rooted themselves in the discourse of campus conversations, planning, development, and day to day activities.

Valencia was named the winner of the 2011 Aspen Prize for Community College Excellence, which recognizes the best of the nation's 1,200 community colleges. The panel of judges selected Valencia after a nine-month examination of the college's graduation and placement data, as well as the number of students who transfer or complete their degrees and certificates - - and how the college measured up when it comes to providing access to minority students.

Valencia is the second largest of Florida's 28 community colleges in funded FTE and headcount enrollments. Valencia's annual enrollment for 2011-12 was 66,074.

Valencia offers 106 Career Programs preparing students for immediate entry into the workforce:
- 34 A.A.S./A.S. Degrees
- 65 Technical Certificates
- 3 Advance Technical Certificates
- 4 Career Certificates (Criminal Justice Institute).

Valencia's A.S. Degree & Certificate graduates have a 95% Placement Rate; the jobs are in some of the most high demand industries in Central Florida. According to FETPIP

Data, Valencia's A.S. & A.A.S. degree graduates earn an average annual salary of approximately $43,000 -- more than double that of a High School graduate.

Targeted Occupations List
94% of Valencia's A.S. degree and Certificate programs are on the Targeted Occupations List (96 of 102 programs). 77% of Valencia's A.S. degree and Certificate programs train for High Skill/High Wage Occupations (78 of 102 programs).

Articulation Opportunities
60% (21) of Valencia A.A.S./A.S. Degree Programs Articulate with Tech Center Programs in Orange County Public Schools and Osceola District Schools.

Internships
This past year, Valencia placed 482 students with over 247 business partners. According to the Spring 2011 Student Survey, 86.7% stated that their internship provided the experience they needed to help them obtain future employment. Spring 2012 Term -- 24% of those who responded to our survey indicated being offered permanent employment as a result of their internship.

Career Pathways
Orange County Public Schools, The school District of Osceola County, and Valencia College are partners in the Career Pathways program, which offers students the opportunity to focus on technical high school programs that will help prepare students for high-skill, high wage occupations. Sixteen national career clusters have been designated and career pathways have been developed around these clusters. Each career pathway shows the transition from the high school program to higher education, including the technical centers, Valencia and baccalaureate programs. While high school students are preparing for careers and postsecondary education they can begin to earn Valencia college credits by participating in joint assessments developed for many of the programs of study. More information is available on the consortium website at: http://valenciacollege.edu/careerpathways/

Students who complete a Career Pathways program have a head start on both a career path and a college degree! As part of the articulation program, the award of credits earned are no cost to the students through Career Pathways. In many Associate of Science degrees and college credit certificates, Career Pathways credits may serve as part of the program requirements or as elective credits.

Since 1994-1995 to Fall Term 2012, The Career Pathways program has awarded 17,908 students with 79,391 Valencia College credits for a saving of over $5,000,000.

College Transitions
The Transition Services department provides educational outreach to Central Florida high school and middle school students, their parents/guardians, and district faculty and staff. Transition Services coordinates various programs to educate Valencia's constituents on Technical and AS careers programs, college admissions, financial aid, and testing strategies (PERT, SAT & ACT). Specific programs include Valencia Factor,

College Prep Day, and Counselor Day. Through these programs, Central Florida students have the opportunity to research educational and career options for their future.

Career Program Advisors
Valencia has 14 Career Program Advisors to assist students with career choices and help them develop and educational plan to complete their program in a timely manner. They have been successful in working closely with the academic deans, program chairs, faculty, and students to verify program changes and pertinent activities are communicated and understood.

Advisory Councils
Valencia has 676 members from business and industry representing 308 different organizations who serve on the Advisory Councils. Valencia's Advisory Councils ensure that Career programs remain relevant to the needs of business and industry. This relevance is the college's assurance to the community that graduates will be capable of performing entry-level skills in an ever-changing job market.

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STATE RANKINGS FOR 2011-12
(Florida College System)

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Out of 28 community colleges in the state…
- Valencia ranked #1 in the state in the number of AS/AAS degree, ATD and Technical Certificate completers (5,116)

- Valencia ranked #1 in the state in the number of technical certificate completers (3,527)

- Valencia ranked #2 in the state in the number of AS & AAS degree graduates (1,404) slightly behind Miami Dade (1,514)

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NATIONAL RANKINGS
(Featured in Community College Week, July 5th, 2012 Edition)

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- Valencia ranked #1 in the nation among all 2-year and 4-year institutions in the number of one-year Certificates awarded

- Valencia ranked #1 in Florida and 32nd in the nation among all 2-year and 4-year institutions in the number of Engineering related A.S. degrees awarded

- Valencia ranked #1 in Florida and 32nd in the nation among all 2-year and 4-year institutions in the number of Business related A.S. degrees awarded