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SELECTION OF COLLEGEWIDE COURSE MATERIALS¹

Dr. James McDonald, Academic Dean for Career and Technical Education (CTE) of Valencia College, wondered was now really the right time? McDonald was the head of a large and diverse program with A.S. degree programs and faculty in Accounting, Arts and Entertainment, Business, Criminal Justice, Medical Administration, Hospitality, IT, and Graphics. Since 1995, Valencia College's faculty and staff had been focused on the philosophy that emphasizes student success.

Within a week, the entire course structure for Valencia College changed due to the COVID-19 pandemic. Not only did the college's courses go entirely online, but the college was now handling the summer schedules as one college (collegewide) instead of each of its eight campuses handling schedules on their own (region wide). Students benefited from the continuity of instructors for several courses, but that was now gone since students from all eight campuses could enroll in online courses from any of the available classes across the system. This flexibility and reduced enrollment also caused several classes to be cancelled, leading to additional frustration for students and, in some instances, increased expenses. Instructors often used the same supporting materials and books over several semesters, but with the new online delivery method, students were not always able to get into the desired course sections. McDonald was the lead on the discussion with other campus deans on this matter and how they were to approach faculty on developing the necessary course of action. He wanted to guide the deans on how to work with and support faculty on deciding course materials offered and lead them into the direction the campus locations must take.

Academic freedom, the ability to select course materials, was a highly valued concept among instructors. He knew he would face significant pushback from instructors and wondered what options existed. McDonald felt he would need to help the deans and faculty find the most effective way to alleviate some of the issues for students that had become more evident due to COVID-19. McDonald's first thought had been to follow through with what he believed made the best business sense and recommend to his fellow deans that they make the final decision and require all faculty use the same course materials. He knew this decision would upset many faculty members as they would feel they had lost their academic freedom. Another option would be to recommend they keep things as is for the summer semester and struggle through the course material issues as they happened. Perhaps the deans could lead faculty into deciding on a few different course materials to minimize the issues? McDonald knew this was not going to be an easy decision for faculty. He wondered: how would he create more buy-in for this new way of doing business?

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College's Background

“Armed with practical knowledge, Valencia's faculty and staff put their energies into developing a ‘learning-centered’ approach to teaching. Adopted in 1995, this philosophy emphasizes individual student success and is still in effect today” (Valencia College, 2020b).

Valencia College

Located in central Florida, Valencia College was founded in 1967 with about 567 student enrollments and portable buildings. In the 2018/2019 academic year, Valencia College had over 76,000 total student enrollments (Exhibit 1). By 2020, Valencia College had grown to eight campus locations (Exhibit 2):

- 1) East Campus
- 2) West Campus
- 3) Osceola Campus
- 4) Lake Nona Campus
- 5) Winter Park Campus
- 6) Poinciana Campus
- 7) The School of Public Safety
- 8) Downtown Campus

Valencia College's main competitor was Seminole State College. Seminole State College had four campus locations within the Central Florida area (Exhibit 2). Seminole State College's total enrollment count was 29,261 students (Seminole State College, 2020).

Valencia College had national recognition for its graduation rates and had even been awarded the prestigious Aspen Prize for Community College Excellence in 2011-2012. The college focused on providing affordable and quality education to all students. It had become a leader in higher education with strong student success rates. With more than a \$1 billion a year in economic impact on the region, Valencia College was a cornerstone for quality education. Many students from the University of Central Florida (UCF) started their education at Valencia College (Exhibit 3).

Through several programs, Valencia College was able to keep providing further benefits to its students. Three main programs Valencia College provided were Direct Connect, Disney Aspire, and the BASBOL program.

Direct Connect was an agreement with UCF in which Valencia students receive guaranteed admission to a bachelor's degree program. Many students used the Direct Connect program with UCF. There was even an office location on the three largest campuses, West, East, and Osceola for students to visit and take workshops for coordinating with the program.

Valencia College also had association with Disney Aspire, to provide further opportunities for affordable, quality education. Disney Aspire was launched to offer hourly employees with tuition paid up front for education diplomas and degrees (Walt Disney Company, 2020). This program made educational opportunities available for many Disney employees since they were residents within several of Valencia College's locations.

In May 2018, Valencia College introduced its first bachelor's degree in business. The college's new Bachelor of Applied Science in Business and Organizational Leadership (BASBOL) was designed to

provide access to a bachelor's degree (Valencia College, 2020d). This was done as another way to benefit the community with another opportunity for affordable education.

Faculty Members

Valencia College was staffed with a wide variety of faculty members that contributed to the enrichment and 'learning-centered' environment of the college. There were tenured, annually appointed, temporary contracted, and adjuncts as professors. The faculty at Valencia College were not required to publish to academic journals but instead focused on providing a 'learning-centered' approach to their teaching styles.

Tenured, annually appointed, and temporary contracted faculty members had a required number of courses to instruct each semester. They were expected to attend departmental meetings and hold physical office hours for the enrichment of the students. As of July 15, 2019, there were 618 full-time faculty (Valencia College, 2020e).

Adjunct professors were part-time faculty and they were not on a long-term contract. They received a contract to teach a course about a week or two before the assigned course's start date. This was done to ensure the contracted faculty had received their required course fulfillments first before releasing the course to adjunct faculty. Adjunct professors were not required to hold office hours or attend departmental meetings, but they were welcomed and invited to those meetings. There were 1161 part-time faculty members as of July 15, 2019 (Valencia College, 2020e).

Course Materials

The professors at Valencia College had the ability to choose their own course materials. Creating and building courses was not an easy task. Even though many publishers offered prebuilt course materials, faculty would still spend several hours setting up and tweaking the materials for their individual courses. Many professors used the same course materials for years. Over these years, faculty had tailored these course materials to their teaching styles and preferences.

Many of the faculty members had strong relationships with their publishers and vendors of choice and had made special price packaging deals with these vendors. Some professors had even negotiated combination textbooks with their publishers in order to save the students money. Exhibit 4 shows an example of some different types of combination books offered among the campuses for just one type of accounting course.

Since many full-time faculty used the same materials from semester to semester, many of their courses were already built and set to go for the next semester. Some full-time faculty would even share their built course materials with newer part-time faculty members, knowing the lengthy process involved with creating course materials.

Campus Stores

The campus stores were owned and operated by Valencia College. These bookstores provided services to students, faculty, and staff (Valencia College, 2020f). There were seven campus stores for students to buy their course materials and textbooks:

- 1) East Campus
- 2) West Campus

- 3) Osceola Campus
- 4) Lake Nona Campus
- 5) Winter Park Campus
- 6) Poinciana Campus
- 7) Downtown Campus

Each of these seven locations held only the course materials and textbooks for their own campus. This procedure made for a seamless process. After students signed up for their courses at their preferred campus location, they would simply go to the bookstore on that campus location to purchase their needed course materials by course number and professor's name.

Osceola Campus

Within each of the eight college locations there were different departments. Each department would have a dean (Exhibit 5). McDonald was dean of the Career & Technical Educations (CTE) department at Osceola campus.

The Osceola Campus opened in 1997. Each of Valencia College's campus locations served a different demographic while providing an accessible location for students. Students were able to attend courses close to where they lived and were able to take convenient public transportation to the Osceola campus.

Being located near Disney World and other Central Florida attractions, Osceola County's economic base was dominated by tourism. Many residents of Osceola County were employed in the tourism and service industry. The median household income in Osceola County was \$50,546 and the poverty rate was about 17.8%. (Data USA, 2020). Most of the Osceola County area consisted of ranching and citrus. Light industry and service enterprises were growing due to Osceola's transportation advantages and proximity to the Greater Orlando area (Osceola, 2020).

The following programs were offered on Osceola Campus: AA, AAS, and AS Degree Programs, Applied Technology Diploma, Certificate Programs, Corporate and Continuing Education, and Honors Program (Valencia College, 2020c). Osceola Campus was the third largest of the eight campuses with Valencia College (Exhibit 6).

In 2019, Osceola Campus opened a new Center for Accelerated Training (CAT) that offered a permanent space for the college's short-term language programs in Osceola County. In addition to this the center, it offered multiple accelerated skills training programs including heavy equipment operator, apartment maintenance technician, clinical medical assistant, carpentry, and transportation logistics. Construction and Maintenance courses were not offered at the other larger campus locations, East and West. Many of these specialty courses could lead to more skilled work pathways. The average salary range was \$15 to \$18 per hour with these industry-recognized certifications (Valencia College, 2020a).

Dean of Career & Technical Educations

McDonald had been the Dean of the CTE department at Osceola Campus for over six years. The CTE department included A.S. degree programs with faculty in a wide range of specialties including Accounting, Business, Criminal Justice, Medical Administration, Hospitality, Information Technology, Graphics, Arts and Entertainment.

McDonald had earned a Doctor of Philosophy in Public Affairs and a Master of Science in Criminal Justice from the University of Central Florida (UCF). He was a U.S. Marine and Sergeant of the Orlando

Police Department. Before becoming dean of the CTE department, McDonald had been a Criminal Justice professor. He had worked with Valencia College for over 16 years. McDonald's leadership style was to lead with direction to get the work done. McDonald felt that he should not always be the face but to provide support and be there to coach. He was confident in his faculty and staff and believed they would make the right decisions with his support and ability to be there for coaching.

McDonald held regular meetings each semester that included all faculty and staff within his department. During these meetings he communicated changes and updates happening within Valencia College. It was during one of these meetings he announced he would no longer be dean before an official email was sent out collegewide.

During the spring semester of 2020, McDonald was preparing to go on sabbatical during the summer semester of 2020. He would also be making another shift in his career when he returned from sabbatical in the Fall of 2020, taking on the new role as executive director of the new Bachelor of Applied Science in Business and Organizational Leadership (BASBOL) program. He was to pass his responsibilities as dean of the CTE department to an incoming interim dean. The interim dean was a faculty member that McDonald had worked closely with over the years.

Using a Communication Model for a Bottom-Up Approach

McDonald's leadership style was employed a bottom-up approach. By starting the conversation correctly with faculty and staff about the course materials issue, faculty and staff could make sense of the issue at hand and draw towards a solution. A bottom-up approach could completely alter the teaching environment and learning for the students. Sensegiving from the deans would be an important component to start the conversation and develop a successful bottom-up change for the college's betterment (Adrianna, 2013).

Sensegiving and Sensemaking

A leader could employ sensegiving to help influence the shift towards acceptance of a newer process. By providing meaning to a resolution needed and resolving any concerns for the resolution, the leader would be developing the follower's sensemaking (L.-S. Wong, 2019). Where sensegiving was done successfully, faculty members would be able to make sense of the need for reform and change. When faculty members realized this necessity, they would be able to contribute to a solution.

Sensemaking was the awareness of a complex situation and development of an understanding of that said situation in order to decide on an outcome. By utilizing sensemaking a situation would be interpreted in a manner that led to action by the observer—or in this case the faculty member (Bäcklander, 2019).

Sensemaking and Sensegiving were the building blocks for creating effective communication that would result in a movement for organizational change frameworks. Using sensemaking and sensegiving within the communication frameworks faculty members would see the need for change.

Communication Model

A communication model from Qian and Daniels (2008), would help start a framework for understanding effective use of sensemaking and sensegiving. Exhibit 7 illustrates a proposed model of employee cynicism toward organizational change (Qian & Daniels, 2008). This model showed that the quality of information, opinions from colleagues and trust in the administration contributed to the faculty members

cynicism and ultimate resistance towards change (Qian & Daniels, 2008). The model shows how faculty's cynicism would be altered with the right amount of information provided to make sense of the situation and change needing to take place.

This is further emphasized with Exhibit 8, showing that the perceived quality of information and trust in management can influence the group's and individual employee's cynicism and ultimate intention to resist change. Qian and Daniels (2008) communication model could promote the development of a framework for analyzing and predicting change-specific cynicism and the role that the social context played in this attitude among the faculty members.

By starting with the right type of conversation across academic divisions, McDonald wanted the deans to use sensegiving in order to lead the faculty into developing sensemaking on the decisions needing to be made. These opportunities to work through intellectual differences in a forum would lead to decisions or compromises that would take place in the future (M. P. A. Wong & Tierney, 2001). As Wong & Tierney (2001) explain, careful attention to the structure and culture of one's organization could help create the conditions for meaningful change, which would in turn enable faculty to be more innovative and to be accountable to multiple constituencies.

The Dilemma due to COVID-19

Uncertainty of Assigned Course Instructor

In a traditional semester, about one third of Valencia College's courses were offered online and the remaining two thirds were offered in the face-to-face format. Due to the COVID-19 pandemic, all courses were required to switch to an online format for the foreseeable future. The course materials dilemma became apparent when the individual campus locations were switched to collegewide and the initially assigned courses were consolidated or canceled.

Due to the pandemic and the loss of face-to-face courses, enrollment for Summer 2020 was lower than expected. Since all courses were now online, Valencia College decided to list the courses as collegewide versus individually with each campus location. This collegewide listing was intended to help with the low enrollment counts within each course across the campus locations. In the past, each campus location would allow a course of any format, whether it was face-to-face or online, to continue if the individual campus location's own set of minimum enrollment numbers were met. A general minimum was said to be somewhere within the double digits (about 12 student enrollments), but it depended on the course type and need.

The maximum enrollment per course for Valencia College courses was 25 students. By going collegewide instead, Valencia College was able to consolidate courses to achieve enrollments closer to the maximum count of 25 students per course, since the courses were online and not face-to-face at the individual campus locations. The college set a new standard that a course would run if they met the requirement of at least 85% enrollment, which was about 22 enrolled students. The decision to consolidate and/or cancel a course was made a couple weeks before the courses' start date as there was usually an influx of last-minute registrations. This was when the true problem of allowing instructors to have such a large variety course material selection became apparent.

There became an uncertainty that the assigned instructor would remain with the course. There were two main reasons this could have happened:

- (1) The course may have not met its required number of enrollments and as a result got canceled.
- (2) The originally assigned instructor might have been an adjunct professor who would need to be replaced with a professor on contract instead if that contracted instructor's originally assigned course did not meet the enrollment requirements.

Course Materials Dilemma

If the student purchased their course materials early and the course instructor was changed or the course was canceled, the student might not be able to sign up for another section of the same course with the same course material requirements. The course could have been the only course taught by that professor or their other courses of the same type were already full. The professor could have been an adjunct professor and had no other course sections of that same course being taught. As a result, the student could have purchased the wrong course materials and not have an option for signing up for another course with those same course materials.

Adding to the difficulty, due to COVID-19 the bookstore was closed. Students would not be able to visit the bookstore to return course materials. For Summer 2020, students had to order their course materials online and have the materials shipped to them. As a result, there could be an immense time delay for the students to exchange their course materials out with the bookstore.

Another dilemma became apparent with students who had purchased combination books and access codes during the previous semester. There were different types of combination books, but all were offered with the intent to save the students money. Since some students may have had the professor the previous semester and purchased their combination book, access codes or other needed course materials, the uncertainty of getting the same professor created a cost problem for the student. Now with the new online format and collegewide listing, these students may not have been able to sign up for the same professor again.

During his past six years as the dean of CTE, McDonald had not played much of a role in the selection of course materials. McDonald had given his faculty the freedom in course material selections. In fact, he had allowed his faculty members to pick and coordinate the course material orders directly with the publishers and campus bookstore. Tenured professors had valued this academic freedom and trust, which had contributed to their academic teaching styles and department's group dynamic. In certain departments, the chair (who was most likely a tenured professor) made decisions about course materials, but this was not done in all departments. In some departments, even adjunct professors were given the opportunity to pick their course materials.

For the summer semester, no decision had been made. The bookstores at each campus devised a temporary fix by designating course materials under each instructor and their associated campus location. It did not solve all the problems, but a student would be able to double check the course materials an instructor was using before registering for their course. Unfortunately, if the instructor was switched out later, the listed course material would change as well. The bookstores had decided they would not do this for the Fall semester. Since Valencia College had now made the decision to remain online for the Fall semester, the course materials issue was still apparent at a larger scale with more courses being offered as compared to summer semester.

McDonald wanted to be mindful of change for faculty and give all faculty a voice. He recalled the time he led his professor from the Hospitality Management Department to receive credit hours approval for the professor's Hospitality Apprenticeship Program. McDonald had provided the professor with talking points, but he did not attend the committee meeting as he wanted the professor to be the face of the program. McDonald's professor was able to prove the program was rigorous and students were able to receive credit hours for the Apprenticeship Program, a great victory indeed. McDonald knew he and his fellow deans must do the same with their faculty members on the course materials dilemma but what he needed to figure out was how to make an approach work.

The Decision

McDonald was to transition into his new role as Executive Director of the new Bachelor of Applied Science in Business and Organizational Leadership (BASBOL) program and was to pass his responsibilities to an incoming interim dean. Before he transitioned out, he wondered what final thoughts he should pass on to the interim dean and his fellow deans. How could he help the deans lead faculty to a decision on how to handle the course materials issue? What decision should he make before he transitioned out of his role?

1. **Make the business sense choice:** McDonald's first thought had been to recommend to his fellow deans to convince faculty to use the same course materials. He figured that if they collaborate on the best options for course materials there could even be significant savings by making deals with the selected publishers. The students would also have less confusion. However, faculty might not support the decision.
2. **Do Nothing:** Then again, we had survived the course materials issue in the Summer, why couldn't we survive it again for the fall? Even though fall semester enrollments would be increased, they should have figured out and planned enough for the upcoming issues as they arise. McDonald knew his faculty would be pleased to retain their academic freedom for course material picks. They would also not have to recreate their course materials, which could take a considerable amount of time. However, none of the issues students faced would be addressed.
3. **Recommend a few to choose from:** He wondered though, could he recommend the deans work with faculty to collaborate and recommend a few major publishers and course materials to choose from to minimize the issues arising from having so many options. McDonald knew the bookstores would appreciate this more than having to carry many different course material options.

With the decision, the deans, faculty and staff would need to gather information to devise a plan to cooperate on the appropriate choice. If the option selected involved many faculty members losing the hard work that went into creating their custom-made course materials, faculty would need to be onboard with that decision and understand its reasoning.

McDonald wondered what decision faculty would make based off his and the other deans' leadership. If the deans provided all the information about the impacts of their decision, would the faculty collaborate to make the best decision for the college and students? What decision would be the outcome? Could this change be a permanent one after COVID-19?

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This case study was made possible based upon interview with Dr. James McDonald, Executive Director of BASBOL at Valencia College.

Biography



Debra Frank is a CPA with more than 15 years' experience as an accountant. She is an owner of an accounting practice and adjunct professor of accounting at Valencia College. She earned an MBA, as well as, a master's degree in accounting and taxation, and a bachelor's degree in accountancy from Florida Gulf Coast University.

Exhibit 1: Annual Enrollments

**Valencia College
Annual Enrollment
Credit, Educator Preparation Institute, Postsecondary Adult Vocational,
Continuing Workforce Education, and Continuing Education
Reporting Year 1967/1968 - 2018/2019**

Reporting Year	Credit		EPI		PSAV		CWE (CJ & VE)		Continuing Education		*Total Students	
	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change	Nbr.	% Change
2018/2019	65,049	4.4%	183	-20.4%	394	-21.0%	698	-16.7%	10,385	9.7%	76,709	4.6%
2017/2018	62,293	2.2%	230	6.0%	499	24.8%	838	-35.9%	9,469	21.4%	73,329	3.7%
2016/2017	60,962	0.1%	217	8.5%	400	-17.0%	1,307	-67.1%	7,802	2.8%	70,688	-3.3%
2015/2016	60,883	0.6%	200	-3.8%	482	15.9%	3,967	-6.6%	7,586	18.8%	73,118	1.8%
2014/2015	60,548	1.1%	208	-8.8%	416	-0.5%	4,248	10.1%	6,384	6.6%	71,804	2.0%
2013/2014	59,894	-0.1%	228	-6.6%	418	86.6%	3,859	7.4%	5,991	-5.1%	70,390	0.1%
2012/2013	59,958	-1.3%	244	10.4%	224	-10.0%	3,592	-2.2%	6,312	6.7%	70,330	-0.7%
2011/2012	60,770	3.0%	221	-3.1%	249	-15.6%	3,672	-38.9%	5,913	7.6%	70,825	-0.3%
2010/2011	59,014	6.7%	228	-24.0%	295	10.5%	6,006	-11.0%	5,494	3.9%	71,037	4.6%
2009/2010	55,302	10.0%	300	2.0%	267	-33.9%	6,749	-6.9%	5,287	10.7%	67,905	7.8%
2008/2009	50,255	8.8%	294	45.5%	404	-6.9%	7,249	-4.1%	4,774	-22.1%	62,976	4.1%
2007/2008	46,180	7.6%	202	77.2%	434	-13.4%	7,555	-4.2%	6,129	10.7%	60,500	6.2%
2006/2007	42,913	2.6%	114	NA	501	-1.4%	7,887	4.3%	5,535	41.3%	56,950	5.8%
2005/2006	41,820	-0.5%			508	61.3%	7,562	3.7%	3,916	NA	53,806	8.4%
2004/2005	42,039	-1.9%			315	-18.2%	7,294	-33.2%			49,648	-8.3%
2003/2004	42,847	-0.7%			385	5.8%	10,924	-3.1%			54,156	-1.1%
2002/2003	43,128	-0.7%			364	-2.7%	11,277	5.6%			54,769	0.5%
2001/2002	43,440	7.5%			374	1.9%	10,674	-2.0%			54,488	5.5%
2000/2001	40,397	3.0%			367	9.9%	10,889	-0.5%			51,653	2.2%
1999/2000	39,234	6.1%			334	17.2%	10,949	-5.6%			50,517	3.3%
1998/1999	36,995	0.5%			285	24.5%	11,601	1.3%			48,881	0.8%
1997/1998	36,817	-0.1%			229	NA	11,457	5.7%			48,503	1.7%
1996/1997	36,843	1.0%					10,844	1.1%			47,687	1.0%
1995/1996	36,486	3.0%					10,726	30.2%			47,212	8.1%
1994/1995	35,416	0.3%					8,240	7.4%			43,656	1.6%
1993/1994	35,307	-1.5%					7,670	-17.6%			42,977	-4.8%
1992/1993	35,841	5.9%					9,308	-40.1%			45,149	-8.6%
1991/1992	33,842	9.9%					15,549	-28.3%			49,391	-5.9%
1990/1991	30,800	12.8%					21,692	-23.9%			52,492	-6.0%
1989/1990	27,297	9.7%					28,519	8.5%			55,816	9.1%
1988/1989	24,872	9.4%					26,276	-17.3%			51,148	-6.2%
1987/1988	22,739	9.1%					31,776	-7.0%			54,515	-0.9%
1986/1987	20,836	6.4%					34,175	15.7%			55,011	12.0%
1985/1986	19,575	11.0%					29,536	37.1%			49,111	25.3%
1984/1985	17,631	-0.8%					21,550	-15.6%			39,181	-9.5%
1983/1984	17,780	5.1%					25,532	8.8%			43,312	7.3%
1982/1983	16,915	-1.6%					23,457	17.4%			40,372	8.6%
1981/1982	17,194	7.6%					19,988	-2.9%			37,182	1.7%
1980/1981	15,976	9.1%					20,582	17.0%			36,558	13.4%
1979/1980	14,646	0.7%					17,590	41.1%			32,236	19.3%
1978/1979	14,545	16.2%					12,468	4.2%			27,013	10.3%
1977/1978	12,519	5.9%					11,964	NA			24,483	107.0%
1976/1977	11,825	23.3%									11,825	23.3%
1975/1976	9,593	-14.5%									9,593	-14.5%
1974/1975	11,221	27.9%									11,221	27.9%
1973/1974	8,774	10.8%									8,774	10.8%
1972/1973	7,918	37.6%									7,918	37.6%
1971/1972	5,754	10.5%									5,754	10.5%
1970/1971	5,206	32.3%									5,206	32.3%

Valencia College
Annual Enrollment
Credit, Educator Preparation Institute, Postsecondary Adult Vocational,
Continuing Workforce Education, and Continuing Education
Reporting Year 1967/1968 - 2018/2019

1969/1970	3,935	25.9%					3,935	25.9%
1968/1969	3,125	451.1%					3,125	451.1%
1967/1968	567	NA					567	NA

Note:

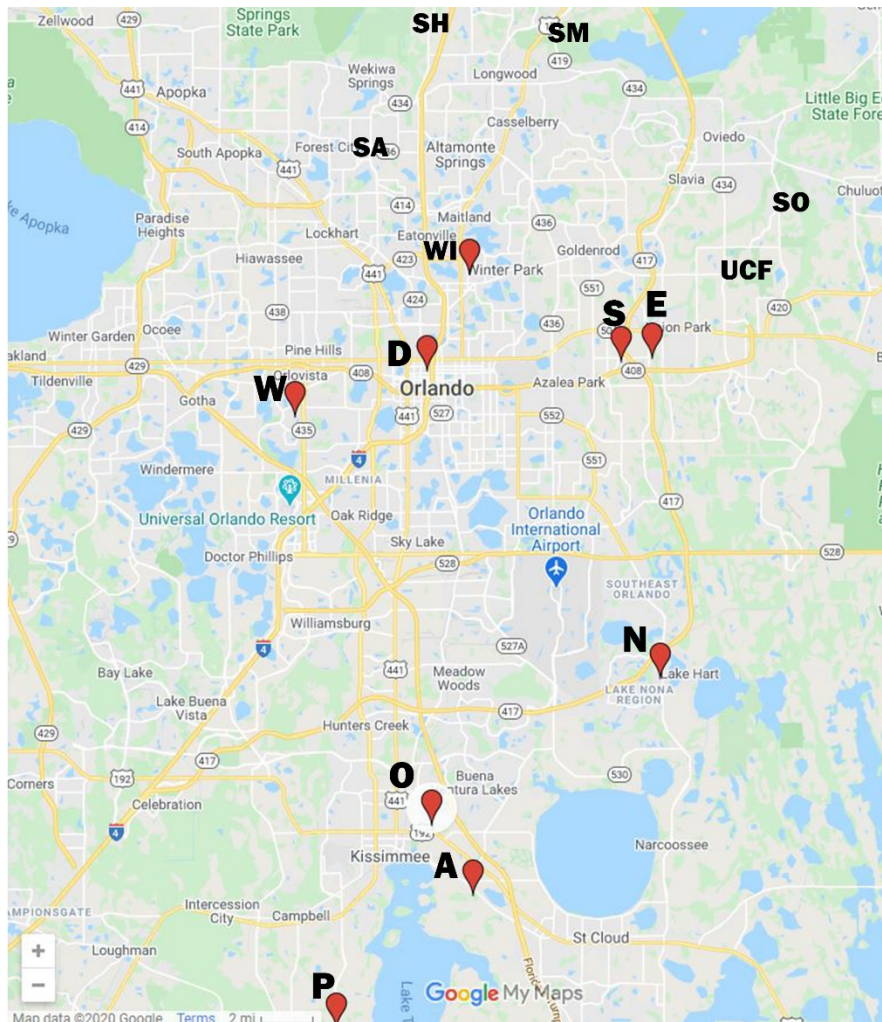
1. Totals are duplicated across instructional categories (student could be in more than one category)
2. Prior to 1997/1998, PSAV was included in CWE; CWE only includes data reported for state funding (support)
3. Due to changes from the State of Florida DOE, students must have a Student Number Identifier, Florida (FLid) for submission to the state. The Continuity 2000 database does not contain Student Number Identifier, Florida (FLid) for students. Therefore, beginning in reporting year 2016-2017 the CWE students only include students found in Banner non-credit terms with FLids.

Source:

1. Banner STU4 & Student Data Base
2. Continuing Education provided its own data for open enrollment courses

Source: <https://valenciacollege.edu/academics/analytics-and-planning/analytics-and-reporting/documents/statistical-history-fact-book.pdf>

Exhibit 2: Valencia College Locations Map



Map Key:

- D – Valencia College Downtown Campus
- E – Valencia College East Campus
- N – Valencia College Lake Nona Campus
- O – Valencia College Osceola Campus
- P – Valencia College Poinciana Campus
- W – Valencia College West Campus
- WI – Valencia College Winter Park Campus
- S – Valencia School of Public Safety
- A – Valencia Advanced Manufacturing Training
- UCF – University of Central Florida
- SO – Seminole State College Oviedo
- SA – Seminole State College Altamonte
- SM – Seminole State College Lake Mary
- SH – Seminole State College Heathrow

Exhibit 3: Notable Highlights

Valencia College Facts

Notable Highlights

- Valencia College was named the **best community college** in the nation as the inaugural winner of the Aspen Prize for Community College Excellence.
 - Valencia College's economic impact on the region is more than **\$1 billion a year**.
 - **One out of four** UCF graduates started at Valencia College.
-

Unless otherwise noted, all information below is from the 2018 - 2019 reporting year.

Source: <https://valenciacollege.edu/about/facts.php>

Exhibit 4: Sample of Combo Materials Offered

Publisher	Course Example	4 months	1 year	2 years	One course	Bundle (two courses)
Cengage	* Any Courses	\$119.99	\$179.99	\$239.99		
McGraw Hill (Connect)	Financial & Managerial Accounting Courses				\$140.00**	\$200.00**
Pearson (MyLab)	Financial & Managerial Accounting Courses				\$143.40**	\$146.70***

Sources:

<https://www.cengage.com/unlimited/>

<https://www.valenciabookstores.com/>

*Includes Access to all your Cengage courses, online textbooks

** Paper textbooks included

*** Electronic textbooks only

Exhibit 5: List of Executives & Deans

Administration

Executive

	Title
President	
Associate General Counsel	
Associate VP, Enrollment Mgmt	
Campus President, WEC/DTC	
Executive Dean, DTC	
Executive Dean, LNC	
Executive Dean, PNC	
Executive Dean, SPS	
Executive VP Provost	

Administrators

	Title
Dean of Students, East Region	
Dean of Students, Dtwm Campus	
Dean of Students, OSC Region	
Dean of Students, West Region	
Dean, Academic Affairs EAC	
Dean, Academic Affairs WEC	
Dean, Arts and Humanities W	
Dean, Behav/Social Science, W	
Dean, Bus, Info Tech/Pub Svc,E	
Dean, Commun/Languages, O	
Dean, Communications, E	
Dean, Engin, Comp Prgrm & Tech	
Dean, Humanities/Soc Science	
Dean, Learning Supp EAC	
Dean, Learning Supp OSC	
Dean, Learning Supp WEC	
Dean, Math, O	

Dean, Mathematics, E

Dean, Mathematics, W

Dean, School of Allied Health

Dean, School of Hosp/Culinary

Dean, Science OSC

Dean, Science, E

Dean, Science, W

Dean, Social Science, E

Executive Dir, BASBOL

Faculty Director, TLA

Interim Dean, Huma/Fore Lang,E

Interim Dean, Nursing WEC

Interim Dean,Career&Tech Prog

Interim Dean,School of Art/Ent

Source: <https://valenciacollege.edu/about/administration>

Exhibit 6: Full-Time Equivalent (FTE) Collegewide

Valencia College Collegewide FTE by Instructional Category & Term 2018/2019

Collegewide	Summer 2018	Fall 2018	Spring 2019	Annual Collegewide		Difference 2017/2018 - 2018/2019	
				FTE	% FTE	Nbr.	Pct.
Advanced & Professional (Credit)	4,001.0	10,177.7	9,285.2	23,463.9	71.2%	1,249.2	5.6%
Post Sec Voc (PSV)	1,632.6	3,123.6	3,129.9	7,886.1	23.9%	442.5	5.9%
College Prep (Credit)	198.7	595.4	439.8	1,233.9	3.7%	132.8	12.1%
Ed Prep Institute (Credit)	30.1	23.7	23.2	77.0	0.2%	-22.9	-22.9%
Total Credit	5,862.4	13,920.4	12,878.1	32,660.9	99.1%	1,801.6	5.8%
Post Sec Adult Voc (PSAV)	60.2	84.6	104.3	249.1	0.8%	-54.7	-18.0%
Cont WF Educ (CWE)	13.5	15.9	14.0	43.4	0.1%	-9.9	-18.5%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0%	0.0	N/A
Total Noncredit	73.7	100.5	118.3	292.5	0.9%	-64.6	-18.1%
Collegewide Total	5,936.1	14,020.9	12,996.5	32,953.5	100.0%	1,737.1	5.6%
Percent of Collegewide Total	18.0%	42.5%	39.4%	100.0%			

Note: Does not include 3.4 FTE with no Campus indicator

Source: Enrollment Bulletin, 2018/2019 EOY (Reporting Year)

Valencia College Osceola Campus FTE by Instructional Category & Term 2018/2019

Osceola Campus	Summer 2018	Fall 2018	Spring 2019	Annual Campus FTE	Annual		Difference 2017/2018 - 2018/2019	
					Campus % of FTE	CW % of FTE	Nbr.	Pct.
Advanced & Professional (Credit)	698.7	1,975.0	1,809.3	4,483.0	72.5%	13.6%	-31.3	-2.6%
Post Sec Voc (PSV)	279.4	543.3	547.3	1,370.0	22.2%	4.2%	160.7	53.2%
College Prep (Credit)	45.3	156.1	120.1	321.5	5.2%	1.0%	19.5	155.0%
Ed Prep Institute (Credit)	7.2	0.0	0.0	7.2	0.1%	0.0%	-5.4	-0.1%
Total Credit	1,030.6	2,674.4	2,476.7	6,181.7	100.0%	18.8%	6,181.7	N/A
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Noncredit	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Campus Total	1,030.6	2,674.4	2,476.7	6,181.7	0.0%	19.8%	143.5	14346.7%
Percent of Campus Total	17%	43%	40%	100.0%				

Source: Enrollment Bulletin, 2018/2019 EOY (Reporting Year)

**Valencia College
West Campus
FTE by Instructional Category & Term
2018/2019**

West Campus	Summer 2018	Fall 2018	Spring 2019	Annual Campus FTE	Annual		Difference	
					Campus % of FTE	CW % of FTE	2017/2018 - 2018/2019 Nbr.	Pct.
Advanced & Professional (Credit)	1,245.8	3,163.9	2,988.9	7,398.6	65.4%	22.5%	623.5	9.2%
Post Sec Voc (PSV)	766.4	1,288.8	1,311.9	3,367.1	29.8%	10.2%	84.6	2.6%
College Prep (Credit)	95.7	209.0	168.9	473.6	4.2%	1.4%	67.7	16.7%
Ed Prep Institute (Credit)	22.9	23.7	23.2	69.8	0.6%	0.2%	-17.5	-20.0%
Total Credit	2,130.8	4,685.4	4,492.9	11,309.1	107.1%	34.3%	758.3	7.2%
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Cont WF Educ (CWE)	2.2	1.8	4.0	8.0	0.1%	0.0%	1.2	17.3%
Lifelong Learning	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Noncredit	2.2	1.8	4.0	8.0	0.1%	0.0%	1.2	17.3%
Campus Total	2,133.0	4,687.2	4,496.9	11,317.1	107.2%	34.3%	759.5	7.2%
Percent of Campus Total	18.8%	41.4%	39.7%	100.0%				

Source: Enrollment Bulletin, 2018/2019 EOY (Reporting Year)

**Valencia College
East Campus
FTE by Instructional Category & Term
2018/2019**

	Summer 2018	Fall 2018	Spring 2019	Annual Campus FTE	Annual		Difference	
					Campus % of FTE	CW % of FTE	2017/2018 - 2018/2019 Nbr.	Pct.
Advanced & Professional (Credit)	1,562.9	3,733.4	3,401.5	8,697.8	73.9%	26.4%	358.9	4.3%
Post Sec Voc (PSV)	500.0	1,109.4	1,117.1	2,726.5	23.2%	8.3%	153.8	6.0%
College Prep (Credit)	50.9	177.7	119.9	348.5	3.0%	1.1%	23.9	7.4%
Ed Prep Institute (Credit)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Credit	2,113.9	5,020.5	4,638.5	11,772.9	100.0%	37.7%	536.7	N/A
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Noncredit	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Campus Total	2,113.9	5,020.5	4,638.5	11,772.9	100.0%	35.7%	536.7	4.8%
Percent of Campus Total	18%	43%	39%	100.0%				

Source: Enrollment Bulletin, 2018/2019 EOY (Reporting Year)

**Valencia College
Winter Park Campus
FTE by Instructional Category & Term
2018/2019**

Winter Park Campus	Summer 2018	Fall 2018	Spring 2019	Annual Campus FTE	Annual		Difference	
					Campus % of FTE	CW % of FTE	2016/2017 - 2017/2018 Nbr.	Pct.
Advanced & Professional (Credit)	219.4	470.7	390.3	1,080.4	90.4%	3.3%	7.4	0.7%
Post Sec Voc (PSV)	26.4	36.8	36.5	99.7	8.3%	0.3%	13.6	15.8%
College Prep (Credit)	0.0	8.2	7.2	15.4	1.3%	0.0%	0.4	2.7%
Ed Prep Institute (Credit)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Credit	245.8	515.7	434.0	1,195.5	100.0%	3.6%	21.4	1.8%
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Noncredit	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Campus Total	245.8	515.7	434.0	1,195.5	100.0%	3.6%	21.4	1.8%
Percent of Campus Total	20.6%	43.1%	36.3%	100.0%				

Source: Enrollment Bulletin, 2018/2019 EOY (Reporting Year)

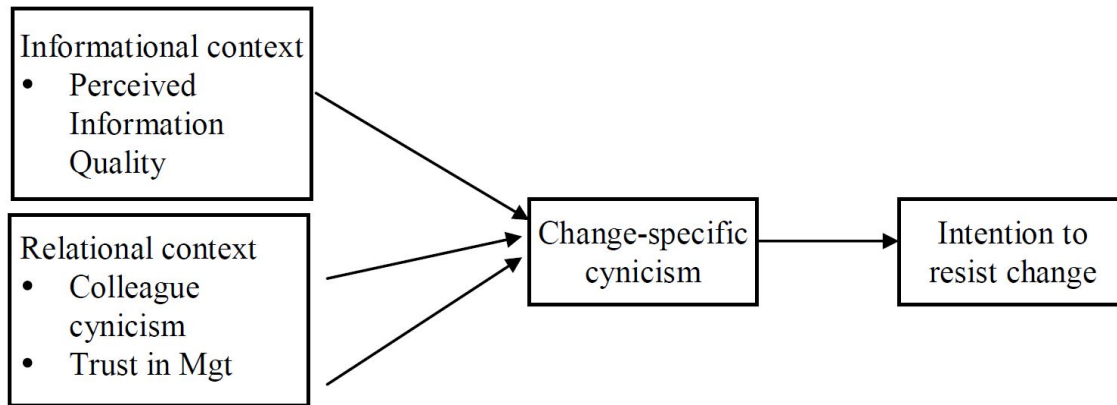
**Valencia College
Lake Nona Campus
FTE by Instructional Category & Term
2018/2019**

Lake Nona Campus	Summer 2018	Fall 2018	Spring 2019	Annual Campus FTE	Annual		Difference	
					Campus % of FTE	CW % of FTE	2017/2018 - 2018/2019 Nbr.	Pct.
Advanced & Professional (Credit)	212.0	502.2	433.7	1,147.9	82.7%	3.5%	65.7	6.1%
Post Sec Voc (PSV)	48.6	83.2	76.9	208.7	15.0%	0.6%	13.0	6.7%
College Prep (Credit)	3.5	17.3	9.9	30.7	2.2%	0.1%	6.2	25.2%
Ed Prep Institute (Credit)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Credit	264.1	602.7	520.5	1,387.3	100.0%	4.2%	84.9	6.5%
Post Sec Adult Voc (PSAV)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Cont WF Educ (CWE)	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Lifelong Learning	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Total Noncredit	0.0	0.0	0.0	0.0	0.0%	0.0%	0.0	N/A
Campus Total	264.1	602.7	520.5	1,387.3	100.0%	4.2%	84.9	6.1%
Percent of Campus Total	19.0%	43.4%	37.5%	100.0%				

Source: Enrollment Bulletin, 2018/2019 EOY (Reporting Year)

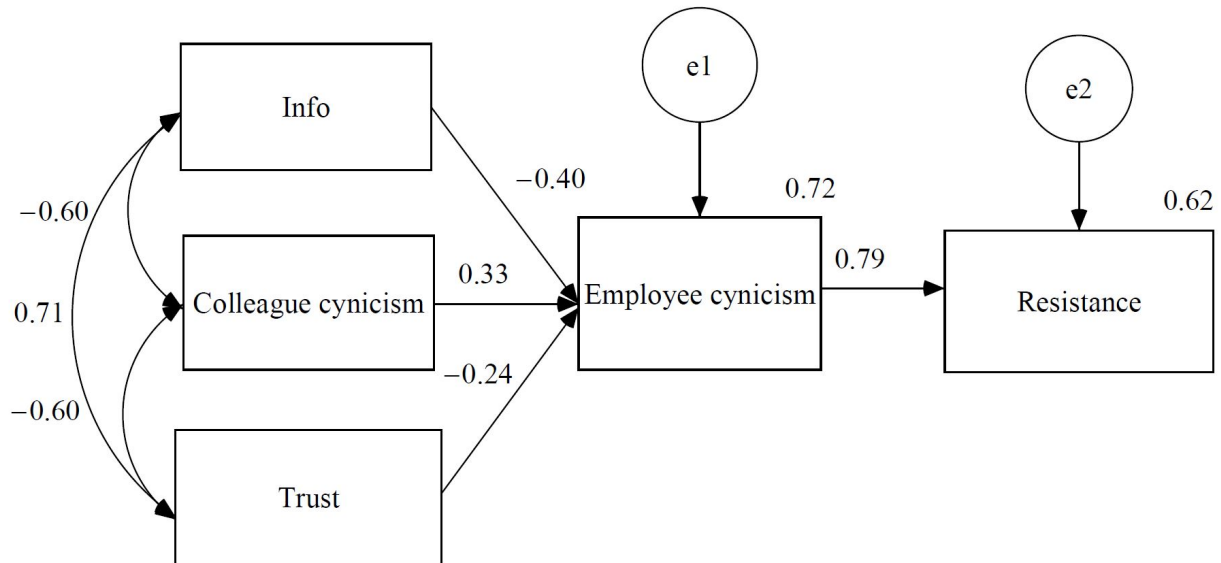
Source: <https://valenciacollege.edu/academics/analytics-and-planning/analytics-and-reporting/documents/statistical-history-fact-book.pdf>

Exhibit 7: Proposed model of employee cynicism toward organizational change



Source: Qian, Y., & Daniels Tom, D. (2008). A communication model of employee cynicism toward organizational change

Exhibit 8: A communication model of employee cynicism toward organizational change



Notes: The names of the variables are abbreviations in order to fit in the boxes. Info refers to perceived quality of information; trust refers to trust in the administration; employee cynicism refers to change-specific cynicism; resistance refers to intention to resist change

Outcome	Predictors	Causal Effects		
		Direct	Indirect	Total
Change-specific cynicism ($R^2 = 0.725$)	Quality of information	-0.40*	-	-0.40
	Colleague cynicism	0.33*	-	0.33
	Trust in administration	-0.24*	-	-0.24
Intention to resist change ($R^2 = 0.617$)	Quality of information	-	-0.32	-0.32
	Colleague cynicism	-	0.26	0.26
	Trust in administration	-	-0.19	-0.19
	Change-specific cynicism	0.79*	-	0.79

Note: *Direct effect is significant at $\alpha = 0.05$ level

Source: Qian, Y., & Daniels Tom, D. (2008). A communication model of employee cynicism toward organizational change