



Valencia College Osceola Campus Title V Final Evaluation Report

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EXECUTIVE SUMMARY

Valencia College Osceola Campus (VC-Osceola) utilized a Title V grant awarded by the Department of Education (ED) to implement the College to Careers program. This program focused on 1) Developing and expanding CTE pathways tied to growth occupations; 2) Increasing capacity for student access to CTE pathways; and 3) Increasing efficiency of classroom space and technology. Pacific Research and Evaluation (PRE) worked with VC-Osceola to evaluate the five-year grant through faculty/staff interviews, document review, project director check-in calls, partner interviews, a video teleconferencing (VTC) student focus group, a Property Management focus group, and VTC instructor focus group/interviews.

REPORT KEY FINDINGS



Goal 1

VC-Osceola exceeded the objective outlined in Goal 1 by developing seven new CTE pathways and redesigning or expanding seven CTE pathways. Industry partnerships helped facilitate this work by providing expertise to design curriculum. Partners also offered financial support to students and connected students to potential employers. VC-Osceola's success around this goal enabled them to expand access to CTE pathways to Osceola students and, therefore, access to careers in growth occupations. Further, the pathways developed, redesigned, and expanded will be sustained when the grant concludes.



Goal 2

VC-Osceola engaged in a number of activities that increased capacity for student access to CTE pathways. Classrooms synchronized through Video Teleconferencing (VTC) equipment enabled VC-Osceola students to access several pathways that would not have otherwise been available to them without a long and expensive commute. The college also supported students with financial literacy activities and scholarship opportunities, the former of which was made available online following COVID-19 closures. Efforts to promote pathways included high school events, a digital outreach campaign, and communication with prospective students through a CRM.



Goal 3

VC-Osceola purchased and implemented Ad Astra Scheduler software to address the goal of increasing efficiency of classroom space and technology. Ad Astra was administered on five other Valencia campuses with plans to implement on a sixth campus during a grant extension period. The software tool successfully optimized efficiency of classroom space. As a result, VC-Osceola was able to offer additional class periods, which helped students gain access to more courses. Ad Astra will be sustained at the conclusion of the grant.



Grant Management

Efforts to implement the grant were mostly positive throughout the project with collaboration playing a key role in these efforts. Stakeholders from different departments and campuses worked together to execute the grant; the team also collaborated with industry partners and other education institutions including the local school district. One obstacle the institution initially faced was with the adoption of a CRM, but VC-Osceola overcame this by tracking and communicating with potential students first with MailChimp and then later a different department's Radius CRM.

EVALUATION INSIGHTS

- ◆ VC-Osceola engaged in a number of positive implementation efforts that led to successful grant implementation. These strategies included strong collaboration both internally and with other education institutions and industry partners. Valencia College should continue to adopt these positive implementation efforts when working on other grants and college initiatives.
- ◆ Another area of success for the grant was the creation and redesign/expansion of CTE pathways, which exceeded the expectations laid out in the grant goal. Factors that facilitated this included the exploration of industry areas to focus on and strong industry partnerships that were instrumental in curriculum development.
- ◆ Although some stakeholders reported that they faced delays wrapping up components of the grant due to the COVID-19 pandemic and subsequent move to fully online courses and servicing students online (as opposed to face-to-face), the team was able to continue serving students. In particular, financial literacy materials and support were moved to an online format.
- ◆ Throughout the grant, VC-Osceola has made an effort to provide access to Spanish speaking students by translating materials. These efforts support the grant's focus on Hispanic Serving Institutions.
- ◆ The team faced setbacks related to the adoption of a CRM, because the purchased software was met with technical issues. Similarly, the team initially purchased Blackboard Collaborate to be used for synchronized learning, but determined this tool was not a good fit for the college. In both situations, VC-Osceola adapted to the situation and learned that in future grants it is best to avoid naming specific software devices in the grant narrative.

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INTRODUCTION

Valencia College – Osceola Campus (VC-Osceola) received a Title V grant in 2015. Title V grants are awarded by The Department of Education (ED) to Hispanic Serving Institutions (HSI) allowing them to expand and enhance their academic offerings, program quality, and institutional stability. VC-Osceola utilized the grant to implement College to Careers, which entailed the development and redesign of Career and Technical Education (CTE) pathways, and also incorporated synchronous learning, financial assistance opportunities and financial aid literacy, articulation agreements, outreach to potential students, and the implementation of the Ad Astra classroom scheduling software. The overarching objective of these activities was to increase student access to accelerated pathways at VC-Osceola. Pacific Research and Evaluation (PRE) evaluated this five-year project, and the final evaluation report that follows includes findings from data collected throughout the grant.

METHODS

Over the course of the grant, PRE collected data to assess progress made toward addressing grant goals, as well as to evaluate grant management. Data collection activities included faculty/staff interviews, document review, check-in calls with the project director, partner interviews, video teleconferencing (VTC) student focus group, a Property Management student focus group, and VTC instructor focus groups/interviews. Each of these data collection activities is described in more detail below.

Data Collection Instruments

Faculty and Staff Interviews

In each of the five years of the grant, evaluators interviewed VC-Osceola faculty and staff involved in various capacities of the Title V grant. In some instances, the interviews occurred in-person on the VC-Osceola campus and in other cases they were held via phone. Each year, seven to 15 stakeholders participated in these interviews, which asked about faculty and staff's involvement as it pertained to each goal, grant

GRANT GOALS

Goal 1 – Develop and expand CTE pathways tied to growth occupations.

- By September 30, 2020 redesign three existing CTE pathways based on quantitative and qualitative data.
- By September 30, 2020, develop two new CTE pathways based on quantitative and qualitative data.

Goal 2 – Increase capacity for student access to CTE pathways.

- By September 30, 2020, increase by 10% the number of students who earn CTE credits through articulation.
- By September 30, 2020, increase by 10% the number of CTE pathway students who gain industry-recognized credentials.

Goal 3 – Increase efficiency of classroom space and technology.

- By September 30, 2020, classroom space and technologies will be managed to optimize student access resulting in an increase of efficiency based on data reports.

sustainability, areas working well with the project, and areas for improvement. The complete staff interview protocols are provided in [Appendix A](#).

Document Review

Evaluators reviewed grant documents shared with them by the grant team in Years 1 through 5 to learn what progress had been made toward addressing grant goals. Documents included meeting agendas and minutes, internal focus group summaries, labor market analyses, equipment quotes, purchase orders, marketing material, VTC class assessments, student outreach spreadsheets, and financial aid materials. Over the course of the grant, PRE reviewed over 1,000 documents related to the Title V grant at VC-Osceola.

Check-in Calls with Project Director

In Years 3 through 5, evaluators held monthly or bimonthly calls with the project director to ask questions about documents shared as part of the document review and to learn about project updates. Evaluators asked the project director five reoccurring questions: 1) What major tasks have you been working on or completed this month? 2) Are your activities on track in terms of the grant timeline? 3) What implementation efforts have been particularly effective this month? 4) What implementation efforts have you struggled with this month? 5) Is everything on track with financial management of the grant? Responses to these questions informed progress addressing grant goals, as well as grant management efforts.

Partner Interviews

In Years 1 through 4, evaluators interviewed representatives from partnering organizations involved with the grant. These partners were supporting the grant in one of three areas: 1) working to develop new CTE programs, including potential employers of program completers; 2) helping to increase capacity for student access to CTE pathways; or 3) working internally to develop a pathway from the Accelerated Skills Training program to an AS degree. These interviews were held in-person on the VC-Osceola campus or via telephone. In the first year, PRE interviewed one partner, and in each of the subsequent years interviewed five to six partners. The interview questions are available in [Appendix B](#).

VTC Student Focus Group

Evaluators conducted a focus group with five students on November 6, 2017 during a site visit to VC-Osceola. These students were participating in a synchronized learning paralegal course and were either first- or second-year students at Valencia taking their first paralegal course. Students were asked about their experience in this course in which the teacher is present on another campus and can be seen and heard by the students at VC-Osceola by using technology purchased through the grant. The focus group questions are included in [Appendix C](#).

Property Management Student Focus Groups

Evaluators administered a focus group on April 4, 2018 (Year 3) on the VC-Osceola campus. Focus group participants were enrolled in a course that is part of the Property Management program. Some of the students were taking the course online, while others were taking it in-person with access to online materials. The purpose of the focus group was to learn about the students' experiences in this new CTE

program to determine what is working well and what may need to be improved. Findings from the focus group were presented in a report shared in May 2018. The focus group questions are provided in **Appendix D**.

VTC Instructor Focus Group/Interviews

Evaluators conducted a two-person, virtual focus group and four phone interviews with Valencia College instructors teaching in the VTC format. The focus group and interviews were conducted in April 2019 (Year 4) and focused on VTC training, available and needed resources, experience utilizing classroom technology, and student impact. The purpose of the focus group and interviews was to learn what is working well and areas for improvement related to the VTC format. The focus group/interview questions are provided in **Appendix E**.

FINDINGS

The final report that follows is organized by the three grant goals with major activities for each goal summarized. The report also addresses grant management efforts over the course of the project.



Goal 1 – Develop and expand CTE pathways tied to growth occupations.



Key Findings

- ◆ CTE pathways were developed, redesigned, and expanded with the support of industry partners who provided input during the program selection process, helped design curriculum, provided financial support to students, and connected students to potential employers.
- ◆ VC-Osceola surpassed the goal of redesigning or expanding three existing CTE programs by instead redesigning or expanding seven programs.
- ◆ The college also exceeded their goal of developing two new CTE pathways when they developed seven new programs.
- ◆ By exceeding expectations, efforts around this goal were aligned with the overarching objective of the grant to provide students access to career and technical programs on the Osceola campus. As such, VC-Osceola further provided students with access to careers in growth occupations.
- ◆ CTE pathways developed, redesigned, and expanded through Title V will be sustained following the conclusion of the grant.

The first goal of the Title V grant at VC-Osceola aimed to develop and expand CTE pathways at the college related to growth occupations. There were two objectives related to this goal: 1) By September 30, 2020, redesign three existing CTE pathways based on quantitative and qualitative data, and 2) By

September 30, 2020, develop two new CTE pathways based on quantitative and qualitative data. VC-Osceola met this goal in Year 2 of the grant. VC-Osceola maintained their positive trajectory by continuing to expand, redesign, and develop pathways throughout the life of the grant. All of the pathways that were part of the grant offer students industry-recognized credentials, which helps them obtain employment following the completion of their program of study. Early efforts to address Goal 1 included a workforce gap analysis in Year 1 to identify different occupation clusters, number of jobs, gaps, and unmet needs for careers in Osceola. Once VC-Osceola pinpointed key industries, they investigated them further through focus groups with community leaders to learn about employer needs in industries. In Year 1, VC-Osceola also met VC-Osceola then worked to develop, redesign, and expand CTE pathways, by collaborating with industry partners. These partners offered expertise in designing curriculum that would prepare students for careers in the industry, offered financial contributions to students, and connected students to potential employers.

"Students will come out with industry certifications. There is a talent deficit in our market; the need for good talent is ever-present. We are preparing them to serve in those entry level positions and move up the ladder pretty quickly. They will be better equipped than most folks and will have an advantage when they get into the industry. As a whole, we see the program elevating the stature of the industry and the talent pool as well."

-Property Management industry partner
interviewee








Later in the grant, efforts included "fine-tuning" and "re-shaping" programs they developed earlier in the grant, according to a staff member. The team also focused efforts on introducing these programs to potential students, which is described in more detail under Goal 2.

Overall, stakeholders described VC-Osceola's efforts around this goal as an area of success and noted that the new, redesigned, and expanded programs provide students access to more opportunities. This was important to stakeholders, because the campus did not offer as many career and technical programs as the larger Valencia College campuses and there were few programs that could be started and completed on the Osceola campus initially. The team's efforts resulted in an increase of certificate completion by 23%, according to a grant team presentation shared with evaluators. Finally, evaluators learned that newly developed, redesigned, and expanded pathways will sustain at the college following the conclusion of the grant.

Redesigned and Expanded CTE Pathways

The first objective of this goal was surpassed with VC-Osceola redesigning or expanding seven CTE pathways—four more than outlined in the grant. Table 1 lists these pathways along with highlights shared by stakeholders during interviews throughout the project.





Table 1. Redesigned/Expanded CTE Pathways and Program Highlights

	Program	Highlights
	Supervision for Management and Industry	<ul style="list-style-type: none"> Redesigned pathway. Allows students who have completed an approved program to articulate those credits toward a degree that will allow them to obtain supervisory and management roles in their industry.
	New Student Experience at oTECH	<ul style="list-style-type: none"> Redesigned pathway. Allows oTECH students to take VC-Osceola's New Student Experience (NSE) class, which provides those students a route to immediate certificate credit articulation if they go to VC-Osceola.
	Introduction to Security	<ul style="list-style-type: none"> Redesigned pathway. Three-credit course that focuses on private security and is part of the Hospitality Security certificate.
	Hospitality Experiential	<ul style="list-style-type: none"> Expanded pathway. Allows program participants working in the hospitality industry to learn and work simultaneously. 18-credit program (three classes) that will result in credits that can be applied toward the Hospitality Management A.S. degree.
	Criminal Justice Field Learning	<ul style="list-style-type: none"> Expanded pathway. Offers a track for corrections and a track for law enforcement with 18 credits (three classes) that can be applied to the College's existing Criminal Justice A.S. degree. Provides credit for prior learning opportunities for students working in the industry.
	Nursing	<ul style="list-style-type: none"> Expanded pathway. Program was expanded by offering the six core courses of the Nursing AS program at the Osceola Campus rather than two.
	Fire Science	<ul style="list-style-type: none"> Expanded pathway. Two-year program was brought to VC-Osceola through VTC technology.

New CTE Pathways

Table 2 below lists the new CTE pathways developed through the Title V grant, along with highlights shared by stakeholders during interviews throughout the project. While the objective of Goal 1 was to develop two new pathways, VC-Osceola excelled by developing seven new programs.

Table 2. New CTE Pathways and Program Highlights

	Program	Highlights
	Property Management	<ul style="list-style-type: none"> • Began offering courses to students for this A.S. degree in Year 3. • Initially called Residential Property Management, but later changed to reflect updated programming that went beyond focusing on apartment management to include concepts that prepare students for careers in general property management. • Students can apply for a scholarship funded by industry partners. • Some students have already been placed in jobs in the industry while still enrolled in the program. • Created an Facebook group with over 200 members including students, former students, professionals in the field, and employers. • Hired a faculty member with expertise in the field to develop the curriculum and teach courses.
	Apartment Maintenance Technician	<ul style="list-style-type: none"> • 10-week program that articulates into the Property Management program. • Students started the program in Year 4.
	Property Management Certificate for Business	<ul style="list-style-type: none"> • Will enable Business students to obtain a certificate in property management that will allow them to work in that field. • This certificate program is currently being reviewed by a Valencia College administrator to determine whether it will deter students from enrolling in the Property Management program.
	Property Management Specialist Certificate	<ul style="list-style-type: none"> • In Year 5 (June 2020), VC-Osceola recieved approval from the state for this program. • The program sits under the AS degree and allows students to earn a Property Management certificate following the completion of 18-21 credits.
	Future Teachers Academy	<ul style="list-style-type: none"> • First cohort of students started fall 2016. • Students receive substitute teaching opportunities through a partnership with the School District of Osceola County.
	Hospitality Security	<ul style="list-style-type: none"> • Open to students in Criminal Justice program. • Began offering courses to students in Year 3.
	Engineering Technology	<ul style="list-style-type: none"> • Received Southern Association of Colleges and Schools (SACS) approval in Year 4. • Classes started fall 2020. • Hired a faculty member with expertise in the field to develop the curriculum and teach courses.

		<ul style="list-style-type: none"> • The pathway includes a supply chain program and an advanced manufacturing program. • Purchased equipment vital to the startup of the program in Years 4 and 5 of the grant. • Used digital outreach to promote the program to potential students.
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Goal 2 – Increase capacity for student access to CTE pathways.



Key Findings

- ◆ Synchronized learning opportunities enabled VC-Osceola students to access pathways without spending time and money commuting to other campuses.
- ◆ VTC was successful from both the students’ and instructors’ perspective. In particular, students said they would recommend the format to others and did not face negative consequences with their grades. Instructors reported they were excited to teach in the format.
- ◆ VC-Osceola provided financial aid literacy to prospective students, which was facilitated by a collaboration between the transitions and financial aid departments.
- ◆ Financial aid and Transitions support was able to transition to an online format following COVID-19 campus closures.
- ◆ The grant team faced delays utilizing a CRM to track and communicate with prospective students; however, the team was able to overcome this barrier by using MailChimp to contact students and later utilizing the Radius CRM owned by another department.
- ◆ The college created access for students by promoting pathways to potential students through high school events, such as CTE Camps, digital outreach campaigns, and classroom presentations.

Goal 2’s objective was to increase student access to CTE pathways. The two objectives related to this goal were: 1) By September 30, 2020, increase by 10% the number of students who earn CTE credits through articulation, and 2) By September 30, 2020, increase by 10% the number of CTE pathway students who gain industry-recognized credentials. All new, redesigned, and expanded CTE pathways offer industry-recognized certificates. Therefore, VC-Osceola addressed the second objective by taking steps toward increasing access to these pathways. The college engaged in several activities to increase access to pathways, which are described below.

Synchronized Learning

VC-Osceola purchased and implemented video teleconferencing (VTC) equipment to virtually join classes taught at one Valencia College campus to a group of students taking a class on a different campus(es). A Blackboard Collaborate taskforce (later called Synchronized Learning taskforce) convened to lead this work and initially explored the equipment that would be utilized for the synchronized learning. The grant had planned for VC-Osceola to purchase Blackboard Collaborate Live Video software for this activity, which it did, but the team found it was not a good fit for the college. One lesson the grant team reported learning was to not name specific software programs in grant narratives. Instead of Blackboard Collaborate, VC-Osceola utilized Polycom systems to virtually join classrooms. The college piloted this equipment in a Paralegal course during Year 2 of the grant and from there continued to grow the program. Specifically, the VTC equipment connected classes on the Osceola, East, West, Poinciana, and Lake Nona campuses. Equipment was initially installed at the Downtown campus, but was replaced partially with Zoom technology due to issues with connecting to the other VTC rooms from that campus. The issues stemmed from the fact that the Downtown campus is a partnership with the University of Central Florida and is not on the Valencia Network. Overall, the college offered 363 VTC classes, in some cases connecting up to three classrooms at a time. Further, VTC expanded CTE offerings to Osceola students in the area of fire science, paralegal studies, hospitality management, accounting, math, Spanish, business, and office systems technology.

"Some people don't have the means. I don't drive, so I don't have a car yet. I would have had to find a ride as I can't take the bus all the way over to East campus, so it would have been very difficult. I probably would have had to choose a different program for my situation."

-VTC student focus group participant

Feedback from students taking classes in this format suggested that synchronized learning was facilitating access for them by allowing them to avoid the cost of toll roads and a time-consuming commute. Student focus group participants also reported that they would recommend the format to other students while more than 80% of student survey respondents agreed that seating in their classroom was arranged in a way to help them learn, the audio was clear and comprehensible, and students on both campuses received equal treatment. Throughout the grant, a data analyst working on the project pulled data that compared student

grades in traditional classrooms to VTC classrooms to ensure there were no drastic differences. For the most part, staff indicated that there were no differences and that they were not "turning A students into C students."

Instructors also reported positive feedback regarding their experience teaching in this format. Instructors who participated in a focus group/interviews highlighted the similarity to traditional classrooms and the ability to provide students with access to more courses. These instructors reported that they were receiving sufficient training from VC-Osceola as part of its efforts administering this grant component. Faculty and staff participating in interviews highlighted synchronous learning as a major success of the grant, and this success helped with the recruitment of new instructors teaching in the synchronous learning format. The VTC classrooms will be sustained following the conclusion of the grant.

Financial Aid Literacy and Communication

VC-Osceola helped students gain access to programs by providing financial aid literacy and making the financial aid process easier for students to navigate. The grant funded the financial aid specialist position to lead this work.

The financial aid specialist presented on the topic of financial aid in high school classrooms and worked specifically with A.S. degree-seeking students at the Osceola campus, while the department helped students with special financial aid circumstances including those who have been randomly selected by the ED to have their applications verified. Students were further supported with the financial aid process by the college hosting FAFSA events throughout the grant where students received direct support completing their FAFSA forms. Additionally, the financial aid specialist created standardized emails in English and Spanish that covered different financial aid scenarios as well as created English and Spanish videos that address frequently asked questions from students. Even in Year 5 when the campus closed due to the COVID-19 pandemic, the financial aid department continued to provide direct support to students by making resources available online, providing material to New Student Experience instructors to share with students, and assisting students with their forms via Zoom.

In addition to supporting students through financial aid literacy and an easier financial aid application process, VC-Osceola provided more opportunities for students to qualify for financial aid. Specifically, in October 2017, all technical certificates that are 16 credits or more became eligible to be submitted for financial aid approval. Previously, this threshold for financial aid eligibility for technical certificates was 24 or more credits. As a result, 11 additional technical certificates became financial aid eligible. These programs are listed in Table 3 below.

"The financial aid specialist role provided a person to think outside of the box. In that sense, we have accomplished a lot in spreading financial literacy and bettering the program...the programs that we have helped create are amazing."

-Faculty/staff interviewee

Table 3. Additional Technical Certificates Eligible for Financial Aid

Technical Certificates	Credits
Accounting Operations	18
Building Construction Specialist	18
Business Operations	18
Computer Programming Specialist	18
Culinary Arts Management Operations	18
Information Technology Support Specialist	18
Landscape and Horticulture Professional	18
Network Infrastructure	21
Network Support Technician	21
Office Specialist	18
Stage Technology	17

The financial aid specialist also engaged in activities to educate staff on financial aid. These staff roles include high school counselors and Valencia staff allowing high school counselors to provide early awareness to students about the financial aid process and Valencia staff to understand how financial aid works and their role in helping students in this area.

The financial aid specialist role will be sustained following the conclusion of the grant and the activities put in place will continue as well.

Scholarships

Students in the PM program could apply for a scholarship funded by industry partners. Depending on their GPA, approved applicants could receive either a \$250 scholarship or a \$750 scholarship. This was the college's first privately funded scholarship. In addition to the Property Management scholarship, the college offered scholarship workshops at Start Right Night events (in early Year 5) that targeted high school seniors and recent high school graduates.

CRM

One grant activity outlined that VC-Osceola would utilize a CRM software system to contact prospective CTE students about program opportunities, as well as track student interaction with the campus and inform decisions about the development of strategies to increase enrollment, retention, and student services. The college purchased Ellucian CRM Advise software to address this objective, but the tool faced technical issues that could not be overcome. The software implementation was being driven by the College rather than the VC-Osceola Title V grant team, so VC-Osceola could not control this issue. While waiting for a replacement CRM, VC-Osceola improvised to track and communicate with potential students. The team used the MailChimp email system to contact students at the college to make them aware of unclaimed credits that were close to expiring. As a result of these efforts in Year 5, 21 students articulated 69 credits and an additional 12 students placed 88 credits in escrow while they waited to finish their first semester at Valencia. Six students also approached the Career Pathways office looking for credits but were not awarded them, as they were not pursuing an A.A. degree major at the college. This is in addition to the efforts in Year 4 where eight students articulated a total of 42 credits.

In Year 4, the grant team collaborated with the Global and Continuing Education Division to adopt a CRM they were using called Radius. The grant team used this software to track contact information of potential students including through high school outreach events such as CTE Camps. VC-Osceola used the Radius online marketing program to promote programs to prospective students by sending information to them after they expressed an interest in the college.

Access to the Radius software was put in place while Valencia College looked for a CRM that would be administered collegewide. In Year 5, the college adopted Target X, and VC-Osceola will be able to utilize this CRM moving forward. Interviewed faculty and staff noted that one takeaway for future grants is to not specify specific software tools in grant narratives; stakeholders believe this would have helped the college avoid the initial barrier of purchasing a CRM that did not meet the institution's needs.

Articulation Agreements

VC-Osceola developed partnerships with other education institutions to articulate credits from those schools to AS degrees at VC-Osceola. Overall, the grant team created 15 articulation agreements including the offering of a New Student Experience course at oTECH. These articulation agreements were developed throughout the grant and will continue to be available following the conclusion of the grant. The articulation agreements created through the grant are listed below in Table 4:

Table 4. Articulation Agreements Developed through the Title V Grant

Articulation Agreements
oTECH Medical Lab Assistant into Valencia Biotechnology AS
oTECH Medical Coder Biller into Medical Administration AS
oTECH Dental Hygiene into Dental Hygiene AS
oTECH HVAC into Energy Management Controls AS
Aviator College certificate into Supervision for Management & Industry AS
Academy of Construction Technology Certificate into Building Construction AS
American Hotel & Lodging Association Certificate into Hospitality Management AS
National Apartment Association Certified Apartment Manager to Property Management AS
National Apartment Association National Apartment Leasing Professional to Property Management AS
Florida Real Estate license to Property Management AS
Institute of Real Estate Management Certified Property Manager to Property Management AS
Institute of Real Estate Management Accredited Residential Manager to Property Management AS
Institute of Real Estate Management Certified Apartment Portfolio Supervisor to Property Management AS
Valencia College Future Teachers AS to University of Central Florida Elementary Education BS

Outreach to Spanish Speakers

Throughout the grant, VC-Osceola provided outreach materials in Spanish including documents on steps to verify residency for enrollment purposes, scholarship information, financial aid documents, and standard financial aid email responses. Further, promotions for the Apartment Maintenance Technician program were created in Spanish to target the population that had expressed interest in that program and the digital outreach campaign for the PM program also ran in Spanish. These efforts were noteworthy given the grant’s focus on supporting HSIs.

Promotion of CTE Pathways

Outreach to Career Pathway High School Students

VC-Osceola promoted CTE pathways to potential students and their families through various events held throughout the grant. One such activity was CTE Camps, which allowed career pathway high school students at the School District of Osceola County to learn more about specific CTE pathways at Valencia College. Toward the end of the grant, VC-Osceola was offering nine CTE Camps during the school year. In Year 5, VC-Osceola offered three Family Nights where eighth through twelfth grade students and their families could learn about VC-Osceola programs, understand scholarship opportunities and the financial aid process, and connect with Student Support Services. Additionally, the team hosted a Start Right Night in Year 5 for high school seniors and recent high school graduates. The event provided opportunities to complete an application on site and have the fee waived, learn about scholarships, and receive help completing their FAFSA form. Also in Year 5, the transitions department started hosting Virtual Insights

into A.S Degree Programs. These events are held over Zoom in response to the campus closing due to COVID-19 and include highlights of select A.S. Degree programs, industry insight and career outlook information, steps to enrollment, and an opportunity to ask faculty, staff, and industry leaders questions. The outreach events served as an opportunity to track and communicate with prospective students through follow up communication assisted by the CRM.

The transitions department and financial aid departments collaborated to coordinate the latter two high school outreach events; staff highlighted this collaboration as a successful implementation activity. Further, the college worked with high school partners to offer and promote these events. Stakeholders indicated that this partnership with the school district strengthened throughout the course of the grant and would benefit the institutions following the conclusion of the grant.

Digital Outreach Campaigns

To build enrollment for the Property Management degree, Criminal Justice Experiential Learning, and Engineering Technology programs, VC-Osceola developed and funded digital outreach campaigns. The college worked with an external marketing firm that they selected through a competitive process in Year 3. The campaign first focused on promoting the PM program through digital outreach efforts including Facebook, LinkedIn, and Google advertisements. The career program advisor reached out to prospective students who clicked on the campaign and completed an interest form, and three students applied to the Property Management program as a result. The marketing firm learned through tracking outreach methods that Google search garnered the most clicks, which is information that could be used for future campaigns.

Additional Outreach Efforts for CTE Pathways

Other methods for promoting CTE pathways included presenting about programs in New Student Experience and continuing education classes, meeting with employers in the community who have employees who would benefit from CTE programs, creating and distributing materials such as program-specific websites, information videos, Facebook pages, and flyers.



Goal 3 – Increase efficiency of classroom space and technology.



Key Findings

- ◆ VC-Osceola assembled a taskforce that explored Ad Astra Scheduler prior to purchasing it to ensure the software was compatible with other programs and equipment.
- ◆ In addition to Osceola, Ad Astra was administered on five other Valencia College campuses with plans to implement on two other campuses after the conclusion of the Title V grant.
- ◆ The implementation of Ad Astra helped students gain access to courses by optimizing efficiency of classroom space in order to offer more class options.
- ◆ Ad Astra will be sustained following the conclusion of the grant.

Ad Astra

The third Title V Osceola grant goal focused on increasing efficiency of classroom space and technology to reduce the underutilization of classrooms. This goal is also aligned with the grant's overall theme of increasing access by more efficiently using classroom space to allow the college to expand course offerings to students. VC-Osceola purchased and implemented Ad Astra software to address this grant goal and was successful in its efforts.

The grant team first convened a Class Scheduling taskforce that met to determine whether the software would be compatible with Banner prior to purchasing it. The taskforce also created an inventory of equipment and needs to design the software implementation, conducted an equipment capacity assessment to avoid overbooking conflicts, and determined the program would be piloted at VC-Osceola. The grant team then purchased the Ad Astra class scheduling software in Year 2 of the grant. The team reported they faced some obstacles installing the tool; specifically, there were initially obstacles with the Ad Astra file transfer process, but they were able to overcome this issue. Thus, VC-Osceola was able to first pilot the program in fall 2017 and continued to use the system on the Osceola campus throughout the grant. Additionally, the grant team also implemented Ad Astra on the Lake Nona, Poinciana, Winter Park, and West campus, which exceeded the expectation of the grant. As VC-Osceola wraps up the grant, they will also work to add Ad Astra to East campus and the School of Public Safety; this part of the project was delayed due to COVID-19 campus closures and the need for the East campus administration to focus on moving all classes online in the Spring, Summer, and Fall of 2020.

As a result of implementing Ad Astra, VC-Osceola was able to achieve the objective of increasing efficiency of classroom and technology use. One example of this was the ability to group classes together based on where the air handlers are located in a building. Thus, the institution was able to shut down

certain floors within buildings and migrate all classes to one floor versus offering them on two or three different floors. This allowed the college to shut down the air conditioning unit and save money on utilities costs.

Ad Astra has also increased efficiency and effectiveness related to class scheduling by improving space utilization through reports on space availability. Specifically, VC-Osceola served 300 additional students and observed a 7.4% increase between 8:30 a.m. and 1:00 p.m. from Fall 2018 to Fall 2019, which is the equivalent of using 12 more classes in four fewer rooms. Further, stakeholders experienced a 10.8% increase in efficiency from Fall 2017 to Fall 2019, between 8:30 a.m. and 1:00 p.m. Table 5 summarizes the number of classes offered per room over the course of Ad Astra’s implementation starting Fall 2017.

Table 5. Number of Classes per Room Offered Since Implementing Ad Astra

Semester	Total Classes	Total Rooms	Number of Classes/Room
Monday – Thursday All Day			
Fall 2018	857	91	9.42
Fall 2019	826	87	9.49
Monday – Thursday 8:30 a.m. to 1:00 p.m.			
Fall 2017	456	95	4.8
Fall 2018	446	90	4.95
Fall 2019	458	86	5.325
Monday – Thursday 4:00 p.m. to 9:45 p.m.			
Fall 2017	232	82	2.83
Fall 2018	223	78	2.86
Fall 2019	204	73	2.794

The use of the software enabled the institution to make fewer schedule changes, offer more courses, and quickly find a room for each of these courses. Further, Ad Astra allowed the team to see opportunities for offering courses at different times, such as on Saturdays. In fact, VC-Osceola served 60 additional students and observed a 39.2% increase on Fridays and Saturdays between fall 2018 and fall 2019, which is the equivalent of two more classes in nine fewer rooms. Finally, the Ad Astra software is going to be sustained on each of the campuses in which it has been implemented.



Grant Management



Key Findings

- ◆ VC-Osceola met or exceeded the grant goals. The team overcame initial obstacles with the CRM by using a free email system to reach potential students and later adopting a different CRM tool being used by another department.
- ◆ The COVID-19 pandemic impacted some of the grant team's efforts to wrap up grant activities, but the two areas that were delayed due to the epidemic—finalizing Ad Astra and the VTC—will be able to be addressed during a six month extension of the grant.
- ◆ Internal collaboration was a key catalyst of grant implementation with stakeholders from different departments and campuses working together to execute grant activities.
- ◆ VC-Osceola also collaborated with external partners to develop CTE pathways, create new articulation agreements, and help students with financial support.
- ◆ The college adhered to the grant budget throughout the project with some instances of carryover funds that were able to be reallocated.

Adherence to Grant Timeline

In most instances, VC-Osceola adhered to the grant timeline. One exception was related to activities that relied on the CRM software. VC-Osceola had intended to use Ellucian CRM Advise software for tracking and outreach of potential students; however, the college faced technical issues with implementation of this tool, and as a result, it was not adopted. The implementation of this software was being managed by another campus, and therefore this obstacle was out of VC-Osceola's hands. VC-Osceola found alternative methods for addressing the grant goals related to the CRM, first by using a free email system and then by utilizing a CRM program—Radius—from a different department. Despite this barrier related to the CRM, VC-Osceola met or exceeded the grant goals by the end of the project.

COVID-19 Impact

In the final year of the grant, the COVID-19 pandemic made it difficult to wrap up some components of the grant. Specifically, with campus closures, the team was unable to implement Ad Astra on the final two campuses. As a result, VC-Osceola requested a six-month extension from the ED, which was granted, and therefore the college will be able to complete implementation of these final tasks.

Effective Implementation Efforts

Collaboration

Throughout the grant, faculty and staff highlighted collaboration as a strength of the grant implementation. In fact, Year 5 faculty/staff interviewees were asked to share what they learned from this grant implementation that could be applied to future grants at the college, and several participants reported that collaboration was an important implementation effort that should be incorporated in future initiatives. Evaluators learned during five years of interviews with faculty and staff that stakeholders collaborated across departments during regularly scheduled meetings. The team also collaborated

“Definitely collaboration. That’s something that is a big element for us. We don’t do anything in a vacuum. It’s important for us to recognize that collaboration is a big part of it. Everyone on our team takes a different role in facilitating the work.”

-Faculty/staff interviewee

across campuses for such activities as implementing Ad Astra and the VTC rooms. Further, stakeholders collaborated with external partners to implement the grant. In particular, industry partners helped VC-Osceola with CTE program development, donated money to financially support CTE pathway students, and served as potential employers of CTE program completers. Partnerships also enabled the college to expand articulation agreements and strengthen their relationship with the local school district.

Adherence to Evaluation Insights

PRE evaluators provided evaluation insights in annual evaluation reports, interim evaluation reports, and focus group reports. Through ongoing conversations with the project director, evaluators heard how these recommendations were considered and addressed when relevant. In some instances, recommendations included suggestions for upcoming evaluation activities, which were adopted when they were a good fit for the project. The evaluation insights also sometimes highlighted positive implementation efforts with the recommendation to continue engaging in those strategies, which VC-Osceola did.

Other Implementation Strategies

VC-Osceola’s success was also fueled by strong grant leadership. The project director role changed hands partway through the grant, which evaluators have learned is common with grant projects, but VC-Osceola was able to embrace this change with ongoing consultation from the original project director who had institutional knowledge and provided continuity. The grant was also facilitated by clear communication, the use of an outside marketing firm, and buy-in for grant activities. As it pertains to this latter strategy, the buy-in for the grant allowed the team to approach the project as they would their other work due to the importance of the grant. As one stakeholder stated, “I don’t see a difference

“The grant has done what it was meant to do by creating access, especially to the Hispanic community. I want to give the grant director kudos, because she led the efforts, and we were able to go above and beyond the goals that were written.”

-Faculty/staff interviewee

between the grant work and our day-to-day work. The grant has become our day-to-day work. Title V has made us aware of the gaps in our work and made us want to continue in these efforts. We don't want the gaps to be there again."

Financial Management

VC-Osceola consistently reported that they were in adherence to the grant budget. The project did experience some carryover funds but was able to propose relocating those in upcoming grant years.

EVALUATION INSIGHTS

- ◆ VC-Osceola engaged in a number of positive implementation efforts that led to successful grant implementation. These strategies included strong collaboration both internally and with other education institutions and industry partners. Valencia College should continue to adopt these positive implementation efforts when working on other grants and college initiatives.
- ◆ Another area of success for the grant was the creation and redesign/expansion of CTE pathways, which exceeded the expectations laid out in the grant goal. Factors that facilitated this included the exploration of industry areas to focus on and strong industry partnerships that entailed curriculum development.
- ◆ Although some stakeholders reported that they faced delays wrapping up components of the grant due to the COVID-19 pandemic and subsequent [move to fully online courses and servicing students online \(as opposed to face-to-face\)](#), the team was able to continue serving students. In particular, financial literacy materials and support were moved to an online format.
- ◆ Throughout the grant, VC-Osceola made an effort to provide access to Spanish speaking students by translating materials. These efforts support the grant's focus on HSIs.
- ◆ The team faced setbacks related to the adoption of a CRM, because the purchased software was met with technical issues. Similarly, the team initially purchased Blackboard to be used for synchronized learning but determined this tool was not a good fit for the college. In both situations, VC-Osceola adapted to the situation and learned that in future grants it is best to avoid naming specific software devices in the grant narrative.

APPENDIX A. Faculty and Staff Interview Questions

Year 1

1. What is your role with the grant?
2. Have you been involved in the redesign or development of a CTE pathway?
 - How have you been involved?
3. One of the goals of the grant is to increase capacity for student access to CTE pathways. Have you been involved in these efforts? (*Read objectives to participant if needed.*)
 - How have you been involved?
4. Another goal is to increase the efficiency of classroom space and technology. Have you been involved in this piece?
 - How have you been involved?
5. What is working well from your perspective with the grant so far?
 - What resources have contributed to the success of the grant?
 - What opportunities for improvement do you see thus far?
6. As you move into the second year of the grant, are there any additional supports that you think are needed to better support implementation?
7. What are your hopes for the grant in Year 2?
8. Do you have any additional comments about the Title V grant at Osceola?

Year 2

1. What is your role with the grant?
2. Have you been involved in the redesign or development of a CTE pathway?
 - How have you been involved?
3. One of the goals of the grant is to increase capacity for student access to CTE pathways. Have you been involved in these efforts? (*Read objectives to participant if needed.*)
 - How have you been involved?
4. Another goal is to increase the efficiency of classroom space and technology. Have you been involved in this piece?
 - How have you been involved?
 - What is your involvement in Synchronous Learning Project?
 - What is your involvement in the Ad Astra configuration and implementation

5. What is working well from your perspective with the grant so far?
 - What resources have contributed to the success of the grant?
 - What opportunities for improvement do you see thus far?
6. As you move into the third year of the grant, are there any additional supports that you think are needed to better support implementation?
7. What are your hopes for the grant in Year 3?
8. Do you have any additional comments about the Title V grant at Osceola?

Year 3

1. What is your role with the grant?
 - *For those I have interviewed previously:* Are you still involved with <Insert area of involvement>?
2. Have you been involved in the redesign or development of a CTE pathway? How have you been involved in these efforts?
 - What are the strengths of redesigned and/or developed CTE pathways in which you have been involved?
 - What has facilitated the redesign and development of CTE pathways?
 - What obstacles has VC-Osceola faced when redesigning or developing CTE pathways?
 - How are new and redesigned programs being marketed to potential students?
 - Has student enrollment in new and redesigned programs met the college's expectations?
 - How could enrollment be increased?
3. One of the goals of the grant is to increase capacity for student access to CTE pathways. How have you been involved in these efforts?
 - I understand that the Ellucian CRM software was not utilized for this goal as initially planned; what type of outreach to potential students has taken place in lieu of using the CRM software?
 - How have potential students responded to these efforts?
 - What is your involvement in Video Conferencing (VTC) classrooms?
 - I understand that the VTC project has expanded over the past year, what has facilitated this expansion?
 - What obstacles did VC-Osceola face when expanding the VTC?
 - What type of financial assistance is being provided to students accessing CTE pathways?
4. Another goal is to increase the efficiency of classroom space and technology. How have you been involved in this piece?
 - What is your involvement in the Ad Astra configuration and implementation?

- From your perspective, has Ad Astra increased the efficiency of classroom space and technology? How is this being measured?
 - How is Ad Astra being institutionalized at Valencia College?
 - Are there any challenges you are facing with institutionalizing Ad Astra?
5. Can you talk a little about institutionalization of Title V grant efforts (*"in addition to Ad Astra" for those who discussed that topic already*)?
 - Which of the activities are most likely to be sustained? Which may be more difficult?
 6. What are the current successes of the Title V grant efforts?
 - Are there any resources you need to better implement the grant?
 7. Do you have any additional comments about the Title V grant at VC-Osceola?

Year 4

1. What is your role with the grant?
 - *For those I have interviewed previously:* Are you still involved with <Insert area of involvement>?
2. Have you been involved in the redesign or development of a CTE pathway? How have you been involved in these efforts?
 - What are the strengths of redesigned and/or developed CTE pathways in which you have been involved?
 - What has facilitated the redesign and development of CTE pathways?
 - What obstacles has VC-Osceola faced when redesigning or developing CTE pathways?
 - How are new and redesigned programs being marketed to potential students?
 - Has student enrollment in new and redesigned programs met the college's expectations?
 - How could enrollment be increased?
3. One of the goals of the grant is to increase capacity for student access to CTE pathways. How have you been involved in these efforts?
 - I understand that the Ellucian CRM software was not utilized for this goal as initially planned; what type of outreach to potential students has taken place in lieu of using the CRM software?
 - How have potential students responded to these efforts?
 - What is your involvement in Video Conferencing (VTC) classrooms?
 - I understand that the VTC project has expanded over the past year, what has facilitated this expansion?
 - What obstacles did VC-Osceola face when expanding the VTC?

- What type of financial assistance is being provided to students accessing CTE pathways?
4. Another goal is to increase the efficiency of classroom space and technology. How have you been involved in this piece?
 - What is your involvement in the Ad Astra configuration and implementation?
 - From your perspective, has Ad Astra increased the efficiency of classroom space and technology? How is this being measured?
 - How is Ad Astra being institutionalized at Valencia College?
 - Are there any challenges you are facing with institutionalizing Ad Astra?
 5. Can you talk a little about institutionalization of Title V grant efforts (*"in addition to Ad Astra" for those who discussed that topic already*)?
 - Which of the activities are most likely to be sustained? Which may be more difficult?
 6. What are the current successes of the Title V grant efforts?
 - Are there any resources you need to better implement the grant?
 7. Do you have any additional comments about the Title V grant at VC-Osceola?

Year 5

1. What are your primary responsibilities as it relates to the Title V grant?
 - *For those I have interviewed previously:* Are you still involved with <Insert area of involvement>?
2. Which components of the Title V grant program have you been focused on in the final year? What are the strengths of the components you're involved with? What are areas for improvement for the components you're involved with?
 - Such as, redesigning or developing of a CTE pathway?
 - Increasing capacity for student access to CTE pathways?
 - Increasing efficiency of classroom space and technology?
3. What are the successes of the Title V grant?
 - As the Title V Grant ends, overall, have you recognized the impact of the Grant on the institution?
 - What did you learn from the grant implementation that could be applied to future grants at Valencia College?
4. What are your thoughts about the sustainability of the Title V grant?
 - What role are you playing in sustaining components of the grant?
 - What grant components are being sustained?
 - What components will not be sustained following the grant?

- i. What opportunities do you see for further expansion of these grant objectives once the grant ends?
- 5. How has COVID-19 pandemic impacted your ability to wrap up the grant responsibilities?
- 6. Do you have any other comments about the Title V grant and its impact at VC-Osceola?

Appendix B. Partner Interview Questions

Year 1

1. How have you been involved with the grant?
 - Moving forward, would you like to continue this involvement at Osceola?
 - How would you change your involvement with the grant?
2. How do you believe the new partnerships between TECO and Valencia can benefit your students?
3. How will the new education partnership pathway benefit the School District of Osceola County?
4. What are your expectations for new or redesigned CTE pathway you are involved with?
 - What are your expectations for students in this program?
5. Do you have any additional comments about the partnership with Osceola on the Title V grant?

Year 2

1. How have you been involved with the grant?
 - Moving forward, would you like to continue this involvement at Osceola?
 - How would you change your involvement with the grant?
2. How will the Property Management AS pathway benefit Concord Rents?
3. What are your expectations for the CTE pathway you are involved with?
 - What are your expectations for students in this program?
4. From your perspective, what is working well with the grant?
 - Do you have any suggestions for improvement?
5. Do you have any additional comments about the partnership with Osceola on the Title V grant?

Year 3

Questions for partners working on CTE program development:

1. Please start by telling us about how you have been involved with VC-Osceola in the development [INSERT PROGRAM NAME/S]?
 - What prompted your partnership with VC-Osceola on this grant?
2. How have you been involved in developing [INSERT PROGRAM NAME/S]?
 - What types of supports is your organization providing to students that will help them succeed in the program and/or their career?
 - How will the program prepare students for careers [INSERT INDUSTRY]?
 - How do you see this program impacting [INSERT INDUSTRY]?

3. What role did your organization play in determining whether this new program would be a good fit for the region?
 - Were you involved in focus groups?
4. How will [INSERT PROGRAM NAME/S] benefit your organization?
5. From your perspective, what is working well with the [INSERT PROGRAM NAME/S]?
 - Do you have any suggestions for improvement?
6. Moving forward, would you like to continue this partnership with VC-Osceola?
 - How would you change your involvement with the grant?
 - Is there anything that would better help facilitate your involvement with VC-Osceola on the grant?
7. Do you have any additional comments about your partnership with VC-Osceola in the development of CTE programs?

Questions for Partners Helping to Increase Capacity for Student Access to CTE Pathways

1. Please start by telling us about how you have been involved with VC-Osceola as it relates to increasing student access to CTE Pathways?
 - What prompted your partnership with VC-Osceola on this grant?
 - What types of supports is your institution providing to students that will help them gain access to CTE pathways?
 - Now that the grant is in its third year, have you seen an increase in students who have earned CTE credits at VC-Osceola through articulation from your institution?
2. How has your partnership with VC-Osceola benefit your institution?
 - How has the partnership benefitted your students?
 - Do you have any suggestions for improvement?
3. How could VC-Osceola reach more students at your institution to help them gain access to CTE pathways?
4. Moving forward, would you like to continue this partnership with VC-Osceola?
 - How would you change your involvement with the grant?
 - Is there anything that would better help facilitate your involvement with VC-Osceola on the grant?
5. Do you have any additional comments about your partnership with VC-Osceola?

Questions for Assistant VP of Professional and Continuing Education

1. Please start by telling us about how you have been involved with VC-Osceola in the development [INSERT PROGRAM NAME/S]?
 - What prompted your partnership with VC-Osceola on this grant?
2. How have you been involved in developing [INSERT PROGRAM NAME/S]?
 - How will the program prepare students for careers [INSERT INDUSTRY]?
 - How do you see this program impacting [INSERT INDUSTRY]?
3. What role did you play in determining whether this new program would be a good fit for the region?
 - Were you involved in focus groups?
4. From your perspective, what is working well with the development of [INSERT PROGRAM NAME/S]?
 - Do you have any suggestions for improvement?
5. Moving forward, would you like to continue this partnership with The Title V Osceola Grant?
 - How would you change your involvement with the grant?
 - Is there anything that would better help facilitate your involvement with VC-Osceola on the grant?
6. Do you have any additional comments about your partnership with VC-Osceola in the development of CTE programs?

Appendix C. VTC Student Focus Group Questions

1. How did you learn about this paralegal course at Valencia College Osceola Campus?
 - a. What role did the distance synchronous learning format play in you enrolling in this course?
 - b. If this course had not been offered in the distance synchronous learning format, what would you have done instead?

2. What is working well with the distance synchronous learning format?
 - a. Would you recommend distance synchronous learning to other students who may be interested in a course that uses this format?

3. Do you have any suggestions for improving the distance synchronous learning format?
 - a. What do you anticipate being the biggest barriers to completing this course?

4. Please discuss your experience getting the support you need from your instructor during class time?
 - a. What about outside of class time?
 - b. What other supports, if any, are available to you through this course?

5. Do you have any additional comments about this course or the synchronous learning format?

Appendix D. Property Management Focus Group Questions

- How did you learn about the Property Management program you are participating in?
 - Did you experience any obstacles entering the program?
 - Did you feel prepared for the coursework that is part of the program?
- How will this program help you become employed in the Property Management industry?
 - What are your career goals?
- For this program, have you been primarily taking classes online, in a face-to-face format, or both?
 - How do you feel about the course format that you have received?
 - Do you have suggestions for changing the format?
- Do you anticipate any obstacles to completing this program?
 - How could the college help support completion?
- What are the strengths of the Property Management program?
- Do you have any suggestions for improving the Property Management program?
- Do you have any additional comments?

Appendix E. VTC Instructor Focus Group/Interview Questions

1. Let's start by taking turns and sharing the type of course you teach in the VTC format.
 - a. How many terms have you been teaching in a VTC classroom?
2. How did you get involved teaching in a VTC classroom?
3. What type of training did you receive to teach in this format?
 - a. What were the strengths of the training?
 - b. How could training for instructors be improved?
 - c. What tools in the classroom have been helpful (e.g. name tent cards and hand-held white boards)?
 - d. What other resources or specific tools are needed to teach in this format? Is there anything else you need?
4. Please discuss your experience utilizing the classroom technology?
 - a. Did you feel prepared to use the technology?
 - b. Would you be interested in teaching in this format in the future?
 - c. Would you recommend this classroom format to a colleague?
5. How do you think the VTC classrooms benefit Valencia College students?
 - a. Do you see any differences in the learning outcomes of students in the virtual classroom as opposed to those in the face-to-face class?
 - b. How are the classrooms removing barriers for students?
 - c. Is there certain information you think students should consider before enrolling in a course offered in a remote VTC classroom?
 - d. How could the student experience be improved?
 - e. Are there certain courses that lend themselves better to a VTC format?
6. Do you have any other comments about the VTC classrooms?