

EQUITY ACT REPORT

**The Florida College System
Annual Equity Update Report
2013/2014**

For

Valencia College

Produced by:

**The Division of Florida Colleges
Florida Department of Education**



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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. Annual updates to college equity reports meet requirements under the following Florida Statutes and implementing State Board of Education Rules in the Florida Administrative Code (FAC):

- Section (§) 1000.05, Florida Statutes (F.S.), Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act"
- Implementing Rule 6A-19.010, Florida Administrative Code (FAC), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, FAC, Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, FAC, Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rules 6A-.001 – 6A-19.010, FAC, not previously mentioned and that address educational equity

Additionally, the Annual College Equity Update Report serves to document efforts by each college in the Florida College System to meet federal laws related to civil rights and nondiscrimination in the treatment and admission of students and employees. Applicable federal laws and regulations enforced by the U.S. Department of Education, U. S. Department of Justice and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

The Report should be prepared according to the following parts:

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
- Part V. Gender Equity in Athletics
- Part VI. College Employment Equity Accountability Plan
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- Appropriate Appendices

Each part has instructions for completion along with appropriate legal citations. Each college is encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One ***bound*** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2014. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I Description of Plan Development

The college should provide the following as required under State Board Rule 6A-19.010, FAC. Use space as needed.

Description of plan development:

The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

Date of Adoption: April 23, 2014

Development of the Plan:

Amy Bosley, Vice President, Organizational Development & ~~HR~~Human Resources
Rachel Luce-Hitt, Coordinator, Diversity & Inclusion, Human Resources

Participation:

Alys Arceneaux, Analyst, Institutional Research
Adam Carneiro, Managing Director, Human Resources Information Services
Deborah Larew, Director, Students with Disabilities
Michele McArdle, Executive Dean, Winter Park Campus
Jennifer Page, Director, Employment & Onboarding, Human Resources
Kathleen Plinske, Campus President, Osceola Campus
Joyce Romano, Vice President, Student Affairs

Valencia College implemented a revised procedure to develop the diversity plan required by the Annual Equity Update Report. In previous years, a taskforce was convened to provide guidance and strategies related to diversity in Employment, Academic Affairs, Student Affairs, etc. In an attempt to create a more sustainable framework, the group taskforce model is no longer being utilized. Instead, a series of one-on-one meetings between key stakeholders at the College and the Equity Officer, or designee, were held throughout the year. This model has provided more time for in-depth dialogue about each area of focus. With deeper and more frequent touch points and relationship-building, we are confident that this model will allow a more proactive and engaging process that keeps diversity and inclusion at the forefront of conversation year-round.

PART II

Policies and Procedures that Prohibit Discrimination

A. Policy and Procedure Review Process:

Describe the process used by the college's governing board to review policies and procedures used by the institution to assure compliance with the requirements of §1000.05, Florida Statutes, and Rules 6A-19.001-010, FAC. Use space as needed.

Upon completion of the first draft, a copy is submitted to the Vice President of Organizational Development and Human Resources for her review. Upon her approval, the draft report is provided to the President who also has the ability to make any changes, as necessary. When finalized, the report is presented to the District Board of Trustees for their review and approval. Subsequently, the report will be shared with all members of senior leadership and made available to all college employees via the college's internal communication portal. The final report will also be presented to and discussed with the College's Black Advisory Committee (comprised of citizens who represent various groups in the district, students, and College personnel) at their annual retreat.

B. Policy of Nondiscrimination:

Provide the college's policy/policies of nondiscrimination adopted by the college's governing board. This may be inserted as Appendix 1.

Most recent revision: December 18, 2012

*Please see Appendix 1 for Policy of Nondiscrimination.

C. Regular Notification: Rule 6A-19.010(f), FAC:

Describe procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units and the general public of this policy. Use space as needed.

Regular notification of Valencia College's nondiscrimination policy is of high importance and thus multiple routes are taken to provide the information for students, employees, applicants, and the general public. Access to Valencia College's regular notification of nondiscrimination is located directly on the bottom of every Valencia webpage, including the homepage. It is also located on the employment application website, student handbook, and the Human Resources webpage. In addition, Valencia's Marketing and Strategic Communications department utilizes one of three versions (varying in lengths depending on physical size of piece) for all major public print materials.

D. Equity Officer/Coordinator:

- a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.001 through 6A-19.010, FAC; Title IX; Section 504; and Title II. Use more space as needed.

Amy Bosley
Vice President, Organizational Development & Human Resources
Equity Officer and Title IX Coordinator
407-582-8255
1768 Park Center Drive
Orlando, FL 32825

Kevin Bonnewitz
EO Officer, Policy and Compliance
Title IX Deputy Coordinator
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1768 Park Center Drive
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Linda Herlocker
Dean of Students, West Campus
Title IX Deputy Coordinator
407-582-1388
1800 South Kirkman Road
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Jonathan Hernandez
Manager, Student Services, Lake Nona Campus
Title IX Deputy Coordinator
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Cheryl Robinson
Dean of Students, Winter Park Campus
Title IX Deputy Coordinator
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Winter Park, FL 32789

Joe Sarrubbo
Dean of Students, East Campus
Title IX Deputy Coordinator
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701 North Econlockhatchee Trail
Orlando, FL 32825

Michelle Sever
Director, Employee Relations
Title IX Deputy Coordinator
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1768 Park Center Drive
Orlando, FL 32825

Lisandra Suarez
Assistant Director, Employee Relations
Title IX Deputy Coordinator
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1768 Park Center Drive
Orlando, FL 32825

Jill Szentmiklosi
Dean of Students, Osceola Campus
Title IX Deputy Coordinator
407-582-4142
1800 South Denn John Lane
Kissimmee, FL 34744

- b. Does the regular notice of nondiscrimination include the name, address and telephone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures?

Yes, on the website, the regular notice of nondiscrimination includes the names, addresses, and telephone numbers of the persons designated to coordinate efforts. Valencia actually has three versions of the nondiscrimination statement, of varying lengths, intended to be used for different sized media. Because of how quickly names and addresses can change, for print material, a version of the nondiscrimination statement is used that only lists the office and phone number. This is to ensure accuracy in print materials that are not reprinted on a regular basis.

Note: A copy of the regular notice of nondiscrimination is not required in this year's report; however, it must be included in all promotional and recruitment materials related to programs, activities and employment. The notice should always be accessible from the college's website's homepage.

E. Grievance or Complaint Procedures: Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination. Please indicate the most recent date of revision(s):

Under Rule 6A-19.010(2)(h), FAC, grievance or complaint procedures should address the following at a minimum:

1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

Most recent date of revision: December 18, 2012

*Please see Appendix 2 for Complaint Procedures.

G. Revised Policies and Procedures

Submit as Appendix 3, any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college's last Annual Equity Update Report. You do not need to re-submit the college's nondiscrimination policy or the college's grievance procedures, as long as the dates of the most recent approvals are posted on the policy or procedure.

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)
Revisions made: (yes) ___ (no) X
If yes, name of procedures(s) and date of approval of revision:
2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures
Revisions made: (yes) ___ (no) X
If yes, name of policy and date of approval of revision:

Note: Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the Division of Florida Colleges; however, revised policies should always be submitted in final form as approved and dated by the governing board and/or president of the college. Revised procedures should also be submitted as final and approved.

PART III

Strategies to Overcome Underrepresented Students

A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for First-Time-In-College (FTIC) and for overall enrollment. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Black		First Time in College			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Report Year						
Female	2010-11	1,097	9,192	11.93	6,119	52,994	11.55
	2011-12	1,271	9,466	13.43	6,472	54,485	11.88
	2012-13	1,201	9,472	12.68	6,323	53,812	11.75
Male	2010-11	966	9,192	10.51	4,098	52,994	7.73
	2011-12	1,022	9,466	10.80	4,402	54,485	8.08
	2012-13	1,024	9,472	10.81	4,336	53,812	8.06
Total	2010-11	2,063	9,192	22.44	10,217	52,994	19.28
	2011-12	2,293	9,466	24.22	10,874	54,485	19.96
	2012-13	2,225	9,472	23.49	10,659	53,812	19.81

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Hispanic		First Time in College			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Report Year						
Female	2010-11	1,831	9,192	19.92	9,780	52,994	18.45
	2011-12	1,963	9,466	20.74	10,356	54,485	19.01
	2012-13	1,963	9,472	20.72	10,435	53,812	19.39
Male	2010-11	1,595	9,192	17.35	7,021	52,994	13.25
	2011-12	1,640	9,466	17.33	7,442	54,485	13.66
	2012-13	1,741	9,472	18.38	7,636	53,812	14.19
Total	2010-11	3,426	9,192	37.27	16,801	52,994	31.70
	2011-12	3,603	9,466	38.06	17,798	54,485	32.67
	2012-13	3,704	9,472	39.10	18,071	53,812	33.58

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Other		First Time in College			Total Enrollments		
Gender	Report Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	317	9,192	3.45	1,879	52,994	3.55
	2011-12	327	9,466	3.45	2,054	54,485	3.77
	2012-13	397	9,472	4.19	2,176	53,812	4.04
Male	2010-11	307	9,192	3.34	1,574	52,994	2.97
	2011-12	335	9,466	3.54	1,736	54,485	3.19
	2012-13	350	9,472	3.70	1,823	53,812	3.39
Total	2010-11	624	9,192	6.79	3,453	52,994	6.52
	2011-12	662	9,466	6.99	3,790	54,485	6.96
	2012-13	747	9,472	7.89	3,999	53,812	7.43

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: White		First Time in College			Total Enrollments		
Gender	Report Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	1,543	9,192	16.79	12,191	52,994	23.00
	2011-12	1,480	9,466	15.63	12,012	54,485	22.05
	2012-13	1,408	9,472	14.86	11,395	53,812	21.18
Male	2010-11	1,536	9,192	16.71	10,332	52,994	19.50
	2011-12	1,428	9,466	15.09	10,011	54,485	18.37
	2012-13	1,388	9,472	14.65	9,688	53,812	18.00
Total	2010-11	3,079	9,192	33.50	22,523	52,994	42.50
	2011-12	2,908	9,466	30.72	22,023	54,485	40.42
	2012-13	2,796	9,472	29.52	21,083	53,812	39.18

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: All		First Time in College			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Report Year						
Female	2010-11	4,788	9,192	52.09	29,969	52,994	56.55
	2011-12	5,041	9,466	53.25	30,894	54,485	56.70
	2012-13	4,969	9,472	52.46	30,329	53,812	56.36
Male	2010-11	4,404	9,192	47.91	23,025	52,994	43.45
	2011-12	4,425	9,466	46.75	23,591	54,485	43.30
	2012-13	4,503	9,472	47.54	23,483	53,812	43.64
Total	2010-11	9,192	9,192	100.00	52,994	52,994	100.00
	2011-12	9,466	9,466	100.00	54,485	54,485	100.00
	2012-13	9,472	9,472	100.00	53,812	53,812	100.00

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

		First Time In College		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Report Year				
Female	2010-11	343	74	2,355	637
	2011-12	355	52	2,397	612
	2012-13	281	66	2,264	589
Male	2010-11	278	69	1,440	565
	2011-12	253	75	1,508	530
	2012-13	205	80	1,395	512
Total (ALL)	Report Year				
	2010-11	621	143	3,795	1,202
	2011-12	608	127	3,905	1,142
	2012-13	486	146	3,659	1,101

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1. Program Analysis:

Provide a summary of the results of your three-year analyses of student enrollments by race, gender, DIS and LEP. Use space as needed.

First Time in College

Black: Black female first time in college enrollment increased from 1,097 (11.93%) in 2010-11 to 1,271 (13.43%) in 2011-12, but decreased to 1,201 (12.68%) in 2012-13. Black male first time in college enrollment increased every year from 966 (10.51%) in 2010-11 to 1,022 (10.80%) in 2011-12, and finally 1,024 (10.81%) in 2012-13. Overall, black first time in college enrollment increased from 2,063 (22.44%) in 2010-11 to 2,293 (24.22%) in 2011-12 but decreased to 2,225 (23.49%) in 2012-13.

Hispanic: Hispanic female first time in college enrollment increased from 1,831 (19.92%) in 2010-11 to 1,963 (20.74%) in 2011-12 and remained at 1,963 (20.72%) in 2012-13. Hispanic male first time in college enrollment increased every year from 1,595 (17.35%) in 2010-11 to 1,640 (17.33%) and finally 1,741 (18.38%) in 2012-13. Overall, Hispanic first time in college enrollment increased every year from 3,426 (37.27%) in 2010-11 to 3,603 (38.06%) in 2011-12, and finally 3,704 (39.10%) in 2012-13.

Other: Other female first time in college enrollment increased every year from 317 (3.45%) in 2010-11 to 327 (3.45%) in 2011-12 and finally 397 (4.19%) in 2012-13. Other male first time in college enrollment also increased every year from 307 (3.34%) in 2010-11 to 335 (3.54%) in 2011-12 and finally 350 (3.70%) in 2012-13. Overall, other first time in enrollment increased every year from 624 (6.79%) in 2010-11 to 662 (6.99%) in 2011-12 and finally 747 (7.89%) in 2012-13.

Female: Female first time in enrollment increased from 4,788 (52.09%) in 2010-11 to 5,041 (53.25%) in 2011-12, but decreased to 4,969 (52.46%) in 2012-13.

Limited English proficient: Limited English proficient first time in college enrollment decreased every year from 621 in 2010-12 to 608 in 2011-12 and finally 486 in 2012-13.

Disabled: Disabled first time in college decreased from 143 in 2010-11 to 127 in 2011-12 but increased to 146 in 2012-13.

Total Enrollments

Black: Black female total enrollment increased from 6,119 (11.55%) in 2010-11 to 6,472 (11.88%) in 2011-12 but decreased to 6,323 (11.75%) in 2012-13. Black male total enrollment increased from 4,098 (7.73%) in 2010-11 to 4,402 (8.08%) in 2011-12, but decreased to 4,336 (8.06%) in 2012-13. Overall, Black total enrollment increased from 10,217 (19.28%) in 2010-11 to 10,874 (19.96%) in 2011-12, but decreased to 10,659 (19.81%) in 2012-13.

Hispanic: Hispanic female total enrollment increased every year from 9,780 (18.45%) in 2010-11 to 10,356 (19.01%) in 2011-12, and finally 10,435 (19.39%) in 2012-13. Hispanic male total enrollment increased every year from 7,021 (13.25%) in 2010-11 to 7,442 (13.66%) in 2011-12

and finally 7,636 (14.19%) in 2012-13. Overall, Hispanic total enrollment increased every year from 16,801 (31.70%) in 2010-11 to 17,798 (32.67%) in 2011-12 and finally 18,071 (33.58%) in 2012-13.

Other: Other female total enrollment increased every year from 1,879 (3.55%) in 2010-11 to 2,054 (3.77%) in 2011-12, and finally 2,176 (4.04%) in 2012-13. Other male total enrollment also increased every year from 1,574 (2.97%) in 2010-11 to 1,736 (3.19%) in 2011-12, and finally 1,823 (3.39%) in 2012-13. Overall, Other total enrollment increased every year from 3,453 (6.52%) in 2010-11 to 3,790 (6.96%) in 2011-12, and finally 3,999 (7.43%) in 2012-13.

Female: Female total enrollment increased from 29,969 (56.55%) in 2010-11 to 30,894 (56.70%) in 2011-12, but decreased to 30,329 (56.36%) in 2012-13.

Limited English proficient: Limited English proficient total enrollment increased from 3,795 in 2010-11 to 3,905 in 2011-12 but decreased to 3,659 in 2012-13.

Disabled: Disabled total enrollment decreased every year from 1,202 in 2010-11 to 1,142 in 2011-12 and finally 1,101 in 2012-13.

2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the College last year were achieved by race, gender, disability and limited English proficiency and set goals for 2013/2014. A table is provided to use as appropriate.

Group	2012/2013 Goals for FTIC	Achieved Y/N	2013/2014 Goals for FTIC	2012/13 Goals for Overall Enrollments	Achieved Y/N	2013/2014 Goals for Overall Enrollments
Black	1%-2%	N (.73%)	0.75%	1%-2%	N (.15%)	0.50%
Hispanic	2%-3%	N 1.04%	0.75%	2%-3%	N .91%	0.50%
Other	2%	N .9%	0.50%	2%	N .47%	0.25%
White	-----	-----	-----	-----	-----	-----
Male	-----	-----	-----	-----	-----	-----
Female	1%-2%	N (.79%)	0.75%	1%-2%	N (.34%)	0.50%
Disabled	1%-2%	N .2%	0.25%	1%-2%	N (.05%)	0.25%
Limited English Proficient	1%-2%	N (1.29%)	0.50%	1%-2%	N (.37%)	0.25%

3. Methods and Strategies

List the methods and strategies to be used by the College to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project, targeted group, goals and timeframe for achieving stated goals. Use space as needed.

Marketing to Diverse Audiences

Valencia's Marketing and Strategic Communications office actively advertises to diverse and minority populations through local media channels and minority publications. There is intentionality and consistency in representing the diversity of students Valencia serves in advertising, collateral materials, websites and campus branding. Marketing materials are culturally sensitive and in 2013-14 it was made standard practice to produce all TV, print, radio and outdoor billboards in Spanish as well as English.

In addition to mainstream media buys, which reach as many as 78 percent of African Americans and 52 percent of Hispanics, ages 18-34 who are consuming broadcast media, Valencia also advertises in minority-specific media, including:

- The Orlando Times (predominantly African-American readership)
- El Sentinel (predominantly Hispanic readership)
- La Prensa (predominantly Hispanic readership)
- El Osceola Star (predominantly Hispanic readership)
- Caribbean American Passport (predominantly Black/Caribbean American audience)
- WHKQ (Spanish language radio/Hispanic audience)
- WNUE (Spanish language radio/Hispanic audience)
- WRUM (Spanish language radio/Hispanic audience)
- WTMO-TV, WVEN-TV (Spanish language TV/Hispanic Audience)
- Brasileiras & Brasileiros (Portuguese language/Brazilian Audience)
- Asia Trend (Vietnamese-American readership)

*Please see Appendix 7 for examples of Marketing to Diverse Audiences.

Partnership with Public School System

Valencia College has a close and effective relationship with the neighboring public school systems. One of the more recent collaborations is the creation of dual enrollment transitions coaches. These are positions, paid for by the public school system, with the purpose of working within the local high schools to assist students with their transition to the community college system. With this added support, the intent is not just higher enrollment, but also earlier and increased connection and community building.

FAFSA Frenzy

One major barrier for a prospective student in the college enrollment process is funding: either a lack of money or lack of knowledge in applying for and accessing funding. To demystify federal student aid, Valencia periodically hosts *FAFSA Frenzy* events, at which students and their families can receive personal assistance in applying for and understanding FAFSA processes and responsibilities.

Got College?

Got College? is an initiative on the Osceola Campus designed to increase the county's college-going rate. With local partners, the "Campus Express^[ABI]," a new program, was created and has provided transportation to over 500 middle and high school students to tour the campus. In addition, more strategic work has been done to provide experiences for Spanish speakers, such as specific Valencia Night open houses for English for Speakers of Other Languages (ESOL) parents. Information sessions are also being expanded to include locations in the heart of the community such as civic centers, professional organizations, etc., in addition to sessions held on campus.

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2012-13 to 2013-14 by race, gender, disability (DIS), and limited English proficiency (LEP) skills of students achieving Associate in Arts (A.A.) degrees, Associate in Science (A.S.) degrees or Certificates of Completions (Career Technology, Postsecondary Adult Vocational {PSAV}). Associate in Applied Science (A.A.S.) degrees are included in the data for A.S. degrees. The College should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2012-13 through 2013-14.

Florida College System

College: Valencia

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Report Year									
Female	2010-11	398	4,734	8.41	89	1,054	8.44	283	3,385	8.36
	2011-12	581	5,911	9.83	142	1,265	11.23	343	3,666	9.36
	2012-13	523	5,280	9.91	124	1,245	9.96	404	3,864	10.46
Male	2010-11	247	4,734	5.22	72	1,054	6.83	251	3,385	7.42
	2011-12	332	5,911	5.62	66	1,265	5.22	304	3,666	8.29
	2012-13	256	5,280	4.85	74	1,245	5.94	314	3,864	8.13
Total	2010-11	645	4,734	13.62	161	1,054	15.28	534	3,385	15.78
	2011-12	913	5,911	15.45	208	1,265	16.44	647	3,666	17.65
	2012-13	779	5,280	14.75	198	1,245	15.90	718	3,864	18.58

CCTCMIS = CCEE0192 01/02/2014 15:07:20 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning Summer, continuing through Fall, and ending in the Spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Report Year									
Female	2010-11	839	4,734	17.72	164	1,054	15.56	488	3,385	14.42
	2011-12	1,057	5,911	17.88	198	1,265	15.65	545	3,666	14.87
	2012-13	1,096	5,280	20.76	188	1,245	15.10	694	3,864	17.96
Male	2010-11	554	4,734	11.70	117	1,054	11.10	556	3,385	16.43
	2011-12	716	5,911	12.11	165	1,265	13.04	591	3,666	16.12
	2012-13	604	5,280	11.44	145	1,245	11.65	552	3,864	14.29
Total	2010-11	1,393	4,734	29.43	281	1,054	26.66	1,044	3,385	30.84
	2011-12	1,773	5,911	29.99	363	1,265	28.70	1,136	3,666	30.99
	2012-13	1,700	5,280	32.20	333	1,245	26.75	1,246	3,864	32.25

CCTCMIS = CCEE0192 01/02/2014 15:07:20 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the Summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning Summer, continuing through Fall, and ending in the Spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Report Year									
Female	2010-11	185	4,734	3.91	40	1,054	3.80	111	3,385	3.28
	2011-12	232	5,911	3.92	44	1,265	3.48	119	3,666	3.25
	2012-13	231	5,280	4.38	46	1,245	3.69	138	3,864	3.57
Male	2010-11	166	4,734	3.51	25	1,054	2.37	116	3,385	3.43
	2011-12	185	5,911	3.13	31	1,265	2.45	114	3,666	3.11
	2012-13	182	5,280	3.45	32	1,245	2.57	133	3,864	3.44
Total	2010-11	351	4,734	7.41	65	1,054	6.17	227	3,385	6.71
	2011-12	417	5,911	7.05	75	1,265	5.93	233	3,666	6.36
	2012-13	413	5,280	7.82	78	1,245	6.27	271	3,864	7.01

CCTCMIS = CCEE0192 01/02/2014 15:07:20 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning Summer, continuing through Fall, and ending in the Spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Report Year									
Female	2010-11	1,303	4,734	27.52	328	1,054	31.12	664	3,385	19.62
	2011-12	1,605	5,911	27.15	351	1,265	27.75	733	3,666	19.99
	2012-13	1,325	5,280	25.09	370	1,245	29.72	749	3,864	19.38
Male	2010-11	1,042	4,734	22.01	219	1,054	20.78	916	3,385	27.06
	2011-12	1,203	5,911	20.35	268	1,265	21.19	917	3,666	25.01
	2012-13	1,063	5,280	20.13	266	1,245	21.37	880	3,864	22.77
Total	2010-11	2,345	4,734	49.54	547	1,054	51.90	1,580	3,385	46.68
	2011-12	2,808	5,911	47.50	619	1,265	48.93	1,650	3,666	45.01
	2012-13	2,388	5,280	45.23	636	1,245	51.08	1,629	3,864	42.16

CCTCMIS = CCEE0192 01/02/2014 15:07:20 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the Summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning Summer, continuing through Fall, and ending in the Spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Report Year									
Female	2010-11	2,725	4,734	57.56	621	1,054	58.92	1,546	3,385	45.67
	2011-12	3,475	5,911	58.79	735	1,265	58.10	1,740	3,666	47.46
	2012-13	3,175	5,280	60.13	728	1,245	58.47	1,985	3,864	51.37
Male	2010-11	2,009	4,734	42.44	433	1,054	41.08	1,839	3,385	54.33
	2011-12	2,436	5,911	41.21	530	1,265	41.90	1,926	3,666	52.54
	2012-13	2,105	5,280	39.87	517	1,245	41.53	1,879	3,864	48.63
Total	2010-11	4,734	4,734	100.00	1,054	1,054	100.00	3,385	3,385	100.00
	2011-12	5,911	5,911	100.00	1,265	1,265	100.00	3,666	3,666	100.00
	2012-13	5,280	5,280	100.00	1,245	1,245	100.00	3,864	3,864	100.00

CCTCMIS = CCEE0192 01/02/2014 15:07:20 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning Summer, continuing through Fall, and ending in the Spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Report Year						
Female	2010-11	182	76	49	28	148	41
	2011-12	237	101	52	27	135	57
	2012-13	226	81	51	23	147	44
Male	2010-11	119	70	46	23	131	55
	2011-12	137	71	38	19	132	47
	2012-13	118	52	27	24	147	55
Total (ALL)	Report Year						
	2010-11	301	146	95	51	279	96
	2011-12	374	172	90	46	267	104
	2012-13	344	133	78	47	294	99

CCTCMIS = CCEE0192 01/02/2014 15:07:20 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning Summer, continuing through Fall, and ending in the Spring.

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, DIS, or LEP. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances. Use space as needed.

A.A. Degrees: Total completions of black students increased from 645 (13.63%) in 2010-11 to 913 (15.45%) in 2011-12, but decreased to 779 (14.75%) in 2012-13. Total Hispanic student completions increased from 1,393 (29.43%) in 2010-11 to 1,773 (29.99%) in 2011-12, and although the raw number decreased to 1,700 in 2012-13, the percentage actually increased to 32.20%. Total other student completions increased from 351 (7.41%) in 2010-11 to 417 (7.05%), but the raw numbers decreased to 413 in 2012-13 while increasing in percentage (7.82%). Total white student completions increased from 2,345 (49.54%) in 2010-11 to 2,808 (47.50%) in 2011-12, but decreased to 2,388 (45.23%) in 2012-13. While raw numbers fluctuated, the percentage of total female student completions increased every year from 2,725 (57.56%) to 3,475 (58.79%) in 2011-12, and finally 3,175 (60.13%) in 2012-13. Total limited English proficiency (LEP) student completions increased from 301 in 2010-11 to 374 in 2011-12, but decreased to 344 in 2012-13. Total disabled (DIS) student completions increased from 146 in 2010-11 to 172 in 2011-12, but decreased to 133 in 2012-13.

A.S. Degrees: Total completions of black students increased from 161 (15.28%) in 2010-11 to 208 (16.44%) in 2011-12, but decreased to 198 (15.90%) in 2012-13. Total Hispanic student completions increased from 281 (26.66%) in 2010-11 to 363 (28.70%) in 2011-12, but decreased to 333 (26.75%) in 2012-13. Total other student completions increased every year from 65 (6.17%) in 2010-11 to 75 (5.93%) in 2011-12, and finally 78 (6.27%) in 2012-13. Total white students completions increased every year from 547 (51.90%) in 2010-11 to 619 (48.93%) in 2011-12, and finally 636 (51.08%) in 2012-13. Total female student completions increased from 621 (58.92%) in 2010-11 to 735 (58.10%) in 2011-12, but decreased to 728 (58.47%) in 2012-13. Total limited English proficiency (LEP) student completions decreased every year from 95 in 2010-11 to 90 in 2011-12 and finally 78 in 2012-13. Total disabled (DIS) student completions decreased from 51 in 2010-11 to 46 in 2011-12, but increased to 47 in 2012-13.

Certificates: Total completions of black students increased every year from 534 (15.78%) in 2010-11 to 647 (17.65%) in 2011-12 and finally 718 (18.58%) in 2012-13. Total Hispanic student completions increased every year from 1,044 (30.84%) in 2010-11 to 1,136 (30.99%) in 2011-12 and finally 1,246 (32.25%) in 2012-13. Total other student completions increased every year from 227 (6.71%) in 2010-11 to 233 (6.36%) in 2011-12 and finally 271 (7.01%) in 2012-13. Total white student completions increased from 1,580 (46.68%) in 2010-11 to 1,650 (45.01%) in 2011-12, but decreased to 1,629 (42.16%) in 2012-13. Total female student completions increased every year from 1,546 (45.67%) to 1,740 (47.46%) in 2011-12 and finally 1,985 (51.37%) in 2012-13. Total limited English proficiency (LEP) student completions decrease from 279 in 2010-11 to 267 in 2011-12, but increased to 294 in 2012-13. Total disabled (DIS) student completions increased from 96 in 2010-11 to 104 in 2011-12 but decreased to 99 in 2012-13.

2. Achievement of goals:

Based on the data, modify goals as necessary. Report goals below:

Group	AA Degrees	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black	(.7%)	1%-2%	N	0.75%
Hispanic	2.21%	1%-2%	Y	0.75%
Other	.77%	1%-2%	N	0.75%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	1.34%	1%-2%	Y	0.75%
LEP	.19%	1%-2%	N	0.25%
DIS	(.39%)	1%-2%	N	0.25%

Group	AS Degrees	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black	(.54%)	1%-2%	N	0.75%
Hispanic	(1.95%)	1%-2%	N	0.75%
Other	.34%	1%-2%	N	0.50%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	.37%	1%-2%	N	0.75%
LEP	(.84%)	1%-2%	N	0.50%
Disability	.14%	1%-2%	N	0.25%

Group	Certificates	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black	.93%	1%-2%	N	0.75%
Hispanic	1.26%	1%-2%	Y	0.75%
Other	.65%	1%-2%	N	0.50%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	3.91%	1%-2%	Y	1.0%
LEP	.33%	1%-2%	N	0.50%
Disability	(.28%)	1%-2%	N	0.25%

3. **Methods and Strategies:**

List the methods and strategies used by the College to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project/program, targeted group, goals and timeframe for achieving stated goals. Use space as needed.

RAMP-Up

Data shows that students who require deeper developmental education are less likely to attain their educational goals. RAMP-Up (Refresher for Accurate Math Placement) is a new, targeted course in which students complete their mathematics requirements in less time. This one-week, intensive experience includes reviewing and refreshing arithmetic and algebra topics, thereby providing students an opportunity to bypass one or more levels of developmental mathematics.

At the conclusion of the course, students retake the PERT-M placement test with the confidence of placing in the highest level mathematics course they can successfully complete. Higher placement reduces the number of courses needed to satisfy mathematics requirements, saving students time and money. The course costs \$25 and includes course materials and PERT-M retake fee. This program is being re-envisioned in light of new developmental education rulings.

R.E.A.C.H.

R.E.A.C.H. (Reaching Each Academic Challenge Head-On) consists of small cohorts of students who take their first year of college together, with the same courses and instructors. This learning community helps students connect with their classmates and professors, providing more individualized instruction, increased student success and higher graduation rates. Students are eligible for a \$500 scholarship after successfully completing the first term. R.E.A.C.H. is available on Valencia's Osceola Campus, which is home to our largest population of Hispanic students.

Come Back To Valencia

Valencia recognizes that there are many reasons that students do not enroll and return to the following semester. With that in mind, the goal of the "Come Back to Valencia" program is to make it as easy as possible to return – to minimize hassles or frustrations. Welcome Back and Open House events are held on each of the main campuses throughout the year. Former Valencia students have the opportunity to meet with representatives from admissions, advising, and financial aid to find out everything they need to know to return to Valencia. Families are also welcome to attend, as family plays a strong role in the cultural background of many Valencia students. As an incentive for attending an open house, the \$35 re-application fee is waived for all returning students.

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2013/2014 should include analysis of data and identification of methods and strategies used by the College to increase persistence and retention of FTIC students. Data are provided for full-time and part-time students by race and gender for two years' comparisons: Fall 2011/2012 FTIC students returning Fall 2012/2013 and Fall 2012/2013 FTIC students returning Fall 2013/2014.

Florida College System

College: Valencia

Full-Time Student Retention (FTIC) 2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num.	43	48	434	578	9	5	139	134	899	1,116	745	875	158	222	2,427	5,405	
Retained %	35	34	230	342	4	4	116	113	580	797	503	609	106	170	1,574	3,643	
Retained %	81	71	53	59	44	80	83	84	65	71	68	70	67	77	65	69	67

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Preliminary Student Database 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Database 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

Full-Time Student Retention (FTIC) 2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num.	49	26	475	674	8	12	118	122	939	1,122	862	971	90	90	2,541	5,558	
Retained %	38	21	250	391	6	8	89	104	602	794	576	699	59	69	1,620	3,706	
Retained %	78	81	53	58	75	67	75	85	64	71	67	72	66	77	64	69	67

CCTCMIS - Retention 01/15/2014 15:33:55

Preliminary Student Database 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Database 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

Part-Time Student Retention (FTIC) 2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num. Retained	7	7	275	339	2	5	40	63	436	520	361	407	85	103	1,206	1,444	2,650
% Retained	5	4	111	159	1	2	27	45	226	299	200	246	49	58	619	813	1,432
	71	57	40	47	50	40	68	71	52	58	55	60	58	56	51	56	54

CCTCMIS - Retention 01/15/2014 15:33:55

Preliminary Student Database 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Database 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

Part-Time Student Retention (FTIC) 2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC Num. Retained	7	9	273	322	5	4	42	45	365	511	358	365	59	53	1,109	1,309	2,418
% Retained	3	7	97	156	4	3	29	24	148	301	181	234	30	34	492	759	1,251
	43	78	36	48	80	75	69	53	41	59	51	64	51	64	44	58	52

CCTCMIS - Retention 01/15/2014 15:33:55

Preliminary Student Database 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Database 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

C. Student Retention by Race and Gender

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.

- a. Full-time Students

The following categories have remained at the same retention rate year-over-year: black males, Hispanic females, unknown/two or more race females, and total females. The following categories have shown a decrease in retention rates: non-resident alien females, American Indian or Alaskan Native males, Asian/Pacific Islander females, and white females. It is worth noting that regardless of whether retention rates are improving, there is still a significant gap for men of color in particular.

- b. Part-time Students

The following categories have shown a decrease in retention rates: non-resident alien females, black females, American Indian or Alaskan native males and females, Asian/Pacific Islander males, Hispanic females, white females, unknown/two or more race females, and total female students.

3. Identify methods and strategies the College will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly. Use space as needed.

New Student Experience

As a part of Valencia's Quality Enhancement Plan (QEP), a New Student Experience (NSE) has been created and is currently in the implementation stage. Because the highest attrition rates occur during the first 15 credit hours at an institution, the NSE aims to provide a coordinated experience for all new students with fewer than 15 college-level credits at Valencia and focuses on the six Ps: preparation, personal connection, purpose, planning, place, and pathways. The New Student Experience includes a required credit-earning course and an extended orientation to college, student success skills integrated into select program introduction courses, front door general education alignment and career and academic advising to include the development of an individualized education plan (IEP).

Bridges to Success

The Office of Bridges to Success (BTS) is responsible for working with diverse populations to assist with the post-secondary transition from application to enrollment and graduation. An important element in a student's success at Valencia is the connection with people and services. BTS works within the College to provide services and programs of interest and benefit to our diverse student population. BTS, as a part of its action plan for minority recruitment and retention, maintains vital connections with colleges and universities throughout the country, and with minority churches and other civic and ethnic groups in the community that support students in their educational endeavors.

A valuable part of BTS is its mentoring program. It serves as a catalyst to assist students with building a positive self-image, contribute to their own culture and build self-esteem. While most are gender based, one is co-ed. All target students of color:

- LATINA (Leading And Taking In New Achievements) – East Campus
- MOSAIC (Men Of Success Acquiring Ideal Character) – East Campus
- IMAGES (Influential Men Applying Gifts and Employing Strategies) – West Campus
- REGAL (Remarkably Elegant, Gifted, Ambitious Ladies) – West Campus
- ELITE (Educating Leaders In Their Endeavors) – Osceola Campus

D. Student Success in Targeted Programs

The Florida Educational Equity Act, §1000.05(4), F.S., requires that, “Public schools and Florida College System Institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.”

Beginning with the 2014/2015 College Equity Update Report, colleges will examine success measures, beginning with student retention in programs and courses identified in this part of §1000.05, F.S.

Note: If your college does not collect data related to marital status, please note this in your report.

In preparation of this analysis, colleges should provide current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Please provide an overview of such methods and strategies. Use space as needed.

Louis Stokes Alliance for Minority Participation (LSAMP)

Valencia College is a proud member of the Central Florida STEM Alliance. In partnership with Seminole State College and Lake Sumter College, the National Science Foundation has awarded \$1.5 million over the next three years through the Louis Stokes Alliance for Minority Participation (LSAMP) grant.

The goal of the grant is to double the number of underrepresented minority (URM) students from 321 to 642 in three years that complete an A.A. at Valencia, Seminole State or Lake Sumter College and transfer to a four-year university in a STEM field (computer and information sciences, engineering, life sciences, mathematics, architecture and physical sciences). For this particular grant, underrepresented minorities are defined as African-American and Hispanic students.

Valencia has already hired a full-time project director for the initiative, with plans to hire three STEM program advisors over the course of the grant. This team will be charged with organizing the following:

- Pre-College Student Outreach
- Dedicated STEM Academic Advising
- Summer Academic Enrichment
- URM STEM Learning Support
- Career Awareness and Experiences
- URM Student Financial Support
- Focus on Learning Strategies
- Diversity and Inclusion
- Faculty Research Program
- Curriculum Alignment
- Targeted STEM Pathways
- STEM Online Academic Support

E. Student Success Rates in Gatekeeper Courses

The College 2013-2014 Equity Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAT1033, MAC1105, MGF1106, STA2023 and ENC1101) from 2010/2011 through 2012-2013. Colleges should evaluate increases/decreases in the percentages of students, by race, successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

- Success is defined as grades of A, B, C and S.
- Courses with grades of X, P, P/ and Z are excluded from the data.
- In the Gap Comparison Table, a *negative gap* indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A *positive gap* indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2010-2011 through 2012-2013. Use space as needed.

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

Year Over Year Change in Success Rates of Black and Hispanic Students at Valencia Fall End of Term

	2010/11-2011/12		2011/12-2012/13	
	Black-White Year Over Year Change	Hispanic-White Year Over Year Change	Black-White Year Over Year Change	Hispanic-White Year Over Year Change
Course				
MAT1033	-4.49	-1.15	1.37	0.6
ENC1101	2.53	1.72	-0.61	0.88
MAC1105	11.09	7.98	-6.95	-1.64
MGF1106	1.45	-1	-10.7	0.23
STA2023	New Class	New Class	4.28	0.84

2. Continuous Improvement Process:

Based on the analysis of the College's data for each course, identify methods and strategies the College will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the gatekeeper courses. Please include any programs the College has implemented that target a particular race or ethnicity. Use space as needed.

The gap comparison chart provided has proven to be some of the most perplexing data of the entire report. For example, in MAC1105, the black/white gap closes significantly from -15.88 in 2010-11 to -4.79 in 2011-12, but then drops down to -11.74 in 2012-13. Again, there is a narrowing of the black/white gap in MGF1106 from -4.44 in 2010-11 to -2.99 in 2011-12, but falls dramatically down to -13.69 in 2012-13. Valencia has not yet been able to identify the cause of such shifts, but is continuing to study these anomalies to better inform efforts to close success gaps in gatekeeper courses.

In general, because of the already high numbers of minority students enrolled at Valencia (and in gatekeeper courses) there are no targeted programs based around race or ethnicity. Instead, all of the learning resources such as the Communications Student Support Center, Math 24/7, personalized tutoring, the Math Depot, group study sessions, etc., are open, free and available to all [students](#)[JJ2].

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Success Rates for White Students at Valencia Fall End-of-Term

White	2010-11			2011-12			2012-13		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	729	1,143	63.78	820	1,212	67.66	811	1,271	63.81
ENC1101	1,461	1,828	79.92	1,540	1,938	79.46	1,544	1,996	77.35
MAC1105	1,030	1,498	68.76	1,070	1,599	66.92	1,117	1,637	68.23
MGF1106	293	365	80.27	254	322	78.88	243	318	76.42
STA2023	0	0	0.00	590	735	80.27	585	743	78.73

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Source: SDB2011 - SDB2013 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Success Rates for Black Students at Valencia Fall End-of-Term

Black	2010-11			2011-12			2012-13		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	321	583	55.06	373	685	54.45	383	737	51.97
ENC1101	556	786	70.74	672	923	72.81	710	1,013	70.09
MAC1105	312	590	52.88	361	581	62.13	361	639	56.49
MGF1106	91	120	75.83	85	112	75.89	69	110	62.73
STA2023	0	0	0.00	223	324	68.83	224	313	71.57

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Source: SDB2011 - SDB2013 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Success Rates for Hispanic Students at Valencia Fall End-of-Term

Hispanic	2010-11			2011-12			2012-13		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	669	1,062	62.99	813	1,237	65.72	864	1,383	62.47
ENC1101	1,262	1,707	73.93	1,458	1,939	75.19	1,625	2,197	73.96
MAC1105	745	1,198	62.19	902	1,320	68.33	935	1,375	68.00
MGF1106	115	144	79.86	141	182	77.47	155	206	75.24
STA2023	0	0	0.00	473	619	76.41	477	630	75.71

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Source: SDB2011 - SDB2013 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

Gap Comparison in Percentage Successful at Valencia Fall End-of-Term

Course	2010-11		2011-12		2012-13	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	-8.72	-0.79	-13.21	-1.94	-11.84	-1.34
ENC1101	-9.18	-5.99	-6.65	-4.27	-7.26	-3.39
MAC1105	-15.88	-6.57	-4.79	1.41	-11.74	-0.23
MGF1106	-4.44	-0.41	-2.99	-1.41	-13.69	-1.18
STA2023	0.00	0.00	-11.44	-3.86	-7.16	-3.02

CCTCMIS - Disparity Gap 01/02/2014 15:12:44

Source: SDB2011 - SDB2013 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs.

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), F.S., who is otherwise eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

§1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), F.S., in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, Florida Statutes, Rule 6A-10.041, FAC.

Rule 6A-10.041(1), FAC, requires that reasonable substitutions are made available for eligible students for the following:

- Requirements for admission to the institution;
- Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
- Requirements for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program; and
- Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.

Rule 6A-10.041(2), FAC, requires that the college have policies and procedures addressing the following to implement §1007.264, F.S., and §1007.265, F.S.

- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability;
- A mechanism for making the designated substitutions known to affected persons;
- A mechanism for making substitution decisions on an individual basis; and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

Rule 6A-10.041(3), FAC, requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

Rule 6A-10.041(4), FAC, requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

- A. Rule 6A-10.041, FAC**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.
- B. Rule 6A-10.041(6), FAC**, states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within the Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

Provide the following information for eligible students with disabilities, using Form CSR01.

Course Substitution Report, Form CSR01

List the number of students by disability who requested and received course substitutions. Include the required course for which a substitution was requested, the substituted course provided and the discipline area (i.e., mathematics) beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	1	Gordon Rule Math	HUN1001 BSC 1026	Math
Visual Impairment	0			
Specific Learning Disabilities	41	Developmental Math (waived) or Gordon Rule Math	Science or 2 courses from the approved list	Math
		Foreign Language	Approved list	Foreign Language
Orthopedic Impairment	0			
Speech Impairment	0			
Emotional or Behavioral Disability	5	Developmental Math (waived)	Science	Math
		Gordon Rule Math	2 courses from the Approved List	Math
Autism Spectrum Disorder	2	Gordon Rule Math	2 courses from the approved list	Math
Traumatic Brain Injury	0			
Other Health Impairment	0			

How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall	20	17
Spring	28	23
Summer	10	8

*Please see Appendix 4 for Policies and Procedures for Program and/or Course Substitution Waivers for Eligible Students with Disabilities.

PART V
GENDER EQUITY IN ATHLETICS
(Do not include Part V if the college does not offer intercollegiate athletics)

Valencia College does not offer intercollegiate athletics.

PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

The Florida College System Employment Equity Accountability Program: §1012.86, F.S., requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions and in full-time faculty positions, and for increasing the representation of women and minorities who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Department of Education.

A. Data, Analysis and Benchmarks of Underrepresented Groups:

Employment Analysis

Data to evaluate employment trends for females and minorities in senior-level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff and continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years for 2009/2010 through 2013/2014.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2012/2013 with 2013/2014. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

Colleges are provided with two sets of data reflecting the college's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above *or* data of persons over age 25 who have achieved a bachelor's degree and above. The choice should reflect the educational credentials required for the majority of employment positions in each category. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the college. The student enrollment ratios, or other comparisons, may also be used as *additional* benchmarks to evaluate success of its employment strategies for females and minorities.

Senior-Level Administrators (Executive/Administrative/Managerial Staff)

Florida College System

College: Valencia

Historical Track of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

	Census				Stu Pop.	Employment											
	Bach. Deg. and Higher		Grad. Deg. and Higher			2009-10		2010-11		2011-12		2012-13		2013-14			
	#	%	#	%		#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	5,601	4.3	2,199	3.9	10.2%	4	6.7	4	6.7	3	4.3	3	4.1	0	0.0%	
	Male	4,332	3.3	1,754	3.1	7.04%	3	5.0	3	4.5	3	4.3	1	1.4	-2	(66.7%)	
	Total	9,933	7.6	3,953	7.0	17.3%	7	11.7	7	10.4	6	8.7	4	5.5	-2	(33.3%)	
Hispanic	Female	7,681	5.9	3,011	5.3	17.4%	3	5.0	2	3.0	2	3.3	0	0.0	1	100.0%	
	Male	6,027	4.6	3,027	5.3	12.7%	2	3.3	2	3.0	1	1.7	4	5.8	4	0.0%	
	Total	13,708	10.5	6,038	10.7	30.1%	5	8.3	4	6.0	3	5.0	4	5.8	5	25.0%	
Non-Resident Aliens	Female	0	0.0	0	0.0	0.81%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.81%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	1.63%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	6,675	5.1	2,532	4.5	9.04%	1	1.7	1	1.5	0	0.0	0	0.0	0	0.0%	
	Male	5,725	4.4	3,168	5.6	6.98%	0	0.0	1	1.5	0	0.0	1	1.4	3	200.0%	
	Total	12,400	9.5	5,700	10.1	16.0%	1	1.7	2	3.0	0	0.0	1	1.4	3	200.0%	
White	Female	45,401	34.8	17,765	31.4	18.7%	27	45.0	34	50.7	33	55.0	37	53.6	38	52.1	
	Male	49,136	37.6	23,137	40.9	16.2%	20	33.3	20	29.9	17	28.3	21	30.4	23	31.5	
	Total	94,537	72.4	40,902	72.3	35.0%	47	78.3	54	80.6	50	83.3	58	84.1	61	83.6	
Total	Female	65,358	50.1	25,507	45.1	56.2%	35	58.3	41	61.2	39	65.0	40	58.0	42	57.5	
	Male	65,220	49.9	31,086	54.9	43.8%	25	41.7	26	38.8	21	35.0	29	42.0	31	42.5	
	Total	130,578	100.0	56,593	100.0	100%	60	100.0	67	100.0	60	100.0	69	100.0	73	100.0	

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree-Holding Population / Total Degree Holding Population Within the Colleges Service Area.

1. Senior-Level Administrators (Executive/Administrative/Managerial Staff):

- a. Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

Black EAM: There are no gaps when comparing the percentage of female employees to the U.S. Census Data for Grad. Deg. & Higher. Black males in this category have decreased between 2012/13 and 2013/14, which now produces a gap as it relates to the Census benchmark.

Hispanic EAM: While the total number of Hispanics in this category has increased, there is still a gap in regards to Hispanic female employees in comparison to the Census benchmark. There is no gap for Hispanic males.

Other EAM: There were gaps when comparing the percentage of both male and female other employees to the U.S. Census Data for Grad. Deg. & Higher.

Female EAM: No gap exists when comparing the percentage of female EAMs in 2013/14 to the U.S. Census Data for Grad. Deg. & Higher.

- b. Did the college achieve its goals as stated in last year’s report?

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black						
-female	4.3	4.1	3.9	3.9	Yes	3.9
-male	4.3	1.4	3.1	3.1	No	3.1
Hispanic						
-female	0	1.4	5.3	5.3	No	5.3
-male	5.8	5.5	5.3	5.3	Yes	5.3
White						
-female	53.6	52.1	31.4	NA	NA	NA
-male	30.4	31.5	40.9	NA	NA	NA
Other Minority						
-female	0	0	4.5	4.5	No	4.5
-male	1.4	4.1	5.6	5.6	No	5.6
by Gender						
Female (total)	58	57.5	45.1	45.1	Yes	45.1
Male (total)	42	42.5	54.9	54.9	No	54.9

- c. List methods and strategies, new or continuous, that the College will implement in efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.
- Develop and deploy an interactive, mandatory training program for hiring managers and selection committees on the Selection and Hiring Process and diversity and inclusion.
 - Re-develop the employer brand to attract diverse candidates including enhancements to the valenciacollege.edu/hr and “jobs” page on the college website
 - Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.
 - Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
 - Examine, develop, and deploy EEO statements and related policies/procedures. Develop guidelines for the consistent and pervasive communication of the college’s commitment to equal opportunity in employment practices.
 - Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.
 - Develop a strategy to understand the impact of recruitment, selection, and retention efforts by collecting and analyzing data at employment entry and exit points.
- d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

There were no recruitment or retention barriers identified.

Full-time Instructional Staff

Florida College System

College: Valencia

Historical Track of College Full-Time Instructional Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

	Census				Employment													
	Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.		2009-10		2010-11		2011-12		2012-13		2013-14			
	#	%	#	%	#	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	5,601	4.3	2,199	3.9	10.2%	15	4.3	17	4.7	17	4.2	17	4.3	21	4.5	4	23.5%
	Male	4,332	3.3	1,754	3.1	7.04%	12	3.4	14	3.9	18	4.5	18	4.6	19	4.1	1	5.6%
	Total	9,933	7.6	3,953	7.0	17.3%	27	7.7	31	8.7	35	8.7	35	8.9	40	8.6	5	14.3%
Hispanic	Female	7,681	5.9	3,011	5.3	17.4%	25	7.1	22	6.1	28	7.0	26	6.6	27	5.8	1	3.8%
	Male	6,027	4.6	3,027	5.3	12.7%	10	2.8	10	2.8	11	2.7	12	3.1	15	3.2	3	25.0%
	Total	13,708	10.5	6,038	10.7	30.1%	35	10.0	32	8.9	39	9.7	38	9.7	42	9.1	4	10.5%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.81%	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.81%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	1.63%	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0%
Other	Female	6,675	5.1	2,532	4.5	9.04%	7	2.0	9	2.5	11	2.7	11	2.8	15	3.2	4	36.4%
	Male	5,725	4.4	3,168	5.6	6.98%	7	2.0	7	2.0	8	2.0	9	2.3	8	1.7	-1	(11.1%)
	Total	12,400	9.5	5,700	10.1	16.0%	14	4.0	16	4.5	19	4.7	20	5.1	23	5.0	3	15.0%
White	Female	45,401	34.8	17,765	31.4	18.7%	154	43.9	160	44.7	180	44.9	173	44.1	204	44.0	31	17.9%
	Male	49,136	37.6	23,137	40.9	16.2%	121	34.5	119	33.2	127	31.7	126	32.1	155	33.4	29	23.0%
	Total	94,537	72.4	40,902	72.3	35.0%	275	78.3	279	77.9	307	76.6	299	76.3	359	77.4	60	20.1%
Total	Female	65,358	50.1	25,507	45.1	56.2%	201	57.3	208	58.1	237	59.1	227	57.9	267	57.5	40	17.6%
	Male	65,220	49.9	31,086	54.9	43.8%	150	42.7	150	41.9	164	40.9	165	42.1	197	42.5	32	19.4%
	Total	130,578	100.0	56,593	100.0	100%	351	100.0	358	100.0	401	100.0	392	100.0	464	100.0	72	18.4%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

2. Full-time Instructional Staff:

- a) Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

Black: There are no gaps when comparing the percentage of female or male black employees to the U.S. Census Data for Grad. Deg. & Higher. The goal for black Full-Time Instructional Staff was met.

Hispanic: The projected goal for female Hispanic Full-Time Instructional Staff was met; a gap still exists for males in this group.

Other: There were gaps when comparing the percentage of both female and male employees in 2013/14 to the U.S. Census Data for Grad. Deg. & Higher.

Female: No gap exists when comparing the percentage of female Full-Time Instructional Staff in 2013/14 to the U.S. Census Data for Grad. Deg. & Higher.

- b) Did the college achieve its goals as stated in last year’s report?

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select Benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black						
-female	4.3	4.5	3.9	3.9	Yes	3.9
-male	4.6	4.1	3.1	3.1	Yes	3.1
Hispanic						
-female	6.6	5.8	5.3	5.3	Yes	5.3
-male	3.1	3.2	5.3	5.3	No	5.3
White						
-female	44.1	44	31.4	NA	NA	NA
-male	32.1	33.4	40.9	NA	NA	NA
Other Minority						
-female	2.8	3.2	4.5	4.5	No	4.5
-male	2.3	1.7	5.6	5.6	No	5.6
by Gender						
Female (total)	57.9	57.5	45.1	45.1	Yes	45.1
Male (total)	42.1	42.5	54.9	54.9	No	54.9

- c) List methods and strategies, new or continuous, that the College will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

- Develop and deploy an interactive, mandatory training program for hiring managers and selection committees on the Selection and Hiring Process and diversity and inclusion.
- Re-develop the employer brand to attract diverse candidates including enhancements to the valenciacollege.edu/hr and “jobs” page on the college website
- Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.
- Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
- Examine, develop, and deploy EEO statements and related policies/procedures. Develop guidelines for the consistent and pervasive communication of the college’s commitment to equal opportunity in employment practices.
- Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.
- Develop a strategy to understand the impact of recruitment, selection, and retention efforts by collecting and analyzing data at employment entry and exit points.

d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

There were no recruitment or retention barriers identified.

Full-time Continuing Contract Instructional Staff

Florida College System

College: Valencia

Historical Track of College Full-Time Continuing Contract Instructional Staff Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

	Census										Employment											
	Bach. Deg. and Higher					Grad. Deg. and Higher					Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14		
	#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	#
											#											
Black	Female	5,601	4.3	2,199	3.9	10.2%	11	4.3	10	3.9	10	3.6	9	3.3	12	4.1	3	33.3%				
	Male	4,332	3.3	1,754	3.1	7.04%	10	3.9	8	3.1	9	3.2	8	2.9	8	2.8	0	0.0%				
	Total	9,933	7.6	3,953	7.0	17.3%	21	8.2	18	7.0	19	6.9	17	6.2	20	6.9	3	17.6%				
Hispanic	Female	7,681	5.9	3,011	5.3	17.4%	13	5.1	15	5.8	17	6.1	17	6.2	18	6.2	1	5.9%				
	Male	6,027	4.6	3,027	5.3	12.7%	7	2.7	7	2.7	7	2.5	9	3.3	9	3.1	0	0.0%				
	Total	13,708	10.5	6,038	10.7	30.1%	20	7.8	22	8.5	24	8.7	26	9.5	27	9.3	1	3.8%				
Non-Resident Aliens	Female	0	0.0	0	0.0	0.81%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%				
	Male	0	0.0	0	0.0	0.81%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%				
	Total	0	0.0	0	0.0	1.63%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%				
Other	Female	6,675	5.1	2,532	4.5	9.04%	6	2.3	7	2.7	7	2.5	7	2.6	9	3.1	2	28.6%				
	Male	5,725	4.4	3,168	5.6	6.98%	6	2.3	6	2.3	6	2.2	6	2.2	5	1.7	-1	(16.7%)				
	Total	12,400	9.5	5,700	10.1	16.0%	12	4.7	13	5.0	13	4.7	13	4.8	14	4.8	1	7.7%				
White	Female	45,401	34.8	17,765	31.4	18.7%	108	42.2	110	42.6	125	45.1	123	45.1	132	45.5	9	7.3%				
	Male	49,136	37.6	23,137	40.9	16.2%	95	37.1	95	36.8	96	34.7	94	34.4	97	33.4	3	3.2%				
	Total	94,537	72.4	40,902	72.3	35.0%	203	79.3	205	79.5	221	79.8	217	79.5	229	79.0	12	5.5%				
Total	Female	65,358	50.1	25,507	45.1	56.2%	138	53.9	142	55.0	159	57.4	156	57.1	171	59.0	15	9.6%				
	Male	65,220	49.9	31,086	54.9	43.8%	118	46.1	116	45.0	118	42.6	117	42.9	119	41.0	2	1.7%				
	Total	130,578	100.0	56,593	100.0	100%	256	100.0	258	100.0	277	100.0	273	100.0	290	100.0	17	6.2%				

CCTCMIS EQUITY 01/02/14 15:45:08 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDBB2013

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

3. Full-time Continuing Contract Instructional Staff:

- a) Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

Black: Black female employees in this category have increased from 3.3% to 4.1%, thus meeting the goal in comparison to the U.S. Census Data for Grad. Deg. & Higher. The goal was not met for black male Full-Time Continuing Contract Instructional Staff.

Hispanic: The goal for Hispanic females, in comparison to the U.S. Census Data for Grad. Deg. & Higher was met. Although the percentage goal was not met for Hispanic males, the raw numbers have increased between 2012/13 and 2013/14.

Other: Neither goals for other males or females were met.

Female: No gap was shown as it relates to female Full-Time Continuing Contract Instructional Staff; the goal was met.

- b) Did the College achieve its goals as stated in last year’s report?

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black						
-female	3.3	4.1	3.9	3.9	Yes	3.9
-male	2.9	2.8	3.1	3.1	No	3.1
Hispanic						
-female	6.2	6.2	5.3	5.3	Yes	5.3
-male	3.3	3.1	5.3	5.3	No	5.3
White						
-female	45.1	45.5	31.4	NA	NA	NA
-male	34.4	33.4	40.9	NA	NA	NA
Other Minority						
-female	2.6	3.1	4.5	4.5	No	4.5
-male	2.2	1.7	5.6	5.6	No	5.6
by Gender						
Female (total)	57.1	59	45.1	45.1	Yes	45.1
Male (total)	42.9	41	54.9	54.9	No	54.9

- c) List methods and strategies, new or continuous, that the College will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.
- Develop and deploy an interactive, mandatory training program for hiring managers and selection committees on the Selection and Hiring Process and diversity and inclusion.
 - Re-develop the employer brand to attract diverse candidates including enhancements to the valenciacollege.edu/hr and “jobs” page on the college website
 - Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.
 - Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
 - Examine, develop, and deploy EEO statements and related policies/procedures. Develop guidelines for the consistent and pervasive communication of the college’s commitment to equal opportunity in employment practices.
 - Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.
 - Develop a strategy to understand the impact of recruitment, selection, and retention efforts by collecting and analyzing data at employment entry and exit points.

New Strategy

This year, human resources is embarking on a three-year longitudinal study to examine the recruitment and hiring process for full-time continuing contract (tenure track) employees. In an effort to increase the diversity of tenure track faculty, it is important to fully understand the experience of a candidate at every stage in the process. Although initial candidate pools may be diverse in regards to race and gender, Valencia has not always tracked the diversity of the pools as they progress through each round of evaluation/interview. We will look to answer questions such as the following: What is happening during this time? Is there consistency in the process? What kind of training and or procedures could improve the experience and results for both the hiring committee as well as the candidates? After the three-year study, human resources will provide findings and a list of recommendations.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

There were no recruitment or retention barriers identified.

B. Evaluations of Employment Practices and Evaluations of Key Personnel and Presidents

1) The college should provide a summary of results as requested in §1012.86(3)(a), F.S., which provides that:

The College should provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Provide a brief summary in the space below:

Diversity is one of Valencia's core values. All employees go through an annual review process that links back to the College's overall mission, vision, and values. Employment accountability goals are not necessarily a part of this type of evaluation. Instead, Valencia focuses on employment accountability goals throughout the recruitment and hiring process. Some processes and guidelines implemented have been:

- Minimum diversity goal (gender and race) percentage for each pool of applicants
- Mandatory diversity training for all search committee members – on an annual basis
- Job opening advertising strategies focused on recruiting candidates from diverse backgrounds
- Veteran's Preference at every step in the hiring process

2) The college should provide a summary of results as requested in §1012.86(3)(b), F.S., which provides that:

Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida College System institution's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

The College should provide below a response to this section of law, including the most recent month, date, year and summary of the President's performance evaluation. Provide a response in the space below:

Each Valencia District Board of Trustee received a form to be completed for the evaluation of the President. This evaluation solicits input on the President's leadership toward the achievement of the goals of the College, including plans for diversity, equity, inclusion and accountability. All trustees feel strongly that Dr. Shugart displays and exemplifies excellent leadership characteristics. No performance factor received an indication of unsatisfactory performance from a Board member. Overall, the evaluation results indicated that the Board is unanimously pleased with Dr. Shugart's performance as President of Valencia College and the strengths he brings to his position. The evaluation was submitted and approved by the District Board of Trustees on July 16, 2013.

C. Additional Requirements:

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each:

- 1) The College maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

The search committee for a position shall have varied members. Committee representation may include: (a) faculty members representing department disciplines, (b) other academic deans including representatives from other campuses, (c) a representative of the student services area, (d) a representative with knowledge of technology as it applies to the department and (e) in addition, the committee should be appropriately representative of the College. All members of the search committee will screen applications and will participate in all interviews.

Prior to serving on a search committee, each representative is required to participate in and successfully pass two online diversity trainings. The purpose of these trainings is to assist each person in approaching recruitment and hiring through a lens of equity, diversity and inclusion. This training must be repeated on an annual basis to continue serving on various search committees.

- 2) The College sets forth the requirements for receiving continuing contracts for instructional staff. The process used to grant continuing contracts is described below:

It is the policy of the District Board of Trustees to award continuing contracts to full-time faculty in accordance with the law and procedures to be developed and approved by the President or designee, in consultation with the Faculty Council.

In order to become eligible to be considered for the award of a continuing contract, a full-time faculty member must: (1) prepare and submit a portfolio, determined to be acceptable by the College, in accordance with standards, requirements and procedures established for the College's Teaching and Learning Academy, (2) complete at least five years of satisfactory service at Valencia College, based on criteria established by the College, during a period not in excess of seven years and (3) receive the recommendation of the President and approval by the District Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant Valencia policies and procedures and the needs of the College. [College Policy 6Hx28:3E-02]

- 3) The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status:

Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. An ILP/Portfolio Review Panel is appointed by the dean and provides, at least annually, formative feedback on the candidate's growth in the essential competencies and achievement of the learning outcomes. In addition, feedback and guidance are provided to the candidate through classroom observations conducted by the dean or tenured designee, student assessment forms, and dean evaluations.

- 4) The College has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Provide a summary description below of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner. Also, provide a description of how funds are used to increase the number of females and minorities receiving continuing contracts:

Although Valencia's aim is to have a minimum of 20% diversity in applicant pools, most recruitment pools average closer to 50% diversity in applicants. Part of such successful numbers is due to budgeted funds the College has allocated to advertise in publications directed to women and minority audiences. Some of these publications include:

- Asians in Higher Ed
- Blacks in Higher Ed
- American Indian Science and Engineering Society
- American Society for Biochemistry and Molecular Biology
- Women in Higher Ed (WIHE)
- NIH Black Scientists Association
- American Chemical Society Committee on Minority Affairs
- C&E News: Diversity
- African American Women in Technology
- Diversity/Careers in Engineering and Info Technology
- African American Literature and Culture Society

In some instances, the initial job posting does not attract a diverse pool. Valencia recently experienced this with a search for a tenure-track history faculty member. With very few diverse applicants in the pool, the decision was made to extend the closing date to provide more time for posting the job in addition publications that catered to female and minority audiences. As a result, the diversity of the pool did, in fact, increase. Although it never hit the goal of 20%, every attempt was made to be inclusive in every step of the recruitment and hiring process.

- 5) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information is not required;

however, the college may choose to include additional information for purposes of diversity analysis.

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2013 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2013.”

*Please see Appendix 6 for Salary Survey for Administrators & Faculty New Hires

FLORIDA EDUCATIONAL EQUITY ACT
2013/2014 ANNUAL EQUITY UPDATE REPORT
Signature Page

Valencia College
(name of institution)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001, FAC, through 6A-19.010, FAC, referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, ethnicity, national origin, gender, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by §1007.264 and §1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of §1012.86, F.S.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, §1006.71, F.S., Gender Equity in Intercollegiate Athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs.)

Name (Equity Officer) Date

Name (College President) Date

Name (Chair, College Board of Trustees) Date

This concludes the Annual Equity Update Report for 2013/2014.

Appendix 1:
Policy of Nondiscrimination

Volume 2 - Nondiscrimination and Equal Opportunity

Policy: 6Hx28:2-01

Authority: 1001.64 and 1001.65, F.S.

Law: 1001.64 and 1001.65, F.S.

Responsible Party: Vice President, Human Resources and Diversity

Policy Effective Date: 12/18/2012

Policy Statement:

- A. Valencia College strives to be a learning community in which all members can participate fully and equally in an atmosphere free from all forms of harassment, including sexual harassment, discrimination, or intimidation. Valencia College is an equal opportunity institution, and it is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students, and others affiliated with the College without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations (“the Protected Categories”).
- B. Respect for the rights and privileges of each other is essential in preserving the learning environment at the College. Actions that make the atmosphere intimidating, threatening, or hostile to individuals are, therefore, regarded as serious offenses. Valencia College prohibits discrimination and harassment on the basis of the Protected Categories in educational services and activities and in employment policies and practices. Additionally, no member of the Valencia College community will be retaliated against, intimidated, or coerced for making a good faith report of alleged discrimination or harassment or for participating in an investigation, proceeding or hearing conducted by the College or by a state or federal agency.
- C. Socially and economically disadvantaged businesses, and local developing businesses, as defined in this Policy, shall have an opportunity to participate in College contracts in a non-discriminatory environment. All employees involved in College procurement activities shall adhere to this policy of nondiscrimination. Similarly, all vendors and/or contractors who do business with the College shall do so subject to this policy, to the extent that it requires that vendors and/or contractors do not discriminate against or harass members of the College community.
- D. Any employee, student, student organization, business entity or person privileged to work or study in or for the Valencia College community who violates this policy will be subject to disciplinary action up to and including periodic or permanent exclusion from the College or College business. The College shall implement grievance procedures for filing a complaint regarding discrimination or harassment in violation

of this policy which may be found on the College website, in any Learning Resource Center, or in the office of any Dean, Campus President, or Vice President.

E. The person designated for general coordination and compliance with this policy is the Vice President for Human Resources and Diversity who can be contacted at Valencia College, Post Office Box 3028, Orlando, Florida 32802, 407-582-5000.

F. Applicants for employment, employees, applicants for admission, and students shall be notified of this policy in appropriate College publications, documents and the College website.

Policy Related Items:

There are no related items for this Policy.

Policy History

Adopted 12-10-02; Amended 12-21-04; Amended 12-18-12
Formerly 6Hx28:07-01 Equal Opportunity Employment; 6Hx28:04-18 Civil Rights Discrimination Grievances; Hx28:04-39 AIDS; Hx28:04-44 Sexual Harassment; 6Hx28:05-14 Substitute Admission and Graduation Requirements for Disabled Students; Amended 12-10-02; Amended 12-21-04; Amended 12-18-12

Procedure Statement:

There is no Procedure associated with Policy: 6Hx28:2-01

Nondiscrimination Statements--TRANSLATIONS

(LONG STATEMENT)

ENGLISH:

Valencia College provides equal opportunity for educational opportunities and employment to all, without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal, state, and local civil rights laws, rules and regulations. Contact the Office of Human Resources and Diversity at 407-582-8090 for information.

PORTUGUESE:

O Valencia College oferece igualdade de oportunidades educacionais e de emprego para todos, independente da raça, grupo étnico, cor, nacionalidade, idade, religião, incapacidade, estado civil, sexo, informação genética, orientação sexual e qualquer outro fator protegido pelas leis de direitos civis federais, estaduais e locais aplicáveis. Para obter mais informações, contate o Escritório de Recursos Humanos e Diversidade (Office of Human Resources and Diversity) 407-582-8090.

SPANISH:

Valencia College ofrece igualdad de oportunidades educativas y laborales para todos, independientemente de aspectos como raza, origen étnico, color, nacionalidad, edad, religión, discapacidad, estado civil, género, información genética, orientación sexual y cualquier otro factor protegido por las correspondientes leyes, normas y reglamentos civiles de índole federal, estatal y local. Para obtener más información, comuníquese con la oficina de recursos humanos y diversidad (Office of Human Resources and Diversity) al 407-582-8090.

(SHORT TAG)

ENGLISH:

Equal Access/Equal Opportunity Institution

SPANISH:

Valencia College ofrece igualdad de acceso y oportunidad.

Revised: June 21, 2013 (LB)

Appendix 2:

Grievance or Complaint Procedures

Investigating and Resolving Discrimination, Harassment and Sexual Harassment Complaints

Policy: 6Hx28:2-03 Volume 2 - Nondiscrimination and Equal Opportunity

Policy: 6Hx28:2-03

Authority: 1001.64 and 1001.65, F.S.

Law: 1001.64 and 1001.65, F.S.

Responsible Party: Vice President, Human Resources and Diversity

Policy Effective Date: 12/18/2012

Policy Statement:

- A. Each employee and student of the College and each applicant for employment and/or admission to the College shall be free to register a complaint of discrimination or harassment based on the factors set forth below.
- B. It is a goal of this policy to encourage, at the earliest possible time, equitable solutions to allegations of discrimination or harassment through procedures by which complaints may be presented free from coercion, interference, restraint, discrimination, or reprisal and by which students, employees, and applicants are afforded adequate opportunity to resolve their differences. The College encourages any victim of discrimination or harassment to report the incident immediately. The College is firmly committed to investigating and resolving allegations of discrimination or harassment fairly and quickly. To ensure that open and forthright dialogue occurs, attorneys are not permitted to accompany individuals during interviews, nor are interview sessions recorded in any manner. Those interviewed are always entitled to submit a written statement if they so choose or to consult with others regarding the interview, keeping in mind that these proceedings must be kept as confidential as possible. Complainants, respondents and witnesses who participate in this process are bound by confidentiality, and any breach of this confidentiality may be sanctioned by disciplinary action.
- C. It is a violation of this policy to file a discrimination or harassment complaint in bad faith. The College recognizes that injury can be done to both the victim of discrimination or harassment and the person accused of discrimination or harassment. The accused also has rights that this policy must preserve and protect. Any person who abuses this policy by filing a frivolous complaint will be subject to discipline if it is determined that the complaint was filed in bad faith. This provision is not meant in any way to discourage legitimate complaints.
- D. Complaints of discrimination shall be based on race, color, national origin, age, ethnicity, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations (“the Protected Categories”), sexual harassment or harassment based on any Protected Categories, related to admission to the College, admission to programs, any aid, benefit, or service to students or wages and other terms, conditions or privileges of employment.

- E. It is contrary to College policy for any individual to engage, directly or indirectly, in retaliatory conduct against a person who files a discrimination or harassment complaint or who gives information or testimony during an investigation of such complaint. Any student or employee who believes that retaliatory actions have been taken against him or her for having filed a complaint or provided information or testimony in an investigation of a complaint should seek redress through any of the Vice Presidents, Provosts, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance.
- F. The president shall adopt procedures implementing this policy.

Policy Related Items:

There are no related items for this Policy.

Policy History

Adopted 12-10-02; Amended 12-21-04; Amended 12-18-12
Adopted 12-10-02; Amended 12-21-04

Procedure Effective Date: 12/18/2012

Procedure Statement:

I.INTRODUCTION

- A. Investigating and Resolving Discrimination, Harassment and Sexual Harassment Complaints
- B. Valencia College recognizes and accepts its responsibilities to act in accordance with the College's policy, federal and state laws and regulations of the State Board of Education. Therefore, the College establishes these Nondiscrimination and Equal Opportunity Dispute Resolution Procedures to review, investigate, and resolve allegations of harassment and discrimination on the basis of race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations ("the Protected Categories"). The College may, from time to time, amend these procedures as necessary.
- C. These internal procedures provide mechanisms for aggrieved students, faculty and staff to receive a fair hearing on issues of harassment and discrimination. Complainants, accused and witnesses who participate in these processes are bound by rules of confidentiality. Employees are not

required to exhaust these procedures with regard to any complaint before pursuing remedies outside the College with any external enforcement agencies including, the Equal Employment Opportunity Commission, the Florida Commission on Human Relations, and the Office of Civil Rights of the Department of Education and the Department of Labor.

II. JURISDICTION OF THE OFFICE OF EMPLOYEE RELATIONS, DIVERSITY, AND COMPLIANCE AND THE VICE PRESIDENT FOR HUMAN RESOURCES AND DIVERSITY OFFICE

A. Complaint by Student, Faculty, or Staff against Faculty or Staff

In carrying out the applicable College policies, any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance receives complaints of harassment and discrimination at Valencia, and refers the matter to the Office of Employee Relations, Diversity, and Compliance to investigate or facilitate investigation and make recommendations following such investigations. Consistent with federal and state law and the State Board of Education's and College policies related to harassment and nondiscrimination, these offices will investigate (or facilitate investigation) complaints of harassment and discrimination on the basis of any Protected Category. These offices may also conduct investigations (or facilitate investigations) based upon requests for Administrative Reviews from Deans, Directors, Department Heads, Campus Presidents, Vice Presidents, and the President when those administrators believe that harassment and/or discrimination in violation of federal or state law or the State Board of Education's and College policies may be occurring in their units.

B. Complaint by Student against Student

Upon receipt of a complaint by a student against another student charging harassment or discrimination, the Office of Employee Relations, Diversity, and Compliance shall refer the complaint to the appropriate Dean of Student Services Office. The Office of Employee Relations, Diversity, and Compliance may assist the Dean of Student Services Office with such complaints upon request to do so.

C. It is a violation of this policy to file a harassment and/or discrimination complaint for the purpose of injuring the reputation or causing harm to another person. Without minimizing the injury that can be suffered by the victim of harassment and/or discrimination, the College also recognizes that the filing of a harassment and/or discrimination complaint can have serious consequences for the person accused of harassment or discrimination. That person, too, has rights that the policy on Nondiscrimination must preserve and protect. A person who abuses this policy by filing a frivolous complaint will himself or herself be subject to discipline if it is determined that the complaint was filed in bad faith. This provision is not meant in any way to discourage legitimate complaints.

III. PRINCIPLE OF NON-RETALIATION

The College strongly encourages any victims of harassment and/or discrimination to report the incident and seek redress, if s/he is unable to resolve it satisfactorily and completely through informal means. The College recognizes the unusual burden that the alleged harassing or discriminatory conduct places on the recipient and acknowledges the necessity for a thorough and careful resolution of all reported cases. It is illegal and contrary to College policy for any individual to engage, whether directly or indirectly, in retaliatory conduct against a person who files a harassment and/or discrimination complaint or gives testimony during an investigation of such a complaint. As used in this paragraph, "retaliatory conduct" means conduct that adversely and unjustifiably affects another's terms and conditions of employment, educational experience, or quality of life, and that is motivated by an intent to cause harm because of the targeted individual's involvement in the filing or investigation of a harassment and/or discrimination complaint. Any student or employee who believes that retaliatory actions have been taken against him or her for having filed a complaint or provided testimony in an investigation of harassment and/or discrimination may seek redress through the Office of the Vice President of Human Relations and Diversity, or the Office of Employee Relations, Diversity, and Compliance.

IV. GENERAL INFORMATION

A. Consultation

Anyone may seek advice, information or counseling on matters related to harassment and/or discrimination without having to lodge an informal or formal complaint. Persons who feel they are being harassed or discriminated against, or are uncertain as to whether what they are experiencing is harassment and/or discrimination, and/or desire information as to their options in dealing with harassment and/or discrimination are encouraged to talk with any of the Vice Presidents, Campus Presidents, Deans, the Director, Office of Employee Relations, Diversity, and Compliance.

B. External Resources

Complainant(s) may also contact external agencies such as the Florida Commission on Human Relations; Equal Employment Opportunity Commission (Miami Office); and the Office of Civil Rights, U.S. Department of Education. The phone numbers for these agencies can be found in the "Government" section (blue pages) of your local phone book.

V. RESOLUTION PROCESS (When the Accused is Faculty or Staff)

A. First Steps: Informal Dispute Resolution

1. The aim of the informal dispute resolution process is not to determine whether there was intent to harass and/or discriminate but to ensure that the alleged harassing and/or discriminatory conduct ceases and that the matter is resolved promptly at the lowest possible level.
2. No disciplinary action is taken in resolving informal complaints. Hence, informal dispute resolution procedures should not be used for severe cases of harassment and/or discrimination, nor should they be used when the Accused has been the subject of a previous formal complaint.
3. Additionally, there is no requirement that informal procedures be used before filing a formal complaint, or that the complaint be put into writing before informal resolution procedures are utilized. Likewise, the Complainant is free to withdraw from informal procedures altogether and file formally with the College.
4. In severe cases of harassment and/or discrimination or instances when the Accused is a repeat offender(s), the College may conduct a College-generated investigation if there is sufficient reason to believe that harassment and/or discrimination could have or does exist.
5. An initial course of action for any faculty member, staff member, or student who feels that s/he is being harassed or discriminated against is for that individual to tell or otherwise inform the Accused that the harassing and/or discriminatory conduct is unwelcome or offensive and must stop. However, in some circumstances this course of action may not be feasible, may be unsuccessful, or the individual may be uncomfortable dealing with the matter in this manner.
6. To encourage individuals to come forward, the College provides several channels of communication, information, and both informal and formal dispute resolution procedures. The College is committed to ensuring that harassment/discrimination ceases. If the problems do not cease after taking any of these informal actions, you are encouraged to immediately contact any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance and to proceed with the negotiated procedure or the formal procedure, as deemed appropriate by the Complainant.
7. Some informal actions that may be appropriate are:
 - a. Talk personally with or write a confidential (no third person receives a copy) letter to the Accused informing him/her of the alleged harassing and/or discriminatory conduct, the resulting impact on the Complainant, and what the Complainant wants next, usually "I want the harassing/discriminatory conduct to stop," or "I want to be treated the way a student or fellow employee should be treated." This is a personal step taken solely among the parties.

- b. Contact the Office of Employee Relations, Diversity, and Compliance to resolve the complaint informally with the help of a third party, to be identified by the Office of Employee Relations, Diversity, and Compliance, or an external person identified by the College. The goal here is to allow the parties to resolve complaints without an investigation and without elevating the complaint within the College. However, persons in these positions are obligated to follow up to be sure the situation has been resolved. This action might include referring to an appropriate individual within the College or sharing some of this information with other persons holding positions of responsibility at the College. The third party may:
 - i. Speak to the Accused on behalf of the Complainant;
 - ii. Meet with the Accused and the Complainant together to facilitate communication and explain the College's policy.
 - iii. Request through the Office of Employee Relations, Diversity, and Compliance that a workshop be conducted for the department/ area for purposes of education and/or sensitivity training.

B. Negotiated Procedure

- 1. This is a more formal procedure which can be chosen by contacting the Office of Employee Relations, Diversity, and Compliance which will assign a negotiator to handle your matter. By this procedure, the Complainant formally requests remedial action on the part of the Accused. If the Accused agrees to participate, both parties work towards resolution with the help of a negotiator.
- 2. The negotiator may be a member of the Office of Employee Relations, Diversity, and Compliance, another member of the faculty or staff trained for this purpose, or an outside person.
- 3. A Complainant is not required to seek a negotiated solution, but may bring the matter directly to a formal complaint for resolution by contacting any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance.

a. Initiating the Negotiations

The Complainant gives a statement through the Office of Employee Relations, Diversity, and Compliance which includes the names of the Complainant and the Accused, and the details of the conduct which s/he alleges as harassing and/or discriminatory. The negotiator promptly forwards the report to the Accused, provides the Accused with a copy of the College's complaint policies and procedures, and requests participation in negotiations. The Accused must reply within seven (7) calendar days of receiving the notice.

b. Negotiation Sessions

Meetings are held as quickly as possible and, normally, no more than one (1) week apart. Every effort should be made to reach resolution within one (1) month.

c. Outcomes

The negotiations end when a resolution has been reached or when the Complainant or the Accused has terminated the process. Some examples of possible resolutions include discussion of the feelings and perceptions of the Complainant and the Accused; agreement to terminate the harassing and/or discriminatory conduct; letter to the file; withdrawal of the complaint. (The complaint is resolved to the satisfaction of both parties). Or, the complaint is not resolved: In cases where resolution of the complaint is not possible, the Director, Office of Employee Relations, Diversity, and Compliance, or the negotiator will advise the Complainant of the option of filing a formal complaint within the College.

C. Formal Dispute Resolution

1. The Complainant files a written or verbal complaint with any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance in order to initiate a formal investigation and determine whether a violation of College policy has occurred. The procedure and person handling formal complaints depends on the College community status of the Complainant and the College community status of the Accused. "College community status" refers to whether a person is a student, faculty member, or staff member. Accordingly, formal complaints are filed as follows: (Please note that for purposes of this discussion "student" is defined to include all students whether credit or noncredit.) If the Accused is a student, file the complaint with the Campus Dean of Student Services. If the Accused is a Faculty or Staff member, file the grievance with any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance.
2. All formal investigating officials will conduct prompt investigations. Investigating officials will provide the Accused with the allegations, to which s/he will be required to respond in a timely manner. During the course of the investigation, the formal investigating officials normally will interview the Complainant, the Accused, and witnesses identified by each party. As previously indicated herein, to the extent possible, complaints will be handled confidentially, with the facts made available only to those who have a need to know for purposes of investigation, resolution, or legal compliance. At any time during the formal process, the investigating officials (or designee) may work to negotiate or mediate resolution between the Complainant and the Accused.
 - a. Some possible outcomes of a formal investigation include:
 - i. a negotiated or mediated resolution; or
 - ii. a finding that there is a reasonable basis for believing that inappropriate conduct or a violation of College policy occurred; or

iii. a finding that there is no reasonable basis for believing that inappropriate conduct or a violation of College policy occurred; or

iv. if the investigator finds there is a reasonable basis for believing that inappropriate conduct or a violation of College policy occurred, the investigator may also issue a separate recommendation to the Assistant Vice president or Campus President, or next layer of management, as may be appropriate, regarding sanctions up to and including termination and/or other corrective action deemed appropriate, such as education and training.

b. Harassment and Discrimination Formal Complaint Procedures

i. **Who May File a Complaint.** Employees, applicants for employment, applicants for admission to College programs, participants in College-sponsored activities, other persons affiliated with the College, and students (if the complaint is against an employee or affiliate of the College, but not another student) may file a complaint alleging harassment and/or discrimination with the Office of Employee Relations, Diversity and Compliance in accordance with these procedures.

ii. **Time for Filing a Complaint.** To be timely, a Complainant must submit a complaint to the Office of Employee Relations, Diversity, and Compliance within ninety (90) days of the most recent alleged harassing and/or discriminatory conduct.

iii. **Requirements of a Complaint.** Although not required to be accepted for filing, the complaint should be on a form provided by the Office of Employee Relations, Diversity, and Compliance.

a) Elements. Each complaint shall include the following:

aa) The full name and address of the Complainant, who must be the individual claiming to be harmed by the alleged harassment and/or discrimination;

ab) The full name of the Accused;

ac) A clear and concise statement of the facts that constitute the alleged harassing and/or discriminatory conduct, including pertinent dates and sufficient information to identify any other individuals who may provide information during the course of an investigation conducted under these procedures and to bring the matter within the jurisdiction of the Office of Employee Relations, Diversity and Compliance to investigate;

ad) A statement by the Complainant verifying that the information supporting the allegations of harassment and/or discrimination is true and accurate to the best of the Complainant's knowledge;

ae) Information that establishes that both the Complainant and the Accused have a sufficient relationship to the College to require application of the State Board of Education's or College policies as to the alleged harassing and/or discriminatory conduct.

(b) Intake Interview. At or after the time a Complainant initiates a complaint, a representative from the Office of Employee Relations, Diversity, and Compliance shall conduct an interview with the Complainant.

c. Complaint Processing.

- i. Notice to the Accused. The Accused shall be given reasonable notice of the complaint and the allegations contained therein, as well as the opportunity to provide information and to be heard concerning the allegations of the complaint.
- ii. Notice to Others Regarding Complaint. With the exception of the Accused, who is entitled to a summary of the complaint, only those persons with a legitimate need to know will be apprised of the filing of and final disposition of a complaint. Those persons may include, but are not necessarily limited to, appropriate organizational unit administrators (Deans, Department Heads, Directors, Campus Presidents or Vice Presidents), who may have an obligation to monitor the workplace to ensure that retaliatory action does not occur during or after the investigative process concludes, and who may be required to implement recommendations of the Vice President for Human Resources and Diversity Office and/or Office of Employee Relations, Diversity, and Compliance when it completes its investigation.
- iii. Access to Information Regarding the Investigation. The Complainant(s) and the Accused, upon inquiry and during the course of an investigation, shall be advised of the status of the investigation.
- iv. Amending a Complaint. If, during the course of an investigation, a staff member from the Vice President for Human Resources and Diversity Office and/or Office of Employee Relations, Diversity, and Compliance determines that more information is required to enable a meaningful investigation, s/he may request Complainant to clarify or amplify allegations in the complaint. Complainants may also be allowed to add a new Accused or a new charge of harassment and/or discrimination related to the original complaint, so long as the addition falls within the time limits otherwise applicable to the filing of a complaint.
- v. Investigation of Allegations in Complaint. Following receipt of a complaint, the Vice President for Human Resources and Diversity Office and/or Office of Employee Relations, Diversity, and Compliance investigator will act as a neutral fact-finder. The investigator (who may also be a trained/qualified College Faculty or Staff member or outside person) shall assemble statements, documents, and other relevant evidence from the Complainant,

the Accused, witnesses, and other identified individuals who have or may have information concerning the allegations set forth in the complaint.

d. Appeal of Finding.

The issues raised on appeal shall be limited to those issues raised during the investigation by the Vice President for Human Resources and Diversity and/or Office of Employee Relations, Diversity, and Compliance. Any issues not raised during the investigation or new issues that could have been raised, but were not, shall be precluded on appeal.

- i. By Accused or by Complainant. Following receipt of a final report, which will identify the Appeals Officer (an Executive Officer of the College) for the matter, the Accused may seek to have a "cause" finding reviewed by the Appeals Officer. Following receipt of a final report, the Complainant may seek to have a "no cause" finding reviewed by the Appeals Officer.
- ii. To secure an appeal, the Complainant or the Accused must file a written request with the designated Appeals Officer no later than thirty (30) days from the date on which the Complainant or the Accused receives a copy of the final report, seeking to have such finding reviewed.
- iii. Upon acceptance of an appeal, the Appeals Officer shall notify the Complainant or the Accused, the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance, and those individuals who received a copy of the final investigative report.
- iv. The Appeals Officer shall consider the facts in support of the request and develop any additional facts deemed necessary. The Appeals Officer may request that the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance investigator do additional investigation or address particular issues. If the Appeals Officer receives new information pursuant to his/her request for further investigation that s/he believes may change the outcome, the Appeals Officer shall ask the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance investigator to reconsider his/her findings in light of the new information. The investigator shall inform the Appeals Officer of his/her reconsidered finding. The Appeals Officer shall apprise the Accused and the Complainant of the new information and the reconsidered finding so that each has an opportunity to review and refute any such additional information before the Appeals Officer renders a final decision.
- v. The Appeals Officer shall complete the review in a timely manner and shall prepare and provide a written decision to the Accused, the Complainant, the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance, and to those individuals who received a copy of the final investigative report.

vi. The Appeals Officer may endorse or reject the findings of the investigator.

vii. The decision by the Appeals Officer shall be final.

e. Closure.

An investigation shall be considered complete and the investigation shall be closed after the period has passed within which either party may take an appeal if none has been taken, or following a final decision by the Appeals Officer, if either the Accused or the Complainant has requested an appeal. A matter also may be closed administratively when the Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance decides that further investigation is either impossible or unnecessary.

f. Withdrawal of Complaints.

Once filed, the Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance has an obligation to investigate complaints raising significant claims of harassment and/or discrimination. However, in appropriate circumstances, and in the discretion and judgment of either the Vice President for Human Resources and Diversity or Office of Employee Relations, Diversity, and Compliance the College may agree, upon a written and signed request to do so by the Complainant, to withdraw a complaint. A Complainant seeking to withdraw a complaint must set forth reasons in the request that support withdrawal. The Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance shall notify both the Complainant and the Accused of such withdrawal.

g. Further Provisions on Time Limits

Any of the time limits contained within this formal complaint procedure or within the procedures for dispute resolution (all stages) may be extended.

Procedure Related Items

There are no related items for this Procedure.

Procedure History

Date: 12/18/2012 Adopted 12-10-02; Amended 12-21-04

Appendix 3:

Revised Policies and Procedures

Appendix 4:

Policies and Procedures for Program and/or Course Substitution Waivers for Eligible Students with Disabilities

Valencia College Course Substitution Request Process

Who is Eligible?

According to the State of Florida [s.1007.02 (2)], the term “student with a disability” means any student who is documented as having mental retardation; a hearing impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

Florida Statutes [Section 4. Section 1007.265], Impaired and learning disabled persons; graduation, study program admission, and upper-division entry; substitute requirements; rules. Any student with a disability as defined ins.1007.02(2), in a public postsecondary educational institution, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the persons failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education shall adopt rules to implement this section and shall develop Substitute requirements where appropriate.

- Course substitutions will be considered only for those students who have documented disabilities. Documentation must specifically show that the student’s failure to meet the requirement is related to the disability and must follow the Valencia College guidelines for appropriate documentation.
- Course substitutions will only be considered in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or meet licensing certification requirements.
- Course substitutions will only be considered if it is clearly demonstrated that the provision of reasonable accommodations will not/has not provided the student with equal access.

Course Substitutions are not guaranteed by the college. All requests must have paperwork turned in to MC 3-31, ten (10) business days before the scheduled meeting or they will not be considered. The Committee meets each term in the following months: March / April, June and November. Please contact the Office for Students with Disabilities for specific dates.

Procedure:

The College has established a college-wide Course Substitution Committee that has the responsibility to evaluate and make recommendations for all substitution requests. Students should contact the Office for Students with Disabilities for specific meeting dates. Students that meet the criteria for the request of a substitution are invited to attend the committee meeting to present their case along with any other pertinent information. Attendance is not mandatory. The procedure for applying for a course substitution is the same for all students with disabilities.

Course Substitution check-list:

- Formally request a course substitution by scheduling a conference with an advisor in the Office for Students with Disabilities.
 - Complete the Valencia College course substitution request form.
 - Write a letter to the Substitution Committee requesting the course substitution
- Include:**
- Why are you requesting a substitution?
 - How does your disability affect your potential success in this area?
 - What accommodations have you used in your attempts to be successful?
 - What are your previous academic experiences (i.e., middle school, high school, etc.)?
 - Did you receive an FCAT waiver?
 - What major do you plan to pursue, do you plan to continue your education after Valencia College?
 - What are your career aspirations?
- Attach an unofficial transcript.
 - Attach an Educational Plan from your Atlas account.
 - Submit Departmental Support Form. This form should be filled out by a former or current instructor in the discipline for which you are requesting the substitution.
 - Attach any supporting information you feel will help demonstrate your efforts to master subject matter (disability documentation, letters from tutors, advisor, counselor, high school records, etc.).

Assign Disability Code:

The Outcome:

The Chairperson of the Course Substitution Committee will notify students of the Committee’s decision in writing within one week of the meeting. Copies of that decision will also go to the Records/Graduation Offices. It is important that students provide a correct mailing and Atlas email address so that they may be notified of a decision as soon as possible.

Appeal:

Appeal of Course Substitution Committee Decision

1. Within ten (10) working days of the email notification by Valencia regarding the decision of the Course Substitution Committee, the student may appeal in writing to the Chief Learning Officer. The student’s written appeal must contain.
 - (a) A statement outlining the background of the case, including all pertinent information the student wishes the Chief Learning Officer to consider.
 - (b) An explanation as to why the appeal is being sought, including the decision or action being sought by the student.
2. The Chief Learning Officer shall set a date to hear the appeal within ten (10) days following the receipt of the request. The purpose of the hearing shall be to obtain information on which the Chief Learning Officer can make a decision regarding the appeal.

3. Final determination of the matter shall rest with the Chief Learning Officer who shall promptly transmit the decision in writing to the student and the Course Substitution Committee Chair.

Students have the right to appeal the Committee's decision to the college's Chief Learning Officer, within ten business days.

Graduation:

If the potential award of your course substitution makes you eligible to graduate, and you wish to do so, you **MUST** apply for graduation by the application deadline.

Fall (September) Spring (January) Summer (May)

COURSE SUBSTITUTION REQUEST FORM

Student Name: VID# (Must be Included):
Street Address: City, State & Zip Code:
E-Mail Address: @mail.valenciacollege.edu
Phone Number: Alternate Phone Number:
Have you previously made a request to the committee? Yes No If yes, date
Degree Goal: Major: Career Goal:
Student Signature: Date

Course History (For Office Use Only)
--

Student is requesting a course substitution for:

Course:	Times Attempted:	Grade History:
Course:	Times Attempted:	Grade History:
Course:	Times Attempted:	Grade History:
Course:	Times Attempted:	Grade History:

Appropriate and reasonable accommodations student is eligible for:

Please Print/Advisors E-mail address: @valenciacollege.edu

Date: MC:

For Committee Use Only

Committee Meeting Date: Substitution Granted? Yes No

Level of Substitution Courses

Committee Chair Vice President for Academic Affairs

**Valencia College
Course Substitution
Departmental Support Form**

Date:

Dear Professor:

_____ is requesting a course substitution for
from the college wide Course Substitution Committee.

State statute allows for eligible students with disabilities to pursue “reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into upper division where documentation can be provided that the persons failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program”.

To help gather as much information as possible about the student’s ability or inability to complete the required course work, we are requesting your assistance in answering the questions below.

To make it as easy and efficient as possible, you can forward your answers via phone, e-mail, fax, or office mail to 3-31, attention to:

Deborah Larew, Director Office for Students with Disabilities
dlarew@valenciacollege.edu
Phone: 407-582-2236
Fax: 407-582-8908

To expedite the process, I would greatly appreciate it if you could provide the requested information in a week from receiving this letter.

1. How are the student’s attendance and class participation?
2. How is the class taught and what is the pace of the class? How are the tests and assignments structured, how often are they given, and what weight do they have in class grades?
3. What is the student’s performance on in-class and out-of-class assignments as well as tests?
4. Does the student use any accommodations (i.e., extended time, note taker, tape recorder, assistive equipment, or assistive software, etc.)?
5. Does the student come to you on a regular basis for assistance?
6. In what areas of learning is the student experiencing difficulty?
7. In your professional opinion, what are the chances that the student could be successful in this subject learning at Valencia College (taking into account the pedagogy of your academic department, pace of the classes, and the requirements)?

Your assistance with this request is greatly appreciated and will enable us to make a more informed decision. Thank you for your time.

Karen Borglum, Assistant Vice President of Curriculum and Articulation
Chair, Course Substitution Committee

Mathematics Course Substitution List 2013-2014

COURSE TITLE	MATH or QUANTITATIVE COMPONENT
APA 1111 Basic Accounting	YES
ACG 2021 Principles of Financial Accounting	YES
ACG 2071 Principles of Managerial Accounting	YES
MGF 1106 College Mathematics	YES
MGF 1107 Mathematics for the Liberal Arts	YES
CGS 2100 Computer Fundamentals and Applications	YES
CGS 2510 Spreadsheet Applications	YES
AST 1002 Astronomy	YES
FIN 2100 Personal Finance	YES
ECO 2013 Principles of Economics-Macro	YES
ECO 2023 Principles of Economics-Micro	YES
SBM 1000 Small Business Management	YES
ESC 1000 Earth Sciences (formerly GLY 1001)	YES
GEB 1011 Introduction to Business	YES
BSC 1050 Environmental Science	YES
PCB 1440 Florida Environmental Systems	YES
BSC 1005 Biological Science	YES
BSC 1010C Fundamentals of Biology I	YES
BSC 1011C Fundamentals of Biology II	YES
BSC 1026 Biology of Human Sexuality	YES
MCB 2010C Microbiology	YES
PHI 2600 Ethics and Critical Thinking	YES
EME 2040 Technology for Educators	YES
OCE 1001 Introduction to Oceanography	YES

Foreign Language Course Substitution List 2013-2014

COURSE TITLE	CULTURAL COMPONENT
HUM 2461 Latin American Humanities	YES
HUM 2220 Greek and Roman Humanities	YES
EUH 2000 Western Civilization I	YES
EDF 2085 Intro to Diversity for Educators(formerly EDG 2701)	YES
GEB 1350 Intro to International Business	YES
ANT 2000 Introductory Anthropology	YES
REL 2000 Understanding Religious Traditions	YES
THE 1100 Introduction to Theater History	YES
ARH 2050 Introduction to Art History I	YES
ARH 2051 Introduction to Art History II	YES
INR 2002 International Politics	YES
LIT 2110 Survey of World Literature I	YES
LIT 2120 Survey of World Literature II	YES
HUM 2223 Late Roman and Medieval Humanities	YES
HUM 2232 Renaissance and Baroque	YES
HUM 2234 Enlightenment and Romanticism	YES
HUM 2250 Humanities 20th Century	YES
HUM 2310 Mythology in Art and Literature	YES

Appendix 5:

Equity in Athletics Disclosure Act (EADA) Survey Federal Report

Appendix 6:

Salary Survey for Administrators & Faculty New Hires

Faculty Hired Between 2009 and 2013			
Contract	Degree	Salary Range	Employee Count
10Month	ASOC	40001 50000	2
10Month	BACH	30001 40000	1
10Month	BACH	50001 60000	4
10Month	DOCT	40001 50000	1
10Month	DOCT	50001 60000	20
10Month	DOCT	60001 70000	12
10Month	DOCT	70001 80000	2
10Month	M+30	40001 50000	3
10Month	M+30	50001 60000	10
10Month	M+30	60001 70000	4
10Month	M+30	70001 80000	1
10Month	MAST	40001 50000	34
10Month	MAST	50001 60000	30
10Month	MAST	60001 70000	9
10Month	MAST	70001 80000	1
12Month	M+30	60001 70000	1
12Month	M+30	Over 90000	1
12Month	MAST	50001 60000	4
12Month	MAST	60001 70000	1
12Month	MAST	70001 80000	2
12Month	MAST	80001 90000	1

Faculty Hired Between 2013 and 2014			
Contract	Degree	Salary Range	Employee Count
10Month	BACH	40001 50000	1
10Month	BACH	50001 60000	1
10Month	DOCT	50001 60000	4
10Month	DOCT	60001 70000	3
10Month	DOCT	70001 80000	1
10Month	DOCT	80001 90000	1
10Month	M+30	50001 60000	1
10Month	M+30	60001 70000	2
10Month	MAST	40001 50000	9
10Month	MAST	50001 60000	8
12Month	DOCT	70001 80000	1
12Month	MAST	60001 70000	1

Admin Hired Between 2009 and 2013

Contract	Degree	Salary Range	Employee Count
12Month	BACH	70001_80000	2
12Month	BACH	Over_90000	1
12Month	DOCT	50001_60000	1
12Month	DOCT	70001_80000	1
12Month	DOCT	80001_90000	9
12Month	DOCT	Over_90000	10
12Month	M+30	80001_90000	3
12Month	M+30	Over_90000	1
12Month	MAST	80001_90000	5
12Month	MAST	Over_90000	6

Admin Hired Between 2013 and 2014

Contract	Degree	Salary Range	Employee Count
12Month	DOCT	80001_90000	3
12Month	DOCT	Over_90000	4
12Month	MAST	80001_90000	2
12Month	MAST	Over_90000	3

**VALENCIA COLLEGE
FULL-TIME TENURE EARNING FACULTY SALARY SCHEDULE**

EXHIBIT B

MASTER'S DEGREE			MASTER'S DEGREE		
STEP	10 MONTH	12 MONTH	STEP	10 MONTH	12 MONTH
1	\$43,020	\$51,624	16	\$59,460	\$71,352
2	\$44,116	\$52,939	17	\$60,556	\$72,667
3	\$45,212	\$54,254	18	\$61,652	\$73,982
4	\$46,308	\$55,570	19	\$62,748	\$75,298
5	\$47,404	\$56,885	20	\$63,844	\$76,613
6	\$48,500	\$58,200	21	\$64,940	\$77,928
7	\$49,596	\$59,515	22	\$66,036	\$79,243
8	\$50,692	\$60,830	23	\$67,132	\$80,558
9	\$51,788	\$62,146	24	\$68,228	\$81,874
10	\$52,884	\$63,461	25	\$69,324	\$83,189
11	\$53,980	\$64,776	26	\$70,420	\$84,504
12	\$55,076	\$66,091	27	\$71,516	\$85,819
13	\$56,172	\$67,406	28	\$72,612	\$87,134
14	\$57,268	\$68,722	29	\$73,708	\$88,450
15	\$58,364	\$70,037	30	\$74,804	\$89,765

Notes:

1. For twelve (12) month faculty, the annual salary will be distributed in the same manner as for other (12) month employees. For personnel beginning or terminating during the year, the salary will be prorated based on 261-days from July 1, 2013, through June 30, 2014. For ten (10) month faculty, the annual salary will be divided into twenty-two (22) or twenty-six (26) equal payments at the election of the faculty member. For ten (10) month faculty beginning or terminating during the year, the salary will be prorated based on 194 days.
2. Faculty on a supplemental contract who teach less than a normal teaching load for Summer A or B may be paid based on a corresponding percentage of the normal full-time salary if regularly required office and student engagement hours are maintained. Employee Development Fund salaries will not vary from approved salary schedules. Salaries of personnel employed under federal projects may not exceed board-approved salaries. Personnel assigned to the Downtown Center will be paid a supplemental allowance of \$20.00 per pay period if the college does not pay for parking.

**VALENCIA COLLEGE
FULL-TIME TENURE EARNING FACULTY SALARY SCHEDULE**

EXHIBIT B

Notes Continued:

3. A new employee may receive up to a maximum of 15 years of credit for relevant prior professional experience as a component of a faculty member's base salary. A year's credit is allowed if an employee was employed for more than one-half the duty days in an academic year as a full-time employee. Minor fractions of a year cannot be added to obtain experience credit on the salary schedule. New employees will be placed on the salary schedule as follows:

YEARS OF EXPERIENCE	STEP
Less than 1	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9	10
10	11
11	12
12	13
13	14
14	15
15	16

4. The President or his designate, in conjunction with the Vice President, Human Resources and Diversity, shall have the authority to accept, for salary purposes in lieu of educational experience, an individual's full-time employment that is deemed appropriately related to the individual's assignment. Placement on the salary schedule may be made at a level other than as described when deemed necessary by the President and in conjunction with the Vice President, Human Resources and Diversity. The President or his designate, in conjunction with the Vice President, Human Resources and Diversity, is authorized to approve a salary supplement for faculty members who are performing additional duties. As an exception to the provisions of this paragraph, individuals returning to the college after having received benefits under the Retirement Incentive Program shall be reemployed at the entry-level salary without credit for experience.

**VALENCIA COLLEGE
FULL-TIME TENURE EARNING FACULTY SALARY SCHEDULE**

EXHIBIT B

Notes Continued:

5. Education component: The Faculty Compensation Plan salary amount shown in steps 0 – 30 are based on a Master’s degree. The following amounts will be added to or subtracted from (reflected in parenthesis) an employee’s 10 - month base salary according to degree level at the time of employment:

Associate’s (\$4,900)	Bachelor’s (\$3,500)	Master’s +30 \$3,500	Doctorate \$7,000
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6. Professional development: Faculty members who meet the requirements outlined in the Faculty Compensation Plan Professional Development Component Plan will be eligible for one payment level described below upon approval by the President or his designee.

Level I \$750	Level II \$1,500
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7. Institutional effectiveness: Payments under this component of the Faculty Compensation Plan will be based on established criteria and paid upon the approval of the President or his designee.
8. Board approved salary increases will not be processed for personnel employed under federal/state grants unless money for these increases have been budgeted in the grants.
9. Individuals returning to the college within two (2) years of separation will be placed on the salary schedule at a step with a salary that is closest, but not lower than their salary when they terminated employment. Individuals returning to the college after two (2) years of separation will be credited with relevant prior professional experience in accordance with paragraph four (4) above of the Faculty Compensation Plan.
10. Full-time Non-Tenure earning instructional employees will be paid in accordance with the Salary Schedule for Full-Time Non-Tenure earning Faculty.
11. A faculty member performing extra, non-teaching duties outside his/her normal working hours may be paid a salary supplement for the additional duties. The pay rate for such extra duties shall be at a minimum rate of \$7.79 per hour to a maximum of \$25.00 per hour. For additional teaching duties see the credit overload and/or continuing education schedules. A faculty member may not receive payment for hours worked which exceed his/her normal working hours by more than ten (10) hours per week unless approved by the President or his designate and in conjunction with the Vice President, Human Resources and Diversity.

**VALENCIA COLLEGE
FULL-TIME NON-TENURE EARNING FACULTY SALARY SCHEDULE**

EXHIBIT B

4 MONTH FACULTY RATES

DEGREE	FALL	SPRING	SUMMER TERM A	SUMMER TERM B	SUMMER FULL TERM
BACHELOR'S	\$17,315	\$17,315	\$6,295	\$6,295	\$12,590
MASTER'S	\$19,719	\$19,719	\$7,200	\$7,200	\$14,400
MASTER'S +30	\$21,108	\$21,108	\$7,755	\$7,755	\$15,510
DOCTORATE	\$22,775	\$22,775	\$8,358	\$8,358	\$16,716

8, 10 and 12 MONTH FACULTY RATES

DEGREE	FALL	SPRING	SUMMER TERM A	SUMMER TERM B	SUMMER FULL TERM
BACHELOR'S	\$17,787	\$17,787	\$6,484	\$6,484	\$12,968
MASTER'S	\$20,259	\$20,259	\$7,415	\$7,415	\$14,830
MASTER'S +30	\$21,690	\$21,690	\$7,987	\$7,987	\$15,974
DOCTORATE	\$23,402	\$23,402	\$8,608	\$8,608	\$17,216

Notes:

1. Full-time Non-Tenure earning faculty will be paid a flat rate that does not correlate to the regular faculty salary schedule. The compensation, listed above, is based on a full teaching load and the associated office and student engagement hours. For personnel beginning or terminating during the session, the salary will be prorated based on a ratio of the number of actual days worked and the number of work days in the academic session.
2. The rate of pay for Supplemental Contracts for 8 and 10 month will be calculated based on these published rates.

**VALENCIA COLLEGE
OVERLOAD AND ADJUNCT FACULTY SALARY SCHEDULE**

EXHIBIT B

**CREDIT COURSES TAUGHT BY FULL-TIME FACULTY, NON-FACULTY FULL-TIME STAFF WHO HAVE FEWER THAN 60 FACULTY DEVELOPMENT HOURS
AND ADJUNCT FACULTY.**

DEGREE	1 CONTACT HOUR COURSE		3 CONTACT HOUR COURSE		4 CONTACT HOUR COURSE		5 CONTACT HOUR COURSE		6 CONTACT HOUR COURSE	
BACHELOR'S	\$525.00	(\$789.00)	\$1,575.00	(\$2,367.00)	\$2,100.00	(\$3,156.00)	\$2,625.00	(\$3,945.00)	\$3,150.00	(\$4,734.00)
MASTER'S	\$574.00	(\$862.00)	\$1,722.00	(\$2,586.00)	\$2,296.00	(\$3,448.00)	\$2,870.00	(\$4,310.00)	\$3,444.00	(\$5,172.00)
DOCTORATE	\$628.00	(\$943.00)	\$1,884.00	(\$2,829.00)	\$2,512.00	(\$3,772.00)	\$3,140.00	(\$4,715.00)	\$3,768.00	(\$5,658.00)

**CREDIT COURSES TAUGHT BY NON-FACULTY FULL-TIME STAFF AND FULL-TIME NON-TENURE EARNING FACULTY WHO HAVE 60 OR MORE FACULTY
DEVELOPMENT HOURS AND ASSOCIATE FACULTY.**

DEGREE	1 CONTACT HOUR COURSE		3 CONTACT HOUR COURSE		4 CONTACT HOUR COURSE		5 CONTACT HOUR COURSE		6 CONTACT HOUR COURSE	
BACHELOR'S	\$562.00	(\$844.00)	\$1,686.00	(\$2,532.00)	\$2,248.00	(\$3,376.00)	\$2,810.00	(\$4,220.00)	\$3,372.00	(\$5,064.00)
MASTER'S	\$611.00	(\$916.00)	\$1,833.00	(\$2,748.00)	\$2,444.00	(\$3,664.00)	\$3,055.00	(\$4,580.00)	\$3,666.00	(\$5,496.00)
DOCTORATE	\$665.00	(\$998.00)	\$1,995.00	(\$2,994.00)	\$2,660.00	(\$3,992.00)	\$3,325.00	(\$4,990.00)	\$3,990.00	(\$5,988.00)

CREDIT COURSES TAUGHT BY SENIOR TEACHING FELLOWS

DEGREE	1 CONTACT HOUR COURSE		3 CONTACT HOUR COURSE		4 CONTACT HOUR COURSE		5 CONTACT HOUR COURSE		6 CONTACT HOUR COURSE	
BACHELOR'S	\$918.00	(\$1,376.00)	\$2,754.00	(\$4,128.00)	\$3,672.00	(\$5,504.00)	\$4,590.00	(\$6,880.00)	\$5,508.00	(\$8,256.00)
MASTER'S	\$964.00	(\$1,447.00)	\$2,892.00	(\$4,341.00)	\$3,856.00	(\$5,788.00)	\$4,820.00	(\$7,235.00)	\$5,784.00	(\$8,682.00)
DOCTORATE	\$1,021.00	(\$1,533.00)	\$3,063.00	(\$4,599.00)	\$4,084.00	(\$6,132.00)	\$5,105.00	(\$7,665.00)	\$6,126.00	(\$9,198.00)

Note:

Amounts in parentheses are for off-campus dual enrollment credit classes.

FACULTY SALARY STEP

DATE _____

NAME _____

POSITION _____

HIRING DATE _____

DEGREE B M M +30 Doctorate

STARTING YEAR _____

STARTING STEP _____

	Years	Additional Steps
COLLEGE LEVEL FULL-TIME TEACHING EXPERIENCE (1:1)		
HIGH SCHOOL RELATED EXPERIENCE (3:1)		
OTHER FULL-TIME EXPERIENCE RELATED TO DISCIPLINE (1:1)		
HIRING STEP		

Experience Rationale:

Appendix 7:

Marketing to Diverse Audiences

APRENDA INGLÊS PARA AVANÇAR NA SUA CARREIRA.

Valencia College Continuing Education oferece uma grande variedade de cursos de inglês para ajudá-lo a progredir.

Inscriva-se até o 15 de março para receber um desconto nos cursos que começam na semana de 31 de março. Inscreva-se já. 407-582-6688. valenciacollege.edu/esl

VALENCIACOLLEGE

O caminho que conta.

Valencia College oferece igualdade de acesso e oportunidades.

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APRENDE INGLÉS PARA AVANZAR EN TU CARRERA.

Valencia College Continuing Education ofrece una gran variedad de cursos de inglés para ayudarte a progresar.

Inscríbete antes del 15 de marzo para recibir un descuento en los cursos que empiezan la semana del 31 de marzo. Inscríbete hoy. 407-582-6688. valenciacollege.edu/esl

VALENCIACOLLEGE

El camino que cuenta.

Valencia College ofrece igualdad de acceso y oportunidades.

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Valencia College Search

Future Students

- Home
- Why Valencia**
- Admissions
- DirectConnect to UCF
- Financial Aid
- Degrees and Careers
- Schedule Options



- APPLY**
- VISIT
- REQUEST INFORMATION

Awards and Recognition

Valencia is nationally recognized as one of the top colleges in the country.

LEARN MORE

Why Valencia

The Valencia Difference

As the inaugural winner of the Aspen Prize for Community College Excellence, Valencia is recognized as one of the best colleges in the nation. At Valencia, you'll get a quality education at a price you can afford. We



Valencia College Search

Future Students

- Home
- Why Valencia**
- Admissions
- DirectConnect to UCF
- Financial Aid
- Degrees and Careers
- Schedule Options

VALENCIA COLLEGE OPEN HOUSE

Make the moment.

MARCH 18 WEST CAMPUS	APRIL 26 EAST CAMPUS	MAY 1 OSCEOLA CAMPUS
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WIN A \$500 SCHOLARSHIP! **RSVP NOW** →

DIRECT CONNECT TO UCF

- APPLY**
- VISIT
- REQUEST INFORMATION

International Student Information

Push.

VALENCIA COLLEGE

Demographic Profiles

Adults 18-34, Orlando Metro Coverage

	Race is White	Race is black/African American	Race is Asian	Race is Other	Hispanic/Race is Hispanic
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PRINT

Orlando Sentinel (SUN)	49.4%	41.2%	48.4%	26.1%	45.9%
<i>La Prensa (6 mos)</i>	5.4%	0.0%	0.0%	3.6%	13.6%

RADIO

WCFB-FM	4.7%	59.2%	5.4%	22.6%	13.3%
WHKQ-FM	15.4%	14.6%	43.1%	25.8%	47.4%
WJHM-FM	38.4%	66.1%	0.0%	51.0%	46.3%
WJRR-FM	40.2%	5.2%	0.0%	0.0%	17.4%
WMMO-FM	26.8%	0.0%	0.0%	0.0%	0.0%
WOMX-FM	58.8%	1.9%	16.5%	3.6%	12.2%
WPYO-FM	48.7%	77.2%	10.5%	60.9%	51.7%
WRUM-FM	18.2%	13.0%	0.0%	8.0%	46.5%
WWKA-FM	30.2%	0.0%	0.0%	19.9%	3.8%
WXXL-FM	64.8%	20.5%	57.9%	55.0%	46.5%
<i>WNUE-FM</i>	7.1%	0.0%	0.0%	10.2%	19.9%

TELEVISION

WFTV(ABC)	54.8%	78.0%	57.2%	50.3%	51.4%
WKMG(CBS)	61.0%	47.7%	57.2%	43.1%	50.7%
WOFL(FOX)	62.6%	68.0%	82.6%	53.9%	42.6%
WKCF(CW)	16.2%	21.7%	0.0%	3.6%	11.5%
WESH(NBC)	48.7%	31.0%	55.6%	55.9%	36.6%
WRBW(My Network)	4.3%	6.7%	0.0%	0.0%	1.1%
WRDQ(Ind)	6.2%	10.8%	0.0%	0.0%	1.1%
<i>Univision</i>	10.5%	10.6%	0.0%	8.0%	28.6%
<i>Telemundo</i>	10.5%	0.0%	0.0%	8.0%	26.5%

CABLE

Comedy Central	26.1%	41.0%	41.9%	48.6%	27.6%
MTV	33.7%	30.7%	16.5%	27.5%	31.6%
Style	2.3%	0.0%	0.0%	12.0%	1.4%
Cartoon Net	11.0%	3.2%	25.4%	25.3%	13.1%
TruTV	6.4%	34.7%	0.0%	9.8%	6.9%
VH1	18.7%	24.0%	0.0%	15.6%	20.5%
Spike	20.0%	22.2%	0.0%	19.3%	27.3%
Oxygen	28.6%	41.4%	10.5%	12.0%	35.0%
OWN	2.8%	25.3%	0.0%	0.0%	5.0%
BET	15.0%	51.8%	0.0%	7.2%	26.7%
USA	17.2%	39.6%	16.5%	5.4%	12.1%
Bravo	14.0%	6.9%	10.5%	5.1%	17.6%

Credit 2012-13 03-21-13.xls

CNBC	4.6%	10.8%	25.4%	7.6%	10.7%
MSNBC	5.6%	6.8%	0.0%	0.0%	5.9%
NBC Sports	3.6%	0.0%	0.0%	0.0%	5.9%

DIGITAL

Yahoo! (wk)	53.0%	58.6%	57.2%	56.2%	53.8%
Google (wk)	84.1%	82.9%	52.1%	58.7%	77.1%
Facebook (mo)	93.7%	72.9%	94.6%	78.7%	79.8%

	Race is black/African American	Race is Asian	Hispanic/Race is Hispanic
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CINEMA*

	Race is black/African American	Race is Asian	Hispanic/Race is Hispanic
Wekiva	23.3%	4.4%	27.1%
The Loop	13.2%	8.1%	65.2%
Waterford Lakes	12.0%	8.0%	40.3%
West Oaks	42.4%	6.8%	22.2%
Winter Park	20.1%	4.2%	21.2%
Plaza Cinema Café	33.6%	3.6%	26.2%

OUT OF HOME

By using a combination of digital billboards and poster size billboards evenly distributed throughout Orange and Osceola county, we are confident we are reaching ethnic groups proportionate to the population.

Source(s);

Print, Radio, Television, Cable, Yahoo, Google, Facebook - Scarborough, Release 2 2012 Aug11-Jul12

Cinema - provided by NCM based on census and doublebase data

* Cinema data is percentage of cinema attendees (composition)