

Valencia College

2015-2016

Annual Equity Update

Division of Florida Colleges

April 27, 2016



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



THE *Florida*
COLLEGE SYSTEM

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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes (F.S.) and implementing State Board of Education Rules in the Florida Administrative Code (F.A.C.) have specific requirements for this annual update.

- Section (§) 1000.05, F.S., the “Florida Educational Equity Act”
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., 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

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. Until this year, colleges have submitted new plans each year. For the 2016 reporting purposes, the Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. Therefore, the college equity plan submitted in April 2015 for 2014-2015 will be considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

For April 2016, the Division of Florida Colleges (DFC) has reduced the preparation steps formerly completed by each institution. The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2016. The update should be submitted by email to the following email address: Lynda.Earls@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2015-2016 update should address the following six parts of your 2014-2015 report.

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No Yes

If yes, provide the following applicable updates:

- A. A list of persons, by title and organizational location, involved in the development of the plan
- B. A description of the participation of any advisory groups or persons

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

- A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No Yes If yes:
 - 1) Provide the date of revision: September 25, 2015
 - 2) Describe the revision:
Updated Notice of Non Discrimination Based on Protected Status to include "pregnancy" (pg. 3 of existing policy)¹
 - 3) Provide the web link(s) to document the revision:
<http://valenciacollege.edu/generalcounsel/policy/documents/Volume2/2-01-Discrimination-Harassment-and-Related-Conduct.pdf>
- B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No Yes If yes, provide updated information.
- C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? Yes No
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.
- D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No Yes If yes:
 - 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- E. Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:
 - 1) Notifications of these procedures are placed in prominent and common information sources. No Yes

¹ Appendix 1

- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___ Yes x
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___ Yes x
 If any answers in "E" are "No," provide the college's plan for compliance.

F. Have there been any revisions to nondiscrimination policies or procedures pertaining to:

1)	Title IX?	No <u>x</u> Yes
2)	Title II?	No <u>x</u> Yes
3)	Section 504?	No <u>x</u> Yes
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <u>x</u> Yes
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <u>x</u> Yes
6)	Other policies or procedures related to civil rights or nondiscrimination?	No <u>x</u> Yes

Address the following for any policies or procedures in "F" marked "Yes"

- a) The name of the policy and/or procedure(s):
- b) The date of revision:
- c) A description of the revision:
- d) The web link(s) to document the revision:

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data 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. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2015-2016 in the excel table provided.

The college is achieving goals: Yes ___ No_x__ If no, provide:

Achievement of Goals: ENROLLMENTS

	2014- 2015 Goals for FTIC	2014- 2015 Goals Achieved FTIC Yes/No	2015 - 2016 Goals for FTIC		2014- 2015 Goals for Overall Enrollments	2014- 2015 Goals Achieved Overall Enrollments Yes/No	2015 - 2016 Goals for Overall Enrollments
Black	1.00%	No	1.00%		0.50%	No	.50%
Hispanic	1.00%	Yes	1.00%		0.75%	Yes	.50%
Other Minorities	0.50%	Yes	1.00%		0.50%	No	0.50%
White	---	---	---		---	---	---
Male	---	---	---		---	---	---
Female	0.75%	Yes	0.75%		0.50%	No	0.50%
DIS	0.50%	No	0.25%		0.25%	No	0.25%
LEP	0.25%	No	0.25%		0.25%	No	0.25%

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups

Central Florida Access Network (a part of FCAN)

Valencia participates in this local network aimed at promoting college attendance to area youth and other residents. Lead by the United Way, this educational alliance has launched media campaigns and a mobile app aimed at taking the mystery out of college enrollment especially for students from under-represented minorities and lower socioeconomic groups. This year, the Chair of the group is Valencia's Director of Transition Planning, Niurka Ferrer.

There are community focus areas and taskforces/workgroups around the following initiatives: Adult Learners, FAFSA completion, scholarships and career pathways.

College Nights and Campus Open Houses

Valencia hosts major events in Fall and in Spring term aimed at acquainting the community with college options in Central Florida and beyond. College Nights occur on 2 Valencia campuses in October and feature hundreds of colleges in a college fair style as well as informational workshops. Campus Open Houses are held in Spring on 3 Valencia campuses and feature specific Valencia programs available in a hands on experience. All of these events are intended to inform students who have not traditionally attended college about their college choices and how to prepare for the enrollment process.

Over 3000 students attended the two college nights held in 2015. Valencia hosted 100 colleges at each event and Valencia's programs, services, clubs and organizations were also featured.

In the spring of 2015, the college welcomed 828 future and current students and their families to discover academic programs and options at our campuses. This event is under review and each campus will choose if they would like to continue leading this event. Osceola campus will be the only one hosting for spring 2016, which the date is May 5, 2016.

College Day

Valencia sponsors an all day Saturday workshop in Spring each year aimed at middle school children and families about college options and college preparation. School and community partners bring youth from specific enrichment programs and it is advertised through the schools to all children and families. The intent is to inform children and their parents from all backgrounds that "college is possible."

Media Outreach and Advertising

Valencia's Public Affairs and Marketing office actively promotes 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 TV, print, radio and outdoor billboards in Spanish as well as English. Efforts were also made to reach key ethnic and diverse audiences via advertising spend in targeted channels.

Partnership With Public School System

Valencia College enjoys a close and effective partnership with each school district we serve—Orange County Public Schools and the School District of Osceola County. Our working relationships to increase student high school completion and college attendance is supported by a College Readiness and Transition Advisory group for each county that meets monthly to collaborate on specific implementation plans for dual enrollment, FAFSA completion, career and college readiness, college application, and special scholarship programs and activities. We partner to deploy Transition Coaches to support all students in learning about college and believing that college is possible. These are positions, paid for by the public school system via a grant from Valencia, with the sole purpose of working from within the local high school 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 career planning and connection/community building.

In addition, Valencia's Osceola campus has "adopted" Central Avenue Elementary school (92% minority) to support students with faculty and staff mentors, programs, and other activities to support student learning and success. More than 50 Osceola Campus students, faculty, and staff have served as mentors for students at Central Avenue Elementary, visiting with a student on a weekly basis at the school. In addition, every 3rd, 4th, and 5th grade student at Central Avenue Elementary has experienced a day of "mock college" at Valencia's Osceola Campus, getting a chance to participate in mini-classes taught by Valencia professors. The on-campus experience is intended to help our young guests believe that "college is possible," and Principal Trenisha Simmons reports that she frequently hears her students comment that they "plan to go to Valencia when they grow up."

FAFSA Frenzy

One major barrier between prospective students enrolling in college is funding: either a lack of money or lack of knowledge in applying for and accessing funding. To help take the mystery out of federal student aid, Valencia hosts FAFSA Frenzy events in the Spring term, at which students and their families can receive personal assistance in applying and understanding FAFSA processes and responsibilities.

In Spring 2016, the College serviced 508 students with this initiative.

Got College?

Osceola County historically has had one of the lowest college-going rates in the state of Florida. In fact, in 2011, Osceola County's college-going rate ranked 57th out of 67 counties in the state of Florida.

Valencia College, in collaboration with the School District of Osceola and the Education Foundation of Osceola County, has launched the "Got College?" initiative to increase the college-going rate in Osceola County. As a result of these efforts, the percentage of high school graduates in Osceola County who enroll at Valencia College has increased from 30% in 2010 to 39% in 2014.

With local partnerships, the "Campus Express" was created and has provided transportation to over 1000 middle and high school students to tour the campus. The Campus Express will transport over 2000 students in the coming year to Osceola Campus. In addition, more strategic work has been done to provide experiences for Spanish speakers, such as a specific Valencia Night open house for ESOL parents.

As we continue our “Got College?” efforts, it is apparent that there is a need for community information sessions, offered both in English and Spanish, to help students and their families navigate the college application, scholarship application, and financial aid application processes. Given that only 18% of adults in Osceola County have earned a bachelor’s degree or higher (as compared with 26% statewide), students are often unable to rely on their families for college advice. In response to this community need, a “Scholarship Workshop” was piloted at the Osceola Campus in January 2016 during which Valencia College personnel and students shared information about available scholarships and provided assistance with scholarship applications and scholarship essays. The event attracted more than 150 attendees.

- 2) New methods and strategies to target underrepresented students where goals have not been achieved

Grad Gift 2015

For Fall 2015, Valencia sponsored an incentive program for recent high school graduates in order to increase the college going rate of Orange and Osceola high school graduates. Students who completed their Fall enrollment by early July and paid for their fees by August payment deadline were given a Bookstore Certificate for \$100. This supported early planning and completion of the enrollment process as well as helping with the cost of college for students and their families. Almost 1,400 students received this tuition waiver. This replaced the “Freshman Freebie” strategy from 2014.

B. Student Completions (college degree and certificate programs)

This year’s report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2012-2013 to 2014-2015, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2014-2015 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2015-2016 using the excel table provided.

The college is achieving goals: Yes ___ No x ___ If no, provide:

Achievement of Goals: COMPLETIONS

	2014- 2015 AA Degrees	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	842	1.00%	No	1.00%
Hispanic	1931	2.00%	No	1.50%
Other Minorities	511	1.00%	Yes	1.00%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	3292	1.00%	No	1.00%
DIS	140	0.50%	No	0.50%
LEP	268	0.25%	No	0.25%

	2014- 2015 AS Degrees	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	217	1.00%	No	1.00%
Hispanic	411	2.00%	No	1.50%
Other Minorities	90	1.00%	No	1.00%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	716	0.75%	No	0.75%
DIS	40	0.50%	Yes	0.50%
LEP	122	0.75%	Yes	0.75%

	2014- 2015 Certificate	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	742	1.00%	No	1.00%
Hispanic	1243	2.00%	No	1.50%
Other Minorities	309	1.00%	No	1.00%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	1922	1.00%	No	0.75%
DIS	103	0.50%	Yes	0.50%
LEP	324	0.75%	Yes	0.75%

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.

Bridges to Success

The purpose of Bridges to Success is close achievement gaps among low income, first generation and minority students by providing mentoring, academic and financial support, and leadership development beginning the summer after high school graduation for eligible students in Orange and Osceola counties. Through a competitive application process, students from area schools and enrichment programs earn a Bridges to Success scholarship which provides full tuition and a book stipend each term through the completion of the Associates degree (up to 3 years). 400 new students are admitted each year and there are 1,000 students in the program on 3 Valencia campuses. The persistence and completion rates of Bridges students are 20-25 % higher than the non-Bridges peers.

Please refer to appendix 2 that provides data related to the Bridges to Success Program. In summer, 2015, it was reported that there was a 97.6% summer to fall retention for Bridges students compared to a 69.5% for non-Bridges students. There was a 100% summer to fall retention for Hispanic males. In summer 2011, there was a 47% graduation rate in 4 years with an AA, AS, or AAS for Bridges students compared to a 20.1% for non-Bridges peers.

LIFEMAP 2.0 Advising

LIFEMAP is Valencia's advising system which describes to students "what to do when" in order to complete their career and educational goals. LIFEMAP 2.0 is adding assigned advisors to all students in the Associate of Arts programs, based on meta-major and in a reasonable advisee/advisor ration so that personal connection, educational planning, and academic progression are supportive. Students enrolled in the Associate in Science programs have had assigned advisors since 2003. Valencia is also implementing a new CRM system that will enable all of these advisors to identify and follow up with students who appear to be struggling to offer assistance, support, and guidance to keep on track on their pathway to degree completion. This serves all of Valencia's students of which the majority are the designated students for this report.

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 its 3rd year of implementation. 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 Preparation, Personal Connection, Purpose, Planning, Place, and Pathways. It 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.

Please refer to Appendix 3 for data related to the New Student Experience. 78% of the students who took the NSE course in fall 2014 enrolled in courses in spring 2015, which was 2 percentage points higher than all college-wide FTIC degree-seeking students during the same time period (76%). There was a 74% success rate in SLS 1122 in Fall 2014. In Spring, 2015, students who were successful in their SLS 1122 were successful in other courses 86% of the time.

RAMP-Up

Data shows that the more developmental education classes a student tests into, the less likely it is going to be for that person to complete their education. RAMP-Up (Refresher for Accurate Math Placement) is a new targeted course that presents an opportunity for students to complete their mathematics requirements in less time. This one-week experience includes reviewing and refreshing arithmetic and algebra topics 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 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 groups of students who take their first year of college together, with the same courses and instructors. This sort of learning community helps students connect with their classmates and professors, providing more individualized instruction, increased student success, and higher graduation rates. To encourage enrollment in the program, students are eligible for a \$500 scholarship during 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.

Please refer to Appendix 4 for data related to R.E.A.C.H. In Fall of 2014, the retention rate for R.E.A.C.H. students was 80% versus the total non-R.E.A.C.H. was 76.1%. The fall to spring retention rates for R.E.A.C.H. students is 90% compared to a 50% retention rate for students assigned to 3 prep courses (math, reading, English). The average GPA for R.E.A.C.H. students in 2014 was 2.18 versus a 1.97 average for non-R.E.A.C.H. students. 71% of R.E.A.C.H. students complete 15 college level credits within 2 years compared to 26% of students assigned to 3 prep courses.

Stop Out Campaign

Students who begin college often encounter obstacles that interrupts their college attendance for a period of time. Many of these students come from challenging backgrounds in which economic factors and social obligations create temporary barriers to college attendance. In April of each year, Valencia identifies students who have been enrolled within the last 2 years but are not enrolled in the Spring term (and have not graduated or transferred to another college) and who otherwise are eligible to continue enrollment. Then, to encourage their re-enrollment and progression to completion of their degree, postcards are sent inviting their reconnection to the college. A custom website with online advising provides that connection with online advisors and assistance in returning to their educational goals.

- 2) New methods and strategies, if applicable.

Camino a UCF

Camino a UCF (Una Comunidad Fuerte) is a program that allows students to participate in a two-year long learning community with a guaranteed schedule. Students in the program complete the coursework necessary to complete an Associate of Arts degree which includes the program pre-requisites for their intended major at UCF. This sort of learning community helps students connect with their classmates and professors, providing more individualized instruction. Camino a UCF is available on Valencia's Osceola Campus, which is home to our largest population of Hispanic students.

C. Student Success in Targeted Programs

The college's plan for 2014-2015 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.

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 three years through the Louis Stokes Alliance for Minority Participation (LSAMP) grant.

The goal of the LSAMP 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 hired a full-time Project Director for the initiative, as well as three STEM Program Advisors over the course of the grant. This team has organized the following activities:

- Dedicated STEM Academic Advising
- Pre-college Student Outreach
- Summer Academic Enrichment
- URM STEM Learning Support
- Career Awareness and Experiences
- URM Student Financial Support
- Faculty Development Programs to Support URM Students in STEM
- Curriculum Alignment
- Targeted STEM Pathways
- STEM Student Internships
- STEM Co-curricular Experiences

Please refer to appendix 5 regarding data that illustrates the success of this program.

32 students completed the Summer STEM Institute (SSI) during July 2015. Thirty of the students enrolled during Fall 2015. The remaining two students enrolled during Spring 2016. All students attending SSI 2015 subsequently enrolled at Valencia College. The SSI participants:

- Were 12 females and 20 males
- Represented 18 students identified as Hispanic and 9 students identified as Black or African American
- Identified 15 Central Florida high schools as their graduating institutions

2) New methods and strategies, if applicable.

Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities

Course Substitution Report, Form CSR01

List the number of students with reported and eligible disabilities who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type 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	0			
Visual Impairment	0			
Specific Learning Disability	23	Gordon Rule Math	Choose from list attached ²	ACG, APA, BSC,CGS, ECO, EME, GEB, MCB, MGF, OCE, PHI, SBM
		Foreign Language	Choose from list attached ³	HUM, GEB, EUH,EDF, ARH, ANT, INR, REL, THE
Orthopedic Impairment	3	Gordon Rule Math	Choose from list attached	ACG, APA, BSC,CGS, ECO, EME, GEB, MCB, MGF, OCE, PHI, SBM
Speech Impairment	0			

² Appendix 6

³ Appendix 7

Emotional or Behavioral Disability	6	Gordon Rule Math	Choose from list attached	ACG, APA, BSC,CGS, ECO, EME, GEB, MCB, MGF, OCE, PHI, SBM
		Foreign Language	Choose from list attached	HUM, GEB, EUH,EDF, ARH, ANT, INR, REL, THE
Autism Spectrum Disorder	2	Gordon Rule Math	Choose from list attached	ACG, APA, BSC,CGS, ECO, EME, GEB, MCB, MGF, OCE, PHI, SBM
Traumatic Brain Injury	0			
Other Health Impairment	0			

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	10	8
Spring	17	15
Summer	13	11
Total	40	34

Part V. Gender Equity in Athletics

(Include and address only if athletic programs are offered by the college)

Part VI. College Employment Equity Accountability Plan

§1012.86, F.S., Florida College System institution employment equity accountability program requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions, and full-time faculty positions 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 Florida Department of Education.

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year’s annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2014 with Fall 2015.

NEW! National benchmarks have changed, beginning with this year’s report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor’s degree and master’s degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. Beginning this year, student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

1. College Full-Time Exec/Administrative/Managerial Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	2.6	2.5	9.8%	3.9	No	2.75%
Black Male	0.0	1.3	7.1%	3.1	No	2%
Hispanic Female	3.9	3.8	19.7%	5.3	No	4%
Hispanic Male	3.9	3.8	15.2%	5.3	No	4%
White Female	50.6	50	15.6%	n/a	n/a	n/a
White Male	33.8	35	14.2%	n/a	n/a	n/a
Other Minorities	5.2	3.8	18.3%	n/a	n/a	n/a
Other Minorities Female	0.0	0	10.1%	4.5	No	2%
Other Minorities Male	5.2	3.8	7.9%	5.6	No	4%
Total Female	57.1	56.3	55.6%	45.1	Yes	55%
Total Male	42.9	43.8	44%	54.9	No	44%

*All members of all search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace.

*Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

*Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.

- *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.
- *Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.
- *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.
- *Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.
- *Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

2. College Full-Time Instructional Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

Full Time Instructional Staff - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	5	6.1	9.8%	3.9	Yes	2.75%
Black Male	4	3.5	7.1%	3.1	Yes	2%
Hispanic Female	5.2	5.6	19.7%	5.3	Yes	4%
Hispanic Male	3.7	4	15.2%	5.3	No	4%
White Female	44.5	43.2	15.6%	n/a	n/a	n/a
White Male	32	31.7	14.2%	n/a	n/a	n/a
Other Minorities	5.6	6	18.3%	n/a	n/a	n/a
Other Minorities Female	3.5	3.6	10.1%	4.5	n/a	2%
Other Minorities Male	2.1	2.3	7.9%	5.6	No	4%
Total Female	58.2	58.5	55.6%	45.1	Yes	55%
Total Male	41.8	41.5	44%	54.9	No	44%

*All members of all search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace.

*Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

*Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.

*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.

*Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

*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.

*Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.

*Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

3. College Full-Time Instructional Staff with Continuing Contract

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions. Include and evaluate strategies for addressing underrepresentation.

**Instructional Staff w/ Continuing Contract
 Goal Achievement Analysis and Setting Goals**

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	3.7	3.9	9.8%	3.9	Yes	2.75%
Black Male	4	4.2	7.1%	3.1	Yes	2%
Hispanic Female	5.8	6.1	19.7%	5.3	Yes	4%
Hispanic Male	3.4	3.5	15.2%	5.3	No	4%
White Female	45.9	43.7	15.6%	n/a	n/a	n/a
White Male	31.8	32.5	14.2%	n/a	n/a	n/a
Other Minorities	5.5	6.1	18.3%	n/a	n/a	n/a
Other Minorities Female	3.4	3.5	10.1%	4.5	No	2%
Other Minorities Male	2.1	2.6	7.9%	5.6	No	4%
Total Female	58.7	57.2	55.6%	45.1	Yes	55%
Total Male	41.3	42.8	44%	54.9	No	44%

*All members of all search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace.

*Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

*Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.

*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.

*Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

*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.

*Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.

*Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

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

1) 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.

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
- Diverse marketing strategy for job opening
- Veteran's Preference at every step in the hiring process

When employees are not making satisfactory progress toward meeting intended goals, supervisors have a myriad of tools including an Individual Action Plan and a Performance Improvement Plan that can be utilized to address these concerns. The employee relations team and Campus Human Resource Directors serve as support for supervisors to help employees meet the established goals.

- 2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

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 express confidence 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 the Board is unanimously pleased with Dr. Shugart's performance as President of Valencia College. The president's evaluation was submitted and approved by the District Board of Trustees on June 24, 2015.

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. Use space as needed.

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes No
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Search committee representation may include: a) faculty members representing department disciplines, b) other academic deans including representatives from other campuses, c) a representative from 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. In most cases, all members of the search committee will screen applications and 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) Briefly describe the process used to grant continuing contracts.

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) Briefly describe 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 during each term of tenure track employment or more frequent as deemed appropriate by the dean, student assessment forms for each class section taught at the college, and dean evaluations annually or more often as deemed appropriate, and written feedback from the campus community in the second and fifth year of a candidate's pre-tenured period. In the event of a determination of below-acceptable performance on the part of the candidate, the dean will make specific recommendations for improvement and may include recommendations that the candidate work with Teaching and Learning Academy (TLA) facilitators to improve performance and/or quality of the ILP/Portfolio. Evaluations and/or observations will continue each term until an acceptable level is achieved or until it is determined that reappointment will not be recommended.

- 4) Briefly describe the college's budgetary incentive plan to support and ensure attainment of the employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

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 pools average closer to 50% self-reported as not white. 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

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.

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires* ⁴	Salary Range	Number of Existing Employee(s) ⁵
Management Occupations	0	Below \$25,000	0
Management Occupations	0	\$25K - \$30K	0
Management Occupations	0	\$30K – 35K	0
Management Occupations	0	\$35K - \$40K	0
Management Occupations	0	\$40K - \$45K	0
Management Occupations	0	\$45K – \$55K	0
Management Occupations	0	\$55K - \$65K	1
Management Occupations	0	\$65K - \$75K	0

⁴ Appendix 8

⁵ Appendix 9

Management Occupations	1	Above \$75,000	79
Business & Financial Operations	0	Below \$25,000	0
Business & Financial Operations	0	\$25K - \$30K	0
Business & Financial Operations	0	\$30K - \$35K	6
Business & Financial Operations	1	\$35K - \$40K	59
Business & Financial Operations	0	\$40K - \$45K	41
Business & Financial Operations	0	\$45K - \$55K	65
Business & Financial Operations	1	\$55K - \$65K	40
Business & Financial Operations	0	\$65K - \$75K	28
Business & Financial Operations	0	Above \$75,000	33
Computer Engineering & Science	0	Below \$25,000	0
Computer Engineering & Science	0	\$25K - \$30K	0
Computer Engineering & Science	0	\$30K - \$35K	1
Computer Engineering & Science	0	\$35K - \$40K	13
Computer Engineering & Science	0	\$40K - \$45K	7
Computer Engineering & Science	1	\$45K - \$55K	22
Computer Engineering & Science	0	\$55K - \$65K	12
Computer Engineering & Science	0	\$65K - \$75K	13
Computer Engineering & Science	0	Above \$75,000	16
Instruction ⁶	0	Below \$25,000	n/a
Instruction	0	\$25K - \$30K	n/a
Instruction	0	\$30K - \$35K	n/a
Instruction	0	\$35K - \$40K	n/a

⁶ According to the CCTCMIS data dated 12/28/15 there were no employees under the Occupation Activity of "Instruction" for the fall ending term 2013 - 2014 (appendix 8).

Instruction	1	\$40K - \$45K	n/a
Instruction	3	\$45K - \$55K	n/a
Instruction	4	\$55K - \$65K	n/a
Instruction	3	\$65K - \$75K	n/a
Instruction	0	Above \$75,000	n/a
Non-postsecondary Teaching	0	Below \$25,000	0
Non-postsecondary Teaching	1	\$25K - \$30K	8
Non-postsecondary Teaching	0	\$30K - \$35K	12
Non-postsecondary Teaching	1	\$35K - \$40K	14
Non-postsecondary Teaching	0	\$40K - \$45K	35
Non-postsecondary Teaching	0	\$45K - \$55K	12
Non-postsecondary Teaching	0	\$55K - \$65K	2
Non-postsecondary Teaching	0	\$65K - \$75K	0
Non-postsecondary Teaching	0	Above \$75,000	0
Service Occupations	1	Below \$25,000	56
Service Occupations	0	\$25K - \$30K	81
Service Occupations	1	\$30K - \$35K	15
Service Occupations	0	\$35K - \$40K	6
Service Occupations	0	\$40K - \$45K	1
Service Occupations	0	\$45K - \$55K	1
Service Occupations	0	\$55K - \$65K	1
Service Occupations	0	\$65K - \$75K	0
Service Occupations	0	Above \$75,000	0
Office and Administrative Support Occupations	0	Below \$25,000	0
Office and Administrative Support Occupations	2	\$25K - \$30K	76
Office and Administrative Support Occupations	2	\$30K - \$35K	113
Office and Administrative Support Occupations	0	\$30K - \$40K	40
Office and Administrative Support Occupations	0	\$40K - \$45K	16

Office and Administrative Support Occupations	0	\$45K – \$55K	12
Office and Administrative Support Occupations	0	\$55K - \$65K	1
Office and Administrative Support Occupations	0	\$65K - \$75K	1
Office and Administrative Support Occupations	0	Above \$75,000	0
Natural Resources, Construction and Maintenance Occupations	0	Below \$25,000	0
Natural Resources, Construction and Maintenance Occupations	0	\$25K - \$30K	4
Natural Resources, Construction and Maintenance Occupations	1	\$30K – \$35K	18
Natural Resources, Construction and Maintenance Occupations	0	\$35K - \$40K	4
Natural Resources, Construction and Maintenance Occupations	0	\$40K - \$45K	3
Natural Resources, Construction and Maintenance Occupations	0	\$45K – \$55K	1
Natural Resources, Construction and Maintenance Occupations	0	\$55K - \$65K	0
Natural Resources, Construction and Maintenance Occupations	0	\$65K - \$75K	0
Natural Resources, Construction and Maintenance Occupations	0	Above \$75,000	0

* 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, 2015 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, 2015.”

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2015/2016 ANNUAL EQUITY UPDATE REPORT
Signature Page

(Valencia College)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., 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, color, ethnicity, national origin, gender, pregnancy, 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 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)

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

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2015/2016. Please enclose appropriate appendices.

Back cover of report

Division of Florida Colleges
325 W. Gaines Street, Suite 1544
Tallahassee, Florida 32399-0400



APPENDIX 1
Valencia College Policy
6Hx28:2-01



VALENCIA

POLICY: 6Hx28:2-01

Responsible Official:
Vice President, Organizational Development and Human
Resources/Title IX Coordinator/Equal Opportunity Officer

Specific Authority: 1001.64, F.S.
Law Implemented: 1001.64, F.S.

Effective Date: 2-25-2015

**DISCRIMINATION, HARASSMENT AND RELATED MISCONDUCT
(Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal
Violence, Stalking, Complicity, and Retaliation)**

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VALENCIA

POLICY: 6Hx28:2-01

Responsible Official:
Vice President, Organizational Development and Human
Resources/Title IX Coordinator/Equal Opportunity Officer

Specific Authority: 1001.64, F.S.
Law Implemented: 1001.64, F.S.

Effective Date: 2-25-2015
Date of Last Review: 2-25-2015

DISCRIMINATION, HARASSMENT AND RELATED MISCONDUCT

(Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal Violence, Stalking, Complicity, and Retaliation)

Policy Statement

I. NOTICE OF NON-DISCRIMINATION BASED ON PROTECTED STATUS

- A. 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, sex/gender, genetic information, sexual orientation, gender identity**, pregnancy, and any other factor protected under applicable federal, state, and local civil rights laws, rules and regulations (collectively referred to as “Protected Status”).
- B. In addition, Valencia College (“Valencia” or “College”) strives to be a community in which all members can learn and work in an atmosphere free from all forms of **Harassment**, including **sexual Harassment, discrimination**, intimidation and/or retaliation. This Policy prohibits all forms of **Discrimination** and **Harassment** based on **Protected Status**. It expressly, therefore, also prohibits **Sexual Assault** and **Sexual Exploitation**, which by definition involve conduct of a sexual nature and are prohibited forms of Sexual or Gender-Based **Harassment**. This Policy further prohibits **Stalking** and **Interpersonal Violence**, which need not be based on an individual’s **Protected Status**. Finally, this Policy prohibits **Complicity** for knowingly assisting in an act that violates this Policy and Retaliation against an individual because of his or her good faith participation in the reporting, investigation, and/or adjudication of violations of this Policy. These behaviors are collectively referred to in this Policy as Prohibited Conduct.
- C. All members of the **College community** are responsible for conducting themselves in accordance with this Policy and other College policies and procedures. Valencia students and employees who violate this Policy may face discipline up to and including expulsion or termination.
- D. The College’s protection of these statuses is grounded in federal, state, and local laws. The College encourages all community members to take reasonable and prudent actions to prevent or stop Prohibited Conduct. Taking action may include direct intervention when safe to do so,

seeking assistance from a person in authority at the College, enlisting the assistance of friends, contacting law enforcement, or contacting Campus Safety and Security. Members of the [College community](#) who exercise this positive responsibility will be supported by the College and protected from Retaliation.

- E. The College has an obligation to make reasonable efforts to investigate and address known or suspected instances of Prohibited Conduct. To foster a climate that encourages prevention and reporting of Prohibited Conduct, the College will actively promote prevention efforts, educate the [College community](#), respond to all reports promptly, provide Interim Protective Measures to address safety and emotional well-being, and act in a manner that recognizes the inherent dignity of the individuals involved.

II. **SEXUAL OR GENDER BASED HARASSMENT, SEXUAL ASSAULT, SEXUAL EXPLOITATION, INTERPERSONAL VIOLENCE, AND STALKING**

- A. Title IX of the Education Amendments of 1972 states that:
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to [discrimination](#) under any education program or activity receiving Federal financial assistance.
- B. Sexual or Gender-Based [Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), and Retaliation, as defined in this Policy, are prohibited forms of [discrimination](#) under Title IX, which covers all of the College's programs and activities. Like racial, religious, and [national origin Harassment](#), Sexual or Gender-Based [Harassment](#) and Sexual Violence are also prohibited under Title VII of the Civil Rights Act of 1964, Section 760 et al, F.S., and other applicable laws.
- C. The College's prohibition against [Interpersonal Violence](#) (including domestic and dating violence) and [Stalking](#) is also governed by federal law because these forms of behavior are prohibited by the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) (the Clery Act) and Section 304 of the Violence Against Women Reauthorization Act of 2013. Such acts violate the essential dignity of our community member(s) and are contrary to our institutional values.
- D. The College, as an educational community, will promptly and equitably respond to reports of [Sexual Assault](#), [Interpersonal Violence](#), and [Stalking](#) in order to eliminate the [Harassment](#), prevent its recurrence, and address its effects on any individual or the community. The College recognizes that [Sexual Assault](#), [Interpersonal Violence](#), and [Stalking](#) encompass a broad spectrum of conduct and will respond according to both the severity of the offense and the threat it poses to the campus community.

III. **PROHIBITED CONDUCT**

This Policy prohibits all forms of Discrimination and [Harassment](#) based on an individual's Protected Status, including (as defined in Appendix A and hyperlinked throughout), [race](#), [color](#), [national origin](#), [ethnicity](#), [age](#), [religion](#), [disability](#), marital status, [sex/gender](#), [genetic information](#), [sexual orientation](#), [gender identity](#), and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations. In addition, this Policy prohibits related misconduct,

including [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), [Stalking](#), [Complicity](#), and [Retaliation](#).

ADDITIONAL GUIDANCE ABOUT [DISCRIMINATION](#) AND [HARASSMENT](#)

Consistent with the definitions provided in Appendix A, conduct that constitutes [Discrimination](#) and [Harassment](#) based on Protected Status:

1. May be blatant and involve an overt action, threat, or reprisal; or may be subtle and indirect, with a coercive aspect that is unstated but implied.
2. May or may not include intent to harm.
3. May not always be directed at a specific individual.
4. May be committed by anyone, regardless of Protected Status, position, or authority.
5. May be committed by a stranger, an acquaintance, or someone with whom the Reporting Party has a current or previous relationship, including a romantic or sexual relationship.
6. May be committed by or against an individual or by or against an organization or group.
7. May occur in the classroom, in the workplace, or in any other setting.
8. May be a pattern of behavior or, if sufficiently severe, a one-time event.
9. May be committed in the presence of others, when the Reporting Party and Responding Party are alone, or through remote communications, including email, text messages, or social media.
10. May take the form of threats, assault, property damage, economic abuse, and violence or threats of violence.
11. May include harassing or retaliatory behavior directed to a sexual or romantic partner, family member, or friend of the Reporting Party.

IV. SCOPE AND APPLICABILITY OF THE POLICY

A. Individuals covered by this policy

1. This Policy and associated procedures apply to the conduct of and protect College students, employees, interns, volunteers, and visitors. The non-[discrimination](#) provisions also apply to contractors and other third parties under circumstances within the College's control.
2. When used in this Policy, Reporting Party refers to any individual who may have been the subject of any Prohibited Conduct by an individual or organization covered under the Policy, regardless of whether the Reporting Party makes a report or seeks action under the Policy. Responding Party refers to any individual who has been alleged to have violated the Policy.

B. Locations covered by this policy

1. This Policy applies to all Prohibited Conduct that occurs on campus (including the District Office, centers, and other property owned or leased by the College). It also applies to Prohibited Conduct that occurs off campus, including online or electronic conduct, if the conduct occurs in the context of an employment or education program or activity of the College, has continuing adverse effects on campus, or has continuing adverse effects in an

off-campus employment or education program or activity. Examples of covered off-campus conduct include conduct that occurs at College-sponsored events and activities, during study abroad, or in internship programs. In determining whether the College has jurisdiction over off-campus conduct that is not part of an educational program or activity of the College, and in evaluating “continuing adverse effects,” the [Title IX Coordinator/Equal Opportunity Officer](#) will consider the seriousness of the alleged conduct, the risk of harm involved, whether both parties are members of the campus community, whether the off-campus conduct is part of a series of actions that occurred both on and off campus, the nature/scope of the continuing effect on campus, and whether the alleged conduct has created a hostile environment.

2. Regardless of when, where, and with whom the conduct occurred, the College will offer reasonably available resources and assistance to individuals covered by this Policy who report or experience Prohibited Conduct. In cases of [Sexual Assault](#), [Interpersonal Violence](#), and [Stalking](#), if the Responding Party is not a member of the [College community](#), the College will also assist the Reporting Party in identifying and contacting external law enforcement agencies and community resources.

V. DEFINITIONS

A complete glossary of terms may be found in Appendix A.

VI. ANNUAL REVIEW

This Policy is maintained by the [Title IX Coordinator/Equal Opportunity Officer](#). The [Title IX Coordinator/Equal Opportunity Officer](#) and the [Equal Opportunity Response Team](#) will review this Policy on at least an annual basis. The review will capture evolving legal requirements, evaluate the support and resources available to the parties, and assess the effectiveness of the resolution process (including the fairness of the process, the time needed to complete the process, and the sanctions and remedies imposed). The review will include the opportunity for individuals affected by the Policy to provide feedback and will incorporate an aggregate view of reports, resolution, and climate.

VII. IMPLEMENTATION

The President or designee(s) shall adopt procedures to implement this Policy.

VIII. RELATED POLICIES

(There may be relevant information in other College policies. Where that information conflicts with information in this Policy, this Policy will control.)

Substitute Admission and Graduation Requirements for Students with Disabilities

Accommodation of Religious Observances by Students

Ethical Conduct and Performance

Disciplinary Action

Employee Dispute Resolution

Suspension, Dismissal, Return to Annual Contract, or Non-Renewal of Contracts

Student Records

Student Code of Conduct
Child Abuse Reporting
Drug Free Campuses

Policy History

This Policy shall apply to all Reports alleging violation made on or after February 25, 2015, regardless of when the conduct is alleged to have occurred. This Policy supersedes any policies and procedures to the contrary.

Adopted 12-10-02; Amended 12-21-04; Amended 12-18-12; Amended 2-25-2015; Formerly 1-12, 2-1, 2-2, 2-3, 10-6

Procedures (Adopted 2-25-2015; Date of Last Review 2-25-2015)

These internal procedures provide mechanisms for students, faculty, and staff to receive a fair investigation and hearing on issues covered by Policy 6Hx28:02-01. Students/employees are not required to exhaust these procedures with regard to any report alleging violation before pursuing remedies outside the College with any applicable external enforcement agencies, including the Equal Employment Opportunity Commission, the Florida Commission on Human Relations, the Office for Civil Rights of the Department of Education, the Department of Justice, and the Department of Labor.

I. REPORTING PROHIBITED CONDUCT

- A. The College encourages all individuals to report Prohibited Conduct to the College and, if appropriate, to local law enforcement. Both College and criminal reports may be pursued simultaneously.
- B. Although a report may come in through many sources, the College is committed to ensuring that all reports are referred to the [Title IX Coordinator/Equal Opportunity Officer](#), who will ensure consistent application of the Policy to all individuals and allow the College to respond promptly and equitably to eliminate the [Harassment](#), prevent its recurrence, and eliminate its effects. The College provides reporting options through multiple contact points across campuses that are broadly accessible to all [College community](#) members. The College's [Title IX Coordinator/Equal Opportunity Officer/Equal Opportunity Compliance Officer](#) oversees the investigation and resolution of all Prohibited Conduct covered by the Policy on Prohibited [Discrimination](#), [Harassment](#), and Related Misconduct (the "Policy"). To report an incident involving Prohibited Conduct or discuss any aspect of the Policy, individuals are encouraged to contact the [Title IX Coordinator/Equal Opportunity Officer/Equal Opportunity Compliance Officer](#) or any of the designated College officials who together comprise the College's Equal Opportunity Response Team (see Appendix B).
- C. The College recognizes that deciding whether to make a report and choosing how to proceed are personal decisions. At the time a report is made, a Reporting Party does not have to decide whether to request any particular course of action or know how he or she wishes to proceed, if at all. Choosing to make a report and deciding how to proceed after making the report can be a

process that unfolds over time. The College will make every effort to respect an individual's autonomy in making the determination as to how to proceed, and as described below, will balance agency and autonomy with the College's obligation to provide a safe and non-discriminatory learning and working environment. Resources are available to support a Reporting Party regardless of the course of action chosen. All individuals are encouraged to make a report, regardless of when, where, or with whom the incident occurred, and to seek any necessary assistance from campus or community resources.

- D. The report may be made in person, by telephone, in writing, by email, or by other electronic means. Reports may be anonymous. All reports will be shared with appropriate members of the College's [Equal Opportunity Response Team](#). As may be required by law, any report involving a minor will be shared with the Florida Department of Children and Family Services and law enforcement agencies.

[Title IX Coordinator/Equal Opportunity Officer](#)

Mr. Ryan Kane
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Office for Civil Rights

61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8297
Email: OCR.Atlanta@ed.gov
Telephone: 404-974-9406 or (800) 421-3481
Facsimile: 404-974-9471

1. Emergency and External Reporting Options for Reports of [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and [Stalking](#)

The College encourages all individuals to seek assistance from law enforcement and/or a medical provider (see list in Appendix D) as soon as possible after an incident of [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), or [Stalking](#). This is the best option to ensure preservation of evidence and to begin a timely investigation and remedial response. Contacting law enforcement does not automatically lead to the filing of criminal charges, and a Reporting Party may discuss available options with local authorities. The College will assist any Valencia community member in utilizing community resources to obtain a safe place and will provide transportation to the hospital or law enforcement agency, coordination with a law enforcement investigation, and information about on- and off-campus resources and options for resolution.

2. Anonymity, [Privacy](#), [Confidentiality](#), and College Obligations

The College will seek action consistent with the Reporting Party's request where possible. Where a Reporting Party makes a report but requests that a name or other identifiable information not be shared with the Responding Party or that no formal action be taken, the

College will balance this request with its dual obligation to provide a safe and non-discriminatory environment for all Valencia community members and to remain true to principles of fundamental fairness that require notice and an opportunity to respond before action is taken against a Responding Party.

a. Anonymity

- i. The College will take all reasonable steps to investigate and respond to the report alleging violation consistent with a request for anonymity or request not to pursue an investigation, but its ability to do so may be limited based on the nature of the request by the Reporting Party. The College will assess any barriers to proceeding, including Retaliation, and will inform the Reporting Party that Title IX prohibits Retaliation and the College will take strong responsive action to protect the Reporting Party. Where the College is unable to take action consistent with the request of the Reporting Party, the [Title IX Coordinator/Equal Opportunity Officer](#) will communicate with the Reporting Party about the College's chosen course of action, which may include the College's choosing to pursue action against a Responding Party on its own behalf. Alternatively, the College may take non-disciplinary measures to remedy and limit the effects of the misconduct and prevent any recurrence while protecting the identity of the Reporting Party.
- ii. For any report under this Policy, every effort will be made to respect and safeguard the [privacy](#) interests of all individuals involved in a manner consistent with the need for a careful assessment of the report and any necessary steps to eliminate the conduct, prevent its recurrence, and address its effects. [Privacy](#) and [confidentiality](#) have distinct meanings under this Policy.

b. [Privacy](#)

[Privacy](#) generally means that information related to a report under this Policy will be shared only with those College employees who need to know in order to assist in the active review, investigation, or resolution of the report. While not bound by [confidentiality](#), these individuals will be discreet and respect the [privacy](#) of all individuals involved in the process. If the decision is made to pursue disciplinary action against a Responding Party, information related to the report will be shared with the Responding Party. Information regarding a report may be shared with either party's parents or guardians as may be authorized under the Family Education Rights and [Privacy](#) Act (FERPA).

c. [Confidentiality](#)

- i. [Confidentiality](#) means that information shared with designated community professionals, referred to in this Policy as External Confidential Resources, will be disclosed only with the individual's express written permission. External Confidential Resources will not share information about an individual (including whether that individual has received services) with anyone, including the College,

without the individual's express written permission, unless there is a continuing threat of serious violence to the patient/client or to others, or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor).

- ii. There are no College employees with legally-protected **confidentiality**. However, the College provides students and employees with access to External Confidential Resources (see Appendix E).

3. Reporting Obligations of Employees and Students

A report of Prohibited Conduct should be made to the Designated Reporting Options, comprised of the **Equal Opportunity Response Team**. The College recognizes, however, that an individual may choose to share information with other College employees, including those College employees designated as **Responsible Employees**. Information shared with a Responsible Employee must immediately be shared with the **Title IX Coordinator/Equal Opportunity Officer** or a member of the **Equal Opportunity Response Team**.

a. Responsible Employees

- i. Employees with administrative or supervisory responsibilities on campus or who have been designated as Campus Security Authorities are considered **Responsible Employees**. Because the College has an obligation to make reasonable efforts to investigate and address instances of known or suspected Prohibited Conduct, **Responsible Employees** and Campus Security Authorities who have information or receive a report of Prohibited Conduct must immediately share with the **Title IX Coordinator/Equal Opportunity Officer** all known details of an incident. No identifying information with respect to a Reporting Party, however, will be entered in the College's daily crime log or annual security report, or released in a timely warning or community notification. The list of **Responsible Employees** includes, for example, members of the Board of Trustees, the President, Vice Presidents, Campus Presidents, Deans, Directors, Campus Safety officers and faculty who serve as **advisors** to student groups. A full list of Responsible Employees can be found in Appendix C.
- ii. **Responsible Employees** will safeguard an individual's **privacy**, but are required by the College to immediately share all details about a report of Prohibited Conduct (including the known details of the incident [e.g., date, time, location], the names of the parties involved, a brief description of the incident, and whether the incident has been previously reported) with the **Title IX Coordinator/Equal Opportunity Officer** or a member of the **Equal Opportunity Response Team** in person, by telephone, electronically, or by email. Such reporting ensures timely support for all parties and enables an effective and consistent institutional response.

b. All Other Employees

All other employees are strongly encouraged to share any information about such conduct with the [Title IX Coordinator/Equal Opportunity Officer](#) or a member of the [Equal Opportunity Response Team](#), in recognition of the understanding that centralized reporting is an important tool to address, end, and prevent Prohibited Conduct. All College employees are required to safeguard an individual's [privacy](#).

c. Students

All students (who are not otherwise required to report as a Responsible Employee) are strongly encouraged to report any information, including reports or partial reports, to the [Title IX Coordinator/Equal Opportunity Officer](#) or a member of the [Equal Opportunity Response Team](#).

4. Reports involving Minors

Florida law requires any person who knows, or has reasonable cause to suspect, that a child (under 18 years of [age](#)) is abused, abandoned, or neglected, immediately to report such knowledge or suspicion to the Florida Department of Children and Family Services (DCF). In addition, Florida law prohibits any person from knowingly and willfully preventing another person from meeting his or her reporting obligation to DCF. Any person may contact local law enforcement authorities to make a report of suspected child abuse at any time; however, this does not negate the statutory obligation to first report to DCF.

Any individual may make a direct report as follows:

- a. If a child is in immediate danger, call 911, then contact DCF.
- b. If there is no immediate danger, contact DCF's statewide hotline, 24 hours a day, 7 days a week, at 1-800-962-2873; or via facsimile at 1-800-914-0004; or via the web at <https://abuse-report-bc.dcf.state.fl.us/AbuseWebReport/AddReporterinfo.aspx>.

Additional information regarding reporting suspected child abuse or neglect may be found in the College's Policy on Child Abuse Reporting, which may be found here:

<http://valenciacollege.edu/generalcounsel/policy/ValenciaCollegePolicy.cfm?policyID=269>

5. Timeliness of Report, Location of Incident

Reporting Parties and third party witnesses are encouraged to report [Discrimination](#), [Harassment](#), Sexual and [Gender-Based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Stalking](#), [Interpersonal Violence](#), [Complicity](#), and Retaliation as soon as possible in order to maximize the College's ability to respond promptly and effectively. There is no time limit on reporting violations of this Policy. If the Responding Party is no longer a student or employee at the time of the report, the College may not be able to take disciplinary action against the Responding Party, but it will still seek to meet its Title IX obligation by providing support for

a Reporting Party and taking steps to end the [discrimination](#) or [Harassment](#), prevent its recurrence, and address its effects. An incident does not have to occur on campus to be reported to the College. See “Locations Covered by This Policy.”

II. INITIAL ASSESSMENT

- A. Upon receipt of a report, the College will conduct an Initial Assessment. The goal of this assessment is to provide an integrated and coordinated response to reports of [Discrimination](#), [Harassment](#), [Sexual Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Stalking](#), [Interpersonal Violence](#), [Complicity](#), and Retaliation. The assessment will consider the nature of the report, the safety of the individual and of the campus community, the Reporting Party’s expressed preference for resolution, and the necessity for any interim remedies or accommodations to protect the safety of the Reporting Party or the community.
- B. In the course of the initial assessment, the College will consider the interest of the Reporting Party and the Reporting Party’s expressed preference for manner of resolution. Where possible and as warranted by an assessment of the facts and circumstances, the College will seek action consistent with the Reporting Party’s request. As part of the Initial Assessment, the College may, as appropriate given the facts and circumstances of each reported matter:
1. Assess the nature and circumstances of the allegation.
 2. Address immediate physical safety and emotional well-being.
 3. Notify the Reporting Party of the right to contact, or decline to contact, law enforcement and seek medical treatment.
 4. Notify the Reporting Party of the importance of preservation of evidence.
 5. Assess whether the reported matter involves minors and if so, follow the reporting guidelines set forth above.
 6. Enter the report into the College’s daily crime log, but omit the Reporting Party’s name and other identifying information.
 7. Assess the reported conduct for the need for a timely warning under the Clery Act.
 8. Provide the Reporting Party with information about on- and off-campus resources.
 9. Notify the Reporting Party of the range of interim accommodations and remedies.
 10. Provide the Reporting Party with an explanation of the procedural options, including [remedies-based resolution](#) and [discipline-based resolution](#).
 11. Receive information identifying the respective [advisors](#) (if any) for the Reporting Party and Responding Party.
 12. Assess for pattern evidence or other similar conduct by Responding Party.
 13. Discuss the Reporting Party’s expressed preference for manner of resolution and any barriers to proceeding.

14. Explain the College's Policy prohibiting Retaliation to the Reporting Party and Responding Party.

The initial review will proceed to the point where a reasonable assessment of the safety of the Reporting Party and of the campus community can be made, and the College has sufficient information to determine the best course of action. [Interim Protective Measures](#) may be enacted at any time during the initial assessment.

C. [Interim Protective Measures](#)

1. When a report is received, the [Title IX Coordinator/Equal Opportunity Officer](#), in consultation with the [Equal Opportunity Response Team](#) and other administrators, will impose reasonable and appropriate Interim Protective Measures when necessary to protect the safety of the parties or witnesses involved. Interim Protective Measures are temporary actions taken by the College to ensure equal access to its education programs and activities and foster a stable and safe environment during the process of reporting, investigation, and/or resolution. As determined to be appropriate in the sole discretion of the College, Interim Protective Measures may be applied at any time—for the Reporting Party, the Responding Party, and other involved individuals as appropriate to ensure their safety and well-being. Interim Protective Measures may be requested by the parties or imposed by the College at any time, regardless of whether any particular course of action is sought by the Reporting Party. Interim measures will be kept private to the extent practical.
2. Interim Protective Measures are initiated based on information gathered during a report and generally are not intended to be permanent resolutions; hence, they may be amended, withdrawn, or made permanent. The [Title IX Coordinator/Equal Opportunity Officer](#), in consultation with other administrators, will maintain consistent contact with the parties so that safety, emotional, and physical well-being concerns can be reasonably addressed.
3. In the event that a Reporting Party does not wish to proceed with an investigation or disciplinary resolution, the [Title IX Coordinator/Equal Opportunity Officer](#) will determine, based on the available information, including information learned in the Initial Assessment or as part of the investigation, whether the investigation or disciplinary resolution proceedings should nonetheless be initiated or if already begun, continue. In making this determination, the College will consider, in light of the facts and circumstances of the reported matter and among other factors,
 - a. The seriousness and impact of the conduct;
 - b. The respective ages and roles of the Reporting Party and Responding Party;
 - c. Whether the Reporting Party is a minor under the [age](#) of 18;
 - d. Whether the Responding Party has admitted to the conduct;
 - e. Whether the Responding Party has a pattern of similar conduct, including whether there have been other reports of [Harassment](#) or misconduct against the Responding Party;
 - f. The extent of prior remedial methods taken with the Responding Party;
 - g. The rights of the Responding Party to receive notice and relevant information before disciplinary action is sought;

- h. If circumstances suggest there is an increased risk of the Responding Party's committing additional acts of Prohibited Conduct;
 - i. Whether the Responding Party has a history of arrests or records indicating a history of Prohibited Conduct;
 - j. Whether the Responding Party threatened further Prohibited Conduct against the Reporting Party or others;
 - k. Whether the Prohibited Conduct was committed by multiple individuals;
 - l. If the circumstances suggest there is an increased risk of future Prohibited Conduct under similar circumstances;
 - m. Whether the Prohibited Conduct was perpetrated with a weapon;
 - n. The existence of independent evidence;
 - o. Whether the College possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence);
 - p. Whether the Reporting Party wants to participate in an investigation or disciplinary hearing; and
 - q. Whether the Reporting Party has requested anonymity.
4. All individuals are encouraged to report concerns about the adequacy of the Interim Protective Measures or failure of another individual to abide by any Interim Protective Measure to the [Title IX Coordinator/Equal Opportunity Officer](#). Violations of Interim Protective Measures will be addressed under this Policy. The [Title IX Coordinator/Equal Opportunity Officer](#) will take appropriate, responsive, and prompt action to enforce Interim Protective Measures and/or to respond to Retaliation by another party or witness. The range of Interim Protective Measures includes:
- a. Assistance in setting up initial appointments off campus.
 - b. Imposition of a trespass warning or a campus "No-Contact Order."
 - c. Rescheduling of exams and assignments.
 - d. Providing alternative course completion options.
 - e. Change in class schedule, including the ability to drop a course without penalty or to transfer sections.
 - f. Change in work schedule, work location, or job assignment.
 - g. Limiting or prohibiting access to College facilities or activities pending resolution of the matter.
 - h. Leave of absence (voluntary or involuntary).
 - i. Providing an escort to ensure safe movement between classes and activities.
 - j. Providing academic support services, such as tutoring.
 - k. College-imposed leave, suspension, or separation for the Responding Party.
 - l. Any other measure which can be tailored to the involved individuals to achieve the goals of this Policy.
5. Where the report of Prohibited Conduct poses a substantial and immediate threat of harm to the safety or well-being of an individual, members of the campus community, or the performance of normal College functions, the College may place a student or student organization on interim suspension or impose leave or an interim suspension for an

employee. Pending resolution of the report, the individual or organization may be denied access to campus, campus facilities, and/or all other College activities or privileges for which they might otherwise be eligible, as the College determines appropriate. When interim suspension or leave is imposed, the College will make reasonable efforts to complete the investigation and resolution within an expedited time frame.

III. DETERMINATION TO PROCEED TO REMEDIES-BASED RESPONSE OR INVESTIGATION

- A. At the conclusion of the Initial Assessment, the [Title IX Coordinator/Equal Opportunity Officer](#), in coordination with the [Equal Opportunity Response Team](#), will determine the appropriate manner of resolution, which may include [remedies-based resolution](#) or the initiation of an investigation to determine if disciplinary action is warranted. The [Title IX Coordinator/Equal Opportunity Officer](#) has the discretion to determine which method of resolution is appropriate. Any individual wishing to explore alternative resolution methods is encouraged to discuss these options with the [Title IX Coordinator/Equal Opportunity Officer](#).
- B. How the College intends to proceed will be communicated to the Reporting Party in writing. Depending on the circumstances and requested resolution, the Responding Party may or may not be notified of the report or resolution. A Responding Party will be notified when the College seeks action that would impact a Responding Party, such as [Interim Protective Measures](#) that restrict the Responding Party's movement on campus, the initiation of an investigation, or the decision to involve the Responding Party in [remedies-based resolution](#).
- C. Following this assessment and determination, the College may seek either a voluntary [remedies-based resolution](#) that does not involve disciplinary action against a Responding Party or resolution by initiating an investigation to determine if disciplinary action is warranted. The goal of the investigation is to gather all relevant facts and determine if there is sufficient information to refer the report for disciplinary action. Each resolution process is guided by the same principles of fairness and respect for all parties. All individuals who violate these standards will be held accountable for their behavior through a process that protects the rights of both the Reporting Party and the Responding Party. Resources are available for both students and employees, whether as Reporting Parties or Responding Parties, to provide support and guidance throughout the investigation and resolution of the report.
 1. [Remedies-Based Resolution](#)
 - a. [Remedies-based resolution](#) is a voluntary approach designed to eliminate a hostile environment without taking disciplinary action against a Responding Party. Where the Initial Assessment concludes that [remedies-based resolution](#) may be appropriate, the College will take immediate and corrective action through the imposition of individual and community remedies designed to maximize the Reporting Party's access to educational, extracurricular, and employment activities at the College and to eliminate a hostile environment. Other potential remedies include targeted or broad-based educational programming or training, supported direct confrontation of the Responding

Party and/or indirect action by the [Title IX Coordinator/Equal Opportunity Officer](#) or the College. Depending on the form of [remedies-based resolution](#) used, it may be possible for a Reporting Party to maintain anonymity.

- b. The College may offer mediation for appropriate cases, but will not compel a Reporting Party to engage in mediation, to directly confront the Responding Party, or to participate in any particular form of [remedies-based resolution](#). Mediation, even if voluntary, may not be used in cases involving [Sexual Assault](#). The decision to pursue [remedies-based resolution](#) will be made when the College has sufficient information about the nature and scope of the conduct, which may occur at any time. Participation in remedies-based resolution is voluntary, and a Reporting Party or Responding Party can request to end [remedies-based resolution](#) and continue with an investigation at any time.
- c. The [Title IX Coordinator/Equal Opportunity Officer](#) will maintain records of all reports and conduct referred for [remedies-based resolution](#), which will typically be completed within thirty (30) business days of the initial report.

2. Investigation

- a. Where the Initial Assessment concludes that disciplinary action may be appropriate, the College will initiate an investigation. The College will designate an investigator(s) who has specific training and experience investigating allegations of the type presented, including when appropriate, sexual and [gender-based Harassment](#), [Sexual Assault](#), [Stalking](#), and [Interpersonal Violence](#). The investigator(s) may be an employee of the College or an external investigator engaged to assist the College in its fact-gathering. Any investigator(s) chosen to conduct the investigation must be impartial and free of any actual conflict of interest. The College may use a team of two or more investigators.
- b. It is the responsibility of the College, not of the parties, to gather relevant information, to the extent reasonably possible. The investigator(s) will conduct the investigation in a manner appropriate in light of the circumstances of the case. The investigator(s) will coordinate the gathering of information from the Reporting Party, the Responding Party, and any other individuals who may have information relevant to the determination. The investigator(s) will also gather any available physical evidence, including documents, communications between the parties, and other electronic records as appropriate. The Reporting Party and Responding Party will have an equal opportunity to be heard, to submit information, and to identify witnesses who may have relevant information. Witnesses must have observed the acts in question or have information relevant to the incident and cannot participate solely to speak about an individual's character.
- c. Medical and counseling records of a Reporting or Responding Party are privileged confidential records that individuals are not required to disclose. However, these records may contain relevant and material information, and a party may voluntarily choose to share such records with the investigator(s). Any records provided by a party become part of the file and are available for review by the opposing party.

- d. In gathering the facts, the investigator(s) may consider other allegations of, or findings of responsibility for, similar conduct by the Responding Party to the extent such information is relevant and available. Such information may be relevant to prove motive, intent, and absence of mistake, pattern or another material fact.
- e. In cases of **Sexual Assault**, Sexual Violence, **Sexual Exploitation**, **Interpersonal Violence**, or **Stalking**, a Reporting Party's prior sexual history is generally not relevant and will not be considered as evidence during an investigation. Where there is a current or ongoing relationship between the Reporting Party and the Responding Party, and the Responding Party alleges **consent**, the prior sexual history between the parties may be relevant to assess the manner and nature of communications between the parties. However, the mere fact of a current or previous dating or sexual relationship, by itself, is not sufficient to constitute **consent**. Any prior sexual history of the Reporting Party with other individuals is typically not relevant and will be considered only under very limited circumstances (e.g., to explain an injury or physical finding or other material fact).
- f. In instances of allegations of **Interpersonal Violence**, whether there was a relationship (including romantic or intimate relationship with the Reporting Party [of the same or different sex]; the Reporting Party's spouse or partner [of the same or different sex]; the Reporting Party's family member; or the Reporting Party's cohabitant or household member [including a roommate]) will be gauged by the length, type, and frequency of interaction between the parties. Reports of violence between individuals that do not involve one of these specified relationships or do not involve an individual's **Protected Status** will be resolved for students under the Student Code of Conduct and for employees under other appropriate policies and procedures.
- g. The investigation is designed to provide a fair and reliable gathering of the facts. The investigation will be thorough, impartial, and fair, and all individuals will be treated with appropriate sensitivity and respect. The investigation will be conducted in a manner that is respectful of individual **privacy** concerns. A Reporting Party or Responding Party may have an **Advisor** accompany him or her to any meeting he or she attends related to the investigation of Prohibited Conduct in accordance with this Policy and procedures.
- h. The College will seek to complete the investigation within twenty (20) business days of receiving the report of alleged violation, but this time frame may be extended for good cause. At the request of law enforcement, the College may agree to defer its Title IX fact-gathering until after the initial stages of a criminal investigation. The College will nevertheless communicate with the Reporting Party regarding Title IX rights, procedural options, and the implementation of interim measures to ensure the safety and well-being of all affected individuals. The College will promptly resume its Title IX fact-gathering as soon as law enforcement has released the case for review following the initial criminal investigation. The investigator(s) or designee will provide timely updates, as appropriate or requested, about the timing and status of the investigation.
- i. Information gathered during the review or investigation will be used to evaluate the responsibility of the Responding Party, provide for the safety of the Reporting Party and

the College campus community, and take appropriate measures designed to end the misconduct, prevent its recurrence, and address its effects.

IV. REVIEW OF INVESTIGATION REPORT

At the conclusion of the investigation, the investigator(s) will prepare a written investigation report that summarizes the information gathered and synthesizes the contested and uncontested issues of fact and any supporting information or accounts. In preparing the investigation report, the investigator(s) will review all facts gathered to determine whether the information is relevant and material to the determination of responsibility given the nature of the allegation.

A. Resolution of Investigation Reports for Cases of **Discrimination** or **Harassment** (Excluding Sexual or **Gender-Based Harassment**, **Sexual Assault**, **Sexual Exploitation**, **Interpersonal Violence**, and/or **Stalking**) when the **Responding Party** is an employee

1. In cases of **discrimination** or **Harassment** (excluding Sexual or **Gender-Based Harassment**, **Sexual Assault**, **Sexual Exploitation**, **Interpersonal Violence**, and/or **Stalking**), the investigator(s) will submit the final report to the Vice President, Organizational Development and Human Resources (or designee) who will review the investigation report and determine whether or not to accept the findings of the investigator(s). The investigation report, as accepted or rejected by the Vice President, Organizational Development and Human Resources (or designee), will then be issued to the Reporting Party, the Responding Party, and, to the Vice President/Campus President and immediate supervisor for further consideration of disciplinary action. The final report will identify an Appeals Officer (an executive officer of the College).
2. An acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “cause” or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “no cause” may be appealed by the Responding Party and an acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “no cause” or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “cause” may be appealed by the Reporting Party to the designated Appeals Officer.

The limited grounds for appeal are as follows:

- a. New information that could affect the finding of the Disciplinary Resolution Officer and that was not reasonably available through the exercise of due diligence at the time of the investigation; and/or
- b. Material deviation(s) from written procedures that significantly affected the outcome.

The appeal shall consist of a plain, concise, and complete written statement outlining the grounds for the appeal.

3. The issues raised on appeal shall be limited to those issues raised during the investigation. Any issues not raised during the investigation or new issues that could have been raised, but were not, shall be precluded on appeal. To secure an appeal, the Reporting or Responding Party must file a written request to have the finding reviewed with the designated Appeals Officer no later than five (5) business days from the date on which the party receives a copy of the final report.
 4. Upon acceptance of an appeal, the Appeals Officer shall notify the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources (or designee), the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the final investigation report.
 5. The Appeals Officer shall consider the facts in support of the request and clarify facts as deemed necessary. The Appeals Officer may request that the Vice President, Organizational Development and Human Resources (or designee) do additional investigation or address particular issues. If the Appeals Officer receives new information (not reasonably available through the exercise of due diligence at the time of the investigation) pursuant to his or her efforts to clarify facts, that he or she believes may change the outcome, the Appeals Officer shall ask the Vice President, Organizational Development and Human Resources (or designee) to reconsider his or her acceptance or rejection of the findings in light of the new information. The Vice President, Organizational Development and Human Resources (or designee) shall inform the Appeals Officer of his or her reconsidered finding. The Appeals Officer shall apprise the Reporting and Responding Parties 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.
 6. The Appeals Officer shall complete the review in a timely manner and shall prepare and provide a written decision to the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources, the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the original investigation report. The Appeals Officer may endorse or reject the findings of the investigator(s). The decision by the Appeals Officer shall be final.
 7. 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 Reporting or Responding Party has requested an appeal. A matter also may be closed administratively when the Vice President for Organizational Development and Human Resources or the Office of Employee Relations, Diversity, and Compliance decides that further investigation is either impossible or unnecessary.
- B. Resolution of Investigation Reports for Cases of [Discrimination](#) or [Harassment](#) (Excluding Sexual or [Gender-Based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#)) when the [Responding Party](#) is a student

1. In cases of [discrimination](#) or [Harassment](#) (excluding Sexual or [Gender-Based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#)), the investigator(s) will submit the final report to the Vice President, Organizational Development and Human Resources (or designee) who will review the report and determine whether or not to accept the findings of the investigator(s). The report will then be issued to the Reporting Party, the Responding Party, and to the Vice President Student Affairs and Dean of Students for further consideration of disciplinary action, pending any potential appeal. The final report will identify an Appeals Officer (an executive officer of the College).
2. An acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “cause” or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “no cause” may be appealed by the Responding Party and an acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “no cause” or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “cause” may be appealed by the Reporting Party to the designated Appeals Officer.

The limited grounds for appeal are as follows:

- a. New information that could affect the finding of the Disciplinary Resolution Officer and that was not reasonably available through the exercise of due diligence at the time of the investigation; and/or
- b. Material deviation(s) from written procedures that significantly affected the outcome.

The appeal shall consist of a plain, concise, and complete written statement outlining the grounds for the appeal.

3. The issues raised on appeal shall be limited to those issues raised during the investigation. Any issues not raised during the investigation or new issues that could have been raised, but were not, shall be precluded on appeal. To secure an appeal, the Reporting or Responding Party must file a written request to have the finding reviewed with the designated Appeals Officer no later than five (5) business days from the date on which the party receives a copy of the final report.
4. Upon acceptance of an appeal, the Appeals Officer shall notify the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources, the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the final investigation report.
5. The Appeals Officer shall consider the facts in support of the request and clarify facts as deemed necessary. The Appeals Officer may request that the Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#) do additional investigation or address particular issues. If the Appeals Officer receives new information (not reasonably available through the exercise of due diligence at the time of the investigation) pursuant to his or her efforts to clarify facts, that he or she believes may change the outcome, the Appeals Officer shall ask the Vice President for

Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#) to reconsider his or her acceptance or rejection of the findings in light of the new information. The Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#) shall inform the Appeals Officer of his or her reconsidered finding. The Appeals Officer shall apprise the Reporting and Responding Parties 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.

6. The Appeals Officer shall complete the review in a timely manner and shall prepare and provide a written decision to the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources, the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the original investigation report. The Appeals Officer may endorse or reject the findings of the investigator(s) and/or the Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#). The decision by the Appeals Officer shall be final.
7. 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 Reporting or Responding Party 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.

- C. Resolution of Investigation Reports in Cases of Sexual or [Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is an employee

Before the investigator's report is finalized, the Reporting Party and Responding Party will be given the opportunity to review all information that will be used in the adjudication of the matter. This includes the investigation report, any written statements of the parties or witnesses, and any relevant information gathered. The Reporting Party and Responding Party may submit any additional comment or information, including identifying any additional witnesses, to the investigation team within five (5) business days of the opportunity to review the relevant portions of the report. Upon receipt of any additional information by the Reporting Party or Responding Party, or after the five (5) day comment period has lapsed without comment, the investigator(s) will make a finding as to whether there is sufficient information alleged to suggest that a policy violation may have occurred (that is, that the policy elements have been raised, and there are sufficient facts alleged that the Disciplinary Resolution Officer could find a policy violation if established by a preponderance of the evidence).

1. Determination not to proceed to Disciplinary Resolution Process in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is an employee

If the investigator(s) determines that there is insufficient information alleged to suggest that a policy violation may have occurred, the Reporting Party and Responding Party will be notified in writing. The Reporting Party will have the opportunity to seek review by the Appeals Officer by submitting a written request for review to the [Title IX Coordinator/Equal Opportunity Officer](#) within five (5) business days of the date of such notice. The Appeals Officer is typically a vice president or senior level administrator. The Responding Party will be notified and have the opportunity to respond within five (5) business days. The Appeals Officer may agree with the finding of the investigator(s), reverse the finding and refer the case for the hearing process, or request that additional investigation steps be taken. The Appeals Officer will render a decision in writing, to both parties, within ten (10) business days of receipt of the request for review. The decision of the Appeals Officer is final.

2. Determination to Proceed to Disciplinary resolution Process in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is an employee

If the investigation team determines that there is sufficient information alleged to suggest that a policy violation may have occurred, the [Title IX Coordinator/Equal Opportunity Officer](#) or designee will issue a Notice of Alleged Violation to the Responding Party, with a copy to the Reporting Party, and refer the report to the disciplinary resolution process by transmitting the investigation report and Notice of Alleged Violation to a Disciplinary Resolution Officer. The Notice of Alleged Violation will identify the Disciplinary Resolution Officer. As outlined in greater detail below, the Disciplinary Resolution Officer will make a finding, by a preponderance of the evidence, as to whether or not the Responding Party is responsible for conduct in violation of this Policy.

- a. Disciplinary Resolution in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the Responding Party is an employee
 - i. In cases when the Responding Party in an employee, the Disciplinary Resolution is the process by which a Disciplinary Resolution Officer designated by the College determines responsibility. Because the relationship of students, staff, and faculty to the College differ in nature, the procedures that apply when seeking disciplinary action necessarily differ in some respects. Each of the procedures, however, is guided by the same principles of fundamental fairness and respect for all parties, which require notice, an equitable opportunity to be heard, and an equitable opportunity to respond to a report under this Policy.
 - ii. Following a Notice of Alleged Violation, a Disciplinary Resolution Officer will be designated to review all relevant information in order to make a finding, by a preponderance of the evidence, as to whether the Responding Party is responsible for conduct in violation of this Policy. The Disciplinary Resolution Officer may

be an internal member of the administration or an external member of the community. Any individual designated by the College must have training or experience to serve in this capacity. The Disciplinary Resolution Officer may also consult with others in considering additional relevant factors.

- iii. For reports of Prohibited Conduct against an employee, the Disciplinary Resolution Officer is typically the Vice President for Organizational Development and Human Resources or designee. Either party may challenge the designation of the Disciplinary Resolution Officer within the time limits specified below. For a report of Prohibited Conduct against a student employee who is acting within the scope of his or her employment at the time of the incident, the College may designate a Disciplinary Resolution Officer related to the student's employment in addition to or in lieu of the Disciplinary Resolution Officer typically assigned for reports against students.
 - iv. The Disciplinary Resolution Officer must be a neutral and impartial decision-maker. Student Reporting and Responding Parties may submit a written request to the [Title IX Coordinator/Equal Opportunity Officer](#) (or designee) to remove the named Disciplinary Resolution Officer, and employee Reporting and Responding Parties may submit a written request to the Internal Auditor (or designee) to remove the named Disciplinary Resolution Officer, if there are reasonable articulable grounds to establish bias, conflict of interest, or an inability to be fair and impartial. This challenge must be raised within five (5) business days of receipt of the Notice of Alleged Violation. A designated Disciplinary Resolution Officer will be removed only if the [Title IX Coordinator/Equal Opportunity Officer](#) or Internal Auditor (or designee(s)) concludes that the Disciplinary Resolution Officer's bias precludes an impartial hearing of the report. Additionally, any Disciplinary Resolution Officer who has reason to believe he or she cannot make an objective determination must recuse himself or herself from the process.
- b. Finding of Responsibility and Imposition of Sanction by the Disciplinary Resolution Officer in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is an employee
- i. In reaching determinations of responsibility, the Disciplinary Resolution Officer will consult with the Reporting Party, the Responding Party, the [Title IX Coordinator/Equal Opportunity Officer](#), and other affected parties, as appropriate, to ensure a full assessment of the relevant facts and impacts. In cases of [Sexual Assault](#), the Disciplinary Resolution Officer shall conduct separate, in-person conferences with the Reporting Party and the Responding Party. If a Reporting Party or Responding Party meets with the Disciplinary Resolution Officer, he or she may be accompanied by an [Advisor](#). At any time, the Responding Party may choose to agree to a finding of responsibility to some or all of the reported conduct. The Disciplinary Resolution Officer will provide the Reporting Party, the Responding Party, and other affected parties with an opportunity, as appropriate,

to provide a written impact and/or mitigation statement for consideration. After a consideration of all of the relevant information, the Disciplinary Resolution Officer will make a finding by a preponderance of the evidence as to whether the Responding Party is responsible for engaging in Prohibited Conduct.

- ii. The Disciplinary Resolution Officer forwards the report and finding to the Vice President, Organizational Development and Human Resources and to the [Title IX Coordinator/Equal Opportunity Officer](#). After review, the report is then forwarded to the immediate supervisor and the respective Vice President/Campus President who, together with the Vice President Organizational Development and Human Resources, consider the appropriate sanction designed to address the misconduct, prevent its recurrence, and remedy its effects, while supporting the College's educational mission and Title IX obligations. Sanctions or interventions may also serve to promote safety or deter individuals from similar future behavior. The Vice President/Campus President may impose any sanction deemed appropriate after a consideration of all of the relevant information. The imposition of sanctions will take effect immediately and will not be stayed pending the resolution of any appeal.
- iii. For employees, the sanction may include any form of responsive action or progressive discipline as set forth in College Policies and Procedures, including training, referral to counseling, and/or disciplinary action, such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination. For a student employee who is acting within the scope of his or her employment at the time of the incident, the sanction may include any of the sanctions from the Student Code of Conduct or as applicable to employees in College Policies and Procedures.
- iv. Generally, for College faculty and staff, a recommendation of termination or other disciplinary action may implicate other applicable Policies and Procedures, including Policy: 6Hx28:3F-03, Suspension, Dismissal, Return to Annual Contract, or Non-Renewal of Contracts; Policy: 6Hx28:3E-09, Employee Dispute Resolution; and Policy: 6Hx28:3E-08, Disciplinary Action. Under these circumstances, additional steps may occur or be available as set forth in those Policies and procedures. The College will support Reporting Parties, to the extent permitted by law, in being present and heard as witnesses in any subsequent hearing/appeal process conducted at the request of Responding Parties in response to such recommendations of disciplinary action.

D. Resolution of Investigation Reports in Cases of Sexual or [Gender-Based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the Responding Party is a student

Before the investigator's report is finalized, the Reporting Party and Responding Party will be given the opportunity to review all information that will be used in the adjudication of the matter. This includes the investigation report, any written statements of the parties or witnesses, and any

relevant information gathered. The Reporting Party and Responding Party may submit any additional comment or information, including identifying any additional witnesses, to the investigation team within five (5) business days of the opportunity to review the relevant portions of the report. Upon receipt of any additional information by the Reporting Party or Responding Party, or after the five (5) day comment period has lapsed without comment, the investigator(s) will make a finding as to whether there is sufficient information alleged to suggest that a policy violation may have occurred (that is, that the policy elements have been raised, and there are sufficient facts alleged that the Disciplinary Resolution Officer could find a policy violation if established by a preponderance of the evidence).

1. Determination not to proceed to Disciplinary Resolution Process in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is a student

If the investigator(s) determines that there is insufficient information alleged to suggest that a policy violation may have occurred, the Reporting Party and Responding Party will be notified in writing. The Reporting Party will have the opportunity to seek review by the Appeals Officer by submitting a written request for review to the [Title IX Coordinator/Equal Opportunity Officer](#) within five (5) business days of the date of such notice. If the matter involves a student Responding Party, the Appeals Officer is typically the Vice President for Student Affairs or designee. The Responding Party will be notified and have the opportunity to respond within five (5) business days. The Appeals Officer may agree with the finding of the investigator(s), reverse the finding and refer the case for the hearing process, or request that additional investigation steps be taken. The Appeals Officer will render a decision in writing, to both parties, within ten (10) business days of receipt of the request for review. The decision of the Appeals Officer is final.

2. Determination to Proceed to Disciplinary resolution Process in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is a student

If the investigation team determines that there is sufficient information alleged to suggest that a policy violation may have occurred, the [Title IX Coordinator/Equal Opportunity Officer](#) or designee will issue a Notice of Alleged Violation to the Responding Party, with a copy to the Reporting Party, and refer the report to the hearing process by transmitting the investigation report and Notice of Alleged Violation to a Disciplinary Resolution Officer. The Notice of Alleged Violation will identify the Disciplinary Resolution Officer. As outlined in greater detail below, the Disciplinary Resolution Officer will make a finding, by a preponderance of the evidence, as to whether or not the Responding Party is responsible for conduct in violation of this Policy.

- a. Disciplinary Resolution in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is a student
 - i. Disciplinary Resolution is the process by which a Disciplinary Resolution Officer designated by the College determines responsibility and, if warranted and in cases when the Responding Party is a student, administers sanctions and/or discipline against a Responding Party. Because the relationship of students, staff, and faculty to the College differ in nature, the procedures that apply when seeking disciplinary action necessarily differ in some respects. Each of the procedures, however, is guided by the same principles of fundamental fairness and respect for all parties, which require notice, an equitable opportunity to be heard, and an equitable opportunity to respond to a report under this Policy.
 - ii. Following a Notice of Alleged Violation, a Disciplinary Resolution Officer will be designated to review all relevant information in order to make a finding, by a preponderance of the evidence, as to whether the Responding Party is responsible for conduct in violation of this Policy. The Disciplinary Resolution Officer may be an internal member of the administration or an external member of the community. Any individual designated by the College must have training or experience to serve in this capacity. The Disciplinary Resolution Officer may also consult with others in considering additional relevant factors.
 - iii. For reports of Prohibited Conduct against students, the Disciplinary Resolution Officer is typically a Dean of Students or designee. Either party may challenge the designation of the Disciplinary Resolution Officer within the time limits specified below. For a report of Prohibited Conduct against a student employee who is acting within the scope of his or her employment at the time of the incident, the College may designate a Disciplinary Resolution Officer related to the student's employment in addition to or in lieu of the Disciplinary Resolution Officer typically assigned for reports against students.
 - iv. The Disciplinary Resolution Officer must be a neutral and impartial decision-maker. Student Reporting and Responding Parties may submit a written request to the [Title IX Coordinator/Equal Opportunity Officer](#) (or designee) to remove the named Disciplinary Resolution Officer, and employee Reporting and Responding Parties may submit a written request to the Internal Auditor (or designee) to remove the named Disciplinary Resolution Officer, if there are reasonable articulable grounds to establish bias, conflict of interest, or an inability to be fair and impartial. This challenge must be raised within five (5) business days of receipt of the Notice of Alleged Violation. A designated Disciplinary Resolution Officer will be removed only if the [Title IX Coordinator/Equal Opportunity Officer](#) or Internal Auditor (or designee(s)) concludes that the Disciplinary Resolution Officer's bias precludes an impartial hearing of the report. Additionally, any Disciplinary Resolution Officer who has reason to believe he or she cannot make an objective determination must recuse himself or herself from

the process.

- b. Finding of Responsibility and Imposition of Sanction by the Disciplinary Resolution Officer in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is a student
 - i. In reaching determinations of responsibility and sanction, the Disciplinary Resolution Officer will consult with the Reporting Party, the Responding Party, the [Title IX Coordinator/Equal Opportunity Officer](#), and other affected parties, as appropriate, to ensure a full assessment of the relevant facts and impacts. In cases of [Sexual Assault](#), the Disciplinary Resolution Officer shall conduct separate, in-person conferences with the Reporting Party and the Responding Party. If a Reporting Party or Responding Party meets with the Disciplinary Resolution Officer, he or she may be accompanied by an [Advisor](#). At any time, the Responding Party may choose to agree to a finding of responsibility to some or all of the reported conduct. The Disciplinary Resolution Officer will provide the Reporting Party, the Responding Party, and other affected parties with an opportunity, as appropriate, to provide a written impact and/or mitigation statement for consideration. After a consideration of all of the relevant information, the Disciplinary Resolution Officer will make a finding by a preponderance of the evidence as to whether the Responding Party is responsible for engaging in Prohibited Conduct.
 - ii. If the Responding Party is a student and is found responsible, the Disciplinary Resolution Officer then also determines the appropriate sanction designed to address the misconduct, prevent its recurrence, and remedy its effects, while supporting the College's educational mission and Title IX obligations. Sanctions or interventions may also serve to promote safety or deter individuals from similar future behavior. The Disciplinary Resolution Officer may impose any sanction deemed appropriate after a consideration of all of the relevant information. The imposition of sanctions will take effect immediately and will not be stayed pending the resolution of any appeal.
 - iii. For students, the sanction may include removal from specific courses or activities, suspension from the College, or expulsion. A full list of the range of sanctions for students is contained in the Student Code of Conduct.
3. Notice of Outcome in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#)
 - a. A written determination of responsibility and sanction (the Outcome) will be provided simultaneously to the Reporting Party and the Responding Party. The College will also provide written notice, at the same time to both parties, of any change in the Outcome

that occurs before the Outcome becomes final.

- b. A Notice of Outcome will include a finding whether there is a policy violation, any applicable sanctions (for students), and the rationale for each. The Responding Party (when a student) will be informed of any sanctions, the date by which the requirements must be satisfied (if applicable), and the consequences of failure to satisfy the requirements. The Reporting Party will be informed of any sanctions and remedies that directly relate to the Reporting Party, including information about the Responding Party's presence on campus (or in a shared class or work space) that may assist a Reporting Party to make informed decisions or work with the College to eliminate [Harassment](#) and prevent its reoccurrence. The Notice of Outcome will also provide each party with applicable appeal options. The College may also notify appropriate College officials, including a direct supervisor of a Responding Party (when a student employee), as necessary to implement the outcome and/or sanctions.
4. Appeal in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#)
 - a. An acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of "cause" or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of "no cause" and/or the imposition of sanction (when the Responding Party is a student) may be appealed by the Responding Party and an acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of "no cause" or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of "cause" and/or the imposition of sanction (when the Responding Party is a student) may be appealed by the Reporting Party to the designated Appeals Officer.
 - b. A review of the matter will be prompt and narrowly tailored to stated appeal grounds. The Reporting Party and/or Responding Party may appeal only the parts of the determination of responsibility or sanctions directly relating to him or her. Dissatisfaction with the outcome of the investigation is not grounds for appeal. The limited grounds for appeal are as follows:
 - i. New information that could affect the finding of the Disciplinary Resolution Officer and that was not reasonably available through the exercise of due diligence at the time of the investigation; and/or
 - ii. Material deviation(s) from written procedures that significantly affected the outcome.
 - c. The appeal shall consist of a plain, concise, and complete written statement outlining the grounds for the appeal. The appeal must be provided to the [Title IX Coordinator/Equal Opportunity Officer](#) within five (5) College business days of the date of the Notice of

Outcome.

- d. Upon receipt of the appeal, the **Title IX Coordinator/Equal Opportunity Officer** will provide the other party notice of the appeal and the opportunity to respond in writing to the appeal. Any response to the appeal must be submitted within five (5) College business days from receipt of the appeal. In the event that both parties initially appeal the findings, each party will be provided notice and a copy of the other party's appeal or response.
- e. Upon receipt of the appeal and any response, the **Title IX Coordinator/Equal Opportunity Officer** will notify the appropriate Appeals Officer. For an appeal involving a Responding Party who is a student, the Appeals Officer is typically the Vice President for Student Affairs or designee. For an appeal involving a Responding Party who is an employee, the Appeals Officer is typically a vice president or senior level administrator. The appeal process outlined here supersedes (replaces) the grievance procedures contained in other College Policies and Procedures.
- f. The appeal will be conducted in an impartial manner by the Appeals Officer. In any request for an appeal, the burden of proof lies with the party requesting the appeal, as the original determination and sanction are presumed to have been decided reasonably and appropriately. The appeal is not a new review of the underlying matter. The Appeals Officer shall consider the merits of an appeal only on the basis of the two stated grounds for appeal. Except as required to explain the basis of new information unavailable at the time of an investigation, review of an investigation will be limited to the written investigation Report and all supporting documents.
- g. The Appeals Officer can affirm the original findings, alter the findings, and/or alter the sanctions, depending on the basis of the requested appeal. If the appeal is based on procedures not having been followed in a material manner, the Appeals Officer can ask that a new investigation and/or adjudication, or other appropriate action, occur. In the case of new and relevant information, the Appeals Officer can recommend that the case be returned to the Disciplinary Resolution Officer to assess the weight and effect of the new information and render a determination after considering the new facts.
- h. The Appeals Officer will communicate the result of the appeal to the Reporting Party and Responding Party within fourteen (14) business days from the date of the submission of all appeal documents by both parties. The decision of the Appeals Officer is final.

V. TIME FRAMES FOR RESOLUTION

- A. Valencia will make every effort to successfully resolve all reports within sixty (60) business days. All time frames expressed in this Policy are meant to be guidelines rather than rigid requirements. Circumstances may arise that require the extension of time frames for good cause, including extension beyond sixty (60) business days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening College break or

planned leave (vacation/sick/personal) of involved parties, or other unforeseen circumstances.

- B. In general, a Reporting Party and Responding Party can expect that the process will proceed according to the time frames provided in this Policy. In the event that the investigation and resolution time frames are extended for good cause, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness. All parties involved are entitled to periodic status updates on the process and any subsequent appeals.

VI. OBLIGATION TO PRESENT TRUTHFUL INFORMATION

The College takes the validity of information seriously because a report of [Discrimination](#), [Harassment](#), Sexual and [Gender-Based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Stalking](#), [Interpersonal Violence](#), [Complicity](#), and/or Retaliation may have severe consequences. Any individual who makes a report or provides information as part of an investigation or hearing process that is later found to have been intentionally false or made maliciously without regard for truth may be subject to disciplinary action and may also violate state criminal statutes and civil defamation laws. These provisions do not apply to reports or responses made in good faith, even if the facts alleged in the report or the response are not substantiated by an investigation.

VII. RETALIATION

- A. During the investigation and resolution of violations of this Policy that are alleged in good faith, reasonable steps will be taken to protect the Reporting Party, the Responding Party, and other participants in the reporting, investigation, and resolution process from Retaliation.
- B. Retaliation is a violation of College Policy. Any individual who engages in Retaliation will be subject to prompt and appropriate disciplinary action. Individuals who have a concern about potential or actual Retaliation should contact the [Title IX Coordinator/Equal Opportunity Officer](#) or a Deputy [Title IX Coordinator](#) for assistance in addressing the concern. If the concern about Retaliation involves the [Title IX Coordinator/Equal Opportunity Officer](#), an individual may contact the Internal Auditor at InternalAudit@valenciacollege.edu or by telephone at 407-582-5557.

VIII. ADVISORS AND ATTORNEYS

- A. During any investigation of [Sexual Assault](#), [Interpersonal Violence](#), and/or [Stalking](#), the Reporting Party and Responding Party have the right to be assisted by an [Advisor](#) of their choice, which may include an attorney. In all other matters under this Policy, the [Advisor](#) may not be an attorney of the Reporting Party or Responding Party. Under no circumstances may an [Advisor](#) be a witness. The [Advisor](#) may accompany the Reporting Party or Responding Party to any meeting with an investigator or a College employee. Any person who serves as an [Advisor](#) should plan to make himself or herself available for meetings throughout the process. The [Advisor](#) is a silent and non-participating presence who solely observes and provides support during the

investigation process. During proceedings, the **Advisor** may speak only to the Party by whom he or she was invited. The **Advisor** may not address the Disciplinary Resolution Officer, the committee members, witnesses, or other participants. Any exceptions to this prohibition will be at the sole discretion of the Disciplinary Resolution Officer. The **Title IX Coordinator/Equal Opportunity Officer** has the right at all times to determine what constitutes appropriate behavior on the part of an **Advisor**.

- B. Any party may seek the assistance of an attorney at their own expense. An attorney may serve as an **Advisor** only in cases involving reports of **Sexual Assault**, **Interpersonal Violence** and/or **Stalking**. This process is not a legal proceeding and should not be regarded as such. Similarly, the College will not recognize or enforce agreements between the parties reached outside of these procedures.

IX. COMMUNICATION

College-issued email is the primary means of communication used by the College. The **Title IX Coordinator/Equal Opportunity Officer**, investigator, and/or designee will deliver notice to students and/or employees by College-issued email, and may concurrently send a duplicate by means of mail, courier service, or in person delivery to the permanent address in the College's official records.

X. RECORDS

The **Title IX Coordinator/Equal Opportunity Officer** will retain records of all reports, regardless of whether the matter is resolved by means of Initial Assessment, **remedies-based resolution** or disciplinary resolution.

XI. RELEASE OF INFORMATION

- A. If a report of Prohibited Conduct discloses a serious and continuing threat to the campus community, Valencia Campus Safety will issue a timely notification to protect the health or safety of the community as required by the Clery Act. The notification will not include identifying information about a Reporting Party.
- B. Pursuant to the Clery Act and Section 304 of the Violence Against Women Reauthorization Act of 2013, information regarding criminal incidents reported to Campus Security authorities must be shared with Valencia Campus Safety for inclusion in the Daily Crime Log. This information will also be included in the College's Annual Security Report (<http://valenciacollege.edu/security/documents/Annual-Security-Report-2013.pdf>)
- C. The College may also share aggregate and not personally identifiable data about reports, outcomes, and sanctions.
- D. All College proceedings are conducted in accordance with the requirements of Title IX, the Clery Act, the Violence Against Women Act, FERPA, state and local laws, and College Policy. No information, including the identity of the parties, will be released from such proceedings except as required or permitted by law or College Policy/procedure.

Appendix A: Definitions

Term	Definition
Advisor	A silent and non-participating presence who solely observes and provides support during the investigation process. In cases of Sexual Assault , Sexual Violence, Interpersonal Violence , or Stalking , the Advisor may be an attorney. In all other cases, the Advisor may not be an attorney.
Age	The number of years from the date of a person’s birth. With respect to employment, individuals who are forty (40) years of age or older are protected from Discrimination and Harassment . There is no age threshold for students or other participants in educational programs or activities.
Coercion or Force	Conduct, intimidation, and express or implied threats of physical or emotional harm that would reasonably place an individual in fear of immediate or future harm and that are employed to persuade or compel someone to engage in sexual contact .
College Community	Faculty, staff, administrators, students, student employees, volunteers, and visitors.
Color	An individual’s skin pigmentation, complexion, shade, or tone.
Complicity	Any act that knowingly aids, facilitates, promotes, or encourages the commission of Prohibited Conduct by another person.
Confidentiality	Information shared with designated community professionals, referred to in this Policy as External Confidential Resources, will be disclosed only with the individual’s express written permission. External Confidential Resources will not share information about an individual (including whether that individual has received services) with anyone, including the College, without the individual’s express written permission, unless there is a continuing threat of serious violence to the patient/client or to others or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor).
Consent	<p>Consent is the communication of an affirmative, conscious, and freely made decision by each participant to engage in agreed upon forms of sexual contact. Consent requires an outward demonstration, through understandable words or actions, which conveys a clear willingness to engage in sexual contact.</p> <ul style="list-style-type: none"> • Consent cannot to be inferred from silence, passivity, or a lack of resistance, and relying on non-verbal communication alone may result in a violation of this Policy. For example, a person who does not physically resist or verbally refuse sexual contact may not necessarily be giving Consent. There is no requirement that an individual verbally or physically resist unwelcome sexual contact for there to be a violation of this Policy. • Consent cannot to be inferred from an existing or previous dating or sexual relationship. Even in the context of a relationship, there must be mutual Consent to engage in sexual contact for each occasion and each form of sexual contact. • Consent to one form of sexual contact does not constitute Consent to any other form of sexual contact, nor does Consent to sexual contact with one person constitute Consent to sexual contact with any other person. Additionally, Consent to sexual contact on one occasion is not Consent to engage in sexual contact on another occasion.

	<ul style="list-style-type: none"> • Consent cannot be obtained by Coercion or Force or by taking advantage of a person’s inability to give Consent because of Incapacitation or other circumstances. • A person who has given Consent to engage in sexual contact may withdraw Consent at any time. However, withdrawal of Consent requires an outward demonstration, through understandable words or actions that clearly conveys that a party is no longer willing to engage in sexual contact. Once Consent is withdrawn, the sexual contact must cease immediately. • Note that generally in Florida, consent cannot legally be given by a minor under the age of 18, with certain specified statutory exceptions.
Disability	A physical or mental impairment that substantially limits one or more major life activities; or a record of such impairment; or regarding an individual as having such impairment. A qualified person with a disability must be able to perform the essential functions of the employment, internship, or volunteer position or the academic or extracurricular program, with or without reasonable accommodation.
Discipline-Based Resolution	The process by which a Disciplinary Resolution Officer designated by the College determines responsibility and if warranted, administers sanctions and/or discipline against a Responding Party.
Discrimination	<p>Any unlawful distinction, preference, or detriment to an individual as compared to others that is based on an individual’s Protected Status and that is sufficiently serious, persistent, or pervasive so as to unreasonably interfere with or limit:</p> <ul style="list-style-type: none"> • An employee’s or applicant for employment’s access to employment or conditions and benefits of employment; • A student’s or admission applicant’s ability to participate in, access, or benefit from educational programs, services, or activities; • An authorized volunteer’s ability to participate in a volunteer activity; or • A guest’s or visitor’s ability to participate in, access, or benefit from the College’s programs. <p>Discrimination includes failing to provide reasonable accommodations, consistent with state and federal laws, to a qualified person with a Disability.</p>
Equal Opportunity Response Team	group of individuals led by the Title IX Coordinator/Equal Opportunity Officer and including the Title IX Deputy Coordinators who work together to assess and respond to reports of Discrimination, Harassment, Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Stalking, Interpersonal Violence, Complicity, and Retaliation .
Gender-Based Harassment	Sexual Harassment also includes Harassment based on gender, sexual orientation, gender identity , which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender-stereotyping , even if the acts do not involve conduct of a sexual nature. Also includes Harassment for exhibiting what is perceived as a stereotypical characteristic for one’s Sex or for failing to conform to stereotypical notions of masculinity and femininity, regardless of the actual or perceived Sex, Gender, or Sexual Orientation of the individuals involved.
Gender Expression / Gender Identity	An individual’s socially-constructed status based on the behavioral, cultural, or psychological traits typically associated with societal attribution of masculinity and femininity, typically related to one’s assigned sex at birth. This includes Gender Expression, which is how someone expresses his or her Gender through appearance, behavior, or mannerisms, and Gender Identity, which is the Gender with which an

	individual identifies psychologically, regardless of what Gender he or she was assigned at birth. A person’s Gender Expression may not be the same as his or her Gender Identity.
Genetic Information	Information about (i) an individual’s genetic tests, (ii) the genetic tests of family members of such individual, and (iii) the manifestation of a disease or disorder in family members of such individual. Genetic Information includes, with respect to any individual, any request for, or receipt of, genetic services, or participation in clinical research that includes genetic services by such individual or any family member of such individual.
Harassment	<p>A type of Discrimination that occurs when verbal, physical, electronic, other conduct based on an individual’s Protected Status interferes with that individual’s:</p> <ul style="list-style-type: none"> • educational environment; • work environment; • participation in a College program or activity; or • receipt of legitimately-requested services (e.g., disability or religious accommodations), <p>and creates Hostile Environment Harassment or Quid Pro Quo Harassment.</p>
Hostile Environment Harassment	Unwelcome conduct based on Protected Status that is so severe, persistent, or pervasive that it alters the conditions of education, employment, or participation in a College program or activity, thereby creating an environment that a reasonable person in similar circumstances and with similar identities would find hostile, intimidating, or abusive under both a subjective and objective assessment. An isolated incident, unless sufficiently severe, does not amount to Hostile Environment Harassment .
Incapacitation	Sleep, unconsciousness, intermittent consciousness, or any other state where an individual is unaware or unable to give consent to sexual contact . Incapacitation may also exist because of a mental or developmental Disability that impairs the ability to consent to sexual contact .
Interim Protective Measures	Actions taken by the College to ensure equal access to its education programs and activities and foster a more stable and safe environment during the process of reporting, investigation, and/or resolution.
Interpersonal Violence	<p>Physical, sexual, emotional, economic, or psychological actions or threats of actions that a reasonable person in similar circumstances and with similar identities would find intimidating, frightening, terrorizing, or threatening (commonly referred to as domestic violence or dating violence). Such behaviors may include threats of violence to an individual or an individual’s family member.</p> <p>Interpersonal Violence can encompass a broad range of abusive behavior committed by a person who is or has been:</p> <ul style="list-style-type: none"> • In a romantic or intimate relationship with the Reporting Party (of the same or different sex); • The Reporting Party’s spouse or partner (of the same or different sex); • The Reporting Party’s family member; or • The Reporting Party’s cohabitant or household member, including a roommate.
National Origin/Ethnicity	An individual’s actual or perceived country or ethnicity of origin.
Privacy	Information related to a report under this Policy will be shared only with those College employees who need to know in order to assist in the active review,

	investigation, or resolution of the report.
Protected Status	Consistent with federal, state, and local laws, the College prohibits Discrimination and Harassment based on race , ethnicity , color , national origin , age , religion , disability , marital status, gender, genetic information , sexual orientation , gender identity , and any other factor protected under applicable federal, state, and local civil rights laws, rules, and regulations.
Quid Pro Quo Harassment	Unwelcome conduct based on Protected Status where submission to or rejection of such conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education, employment, or participation in a College program or activity.
Race	An individual's actual or perceived racial or ethnic ancestry or physical characteristics associated with a person's race, such as a person's color , hair, facial features, height, and weight.
Religion	All aspects of religious observance and practice, as well as belief. A well-formed and thought-out set of beliefs held by more than one individual, which may not necessarily involve belief in a supreme being. The College will accommodate an individual's observances and practices required by his or her creed, unless it is unable to reasonably accommodate an individual's creed-required observance or practice without undue hardship.
Remedies-Based Resolution	A voluntary approach designed to eliminate a hostile environment without taking disciplinary action against a Responding Party.
Reporting Party	An individual who makes a report of Discrimination , Harassment , Sexual Harassment , Sexual Assault , Sexual Exploitation , Stalking , Interpersonal Violence , Complicity , or Retaliation.
Responding Party	An individual who is alleged to have violated the College Policy on Discrimination , Harassment , Sexual and Gender-Based Harassment , Sexual Assault , Sexual Exploitation , Stalking , Interpersonal Violence , Complicity , or Retaliation and who is named in a report alleging violation.
Responsible Employees	Employees with administrative or supervisory responsibilities on campus or who have been designated as Campus Security Authorities.
Retaliation	Retaliation is acts or words taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual's good faith (i) participation in the reporting, investigation, or resolution of an alleged violation of this Policy; (ii) opposition to policies, practices, or actions that the individual reasonably believes are in violation of the Policy; or (iii) requests for accommodations on the basis of religion or Disability . Retaliation may include intimidation, threats, coercion , or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith is not substantiated. Retaliation may be committed by the Responding Party, the Reporting Party, or any other individual or group of individuals.
Sex/Gender	An individual's biological status of male or female, including pregnancy. Conduct of a sexual nature is by definition based on Sex as a Protected Status .
Sexual Assault / Sexual contact	Sexual Assault involves having or attempting to have sexual contact with another individual without Consent. sexual contact is the intentional touching or penetration of another person's clothed or unclothed body, including but not limited to the mouth, neck, buttocks, anus, genitalia, or breast, by another with any part of the body or any object in a sexual manner. sexual contact also includes causing another person to touch his or her own or another's body in a sexual manner. Sexual Assault

	includes, without limitation, sexual battery as defined in Section 794, F.S.
Sexual Exploitation	<p>Taking advantage of the sexuality of another person without consent or in manner that extends the bounds of consensual sexual activity without the knowledge of the other individual for any purpose, including sexual gratification, financial gain, personal benefit, or any other non-legitimate purpose. Examples of Sexual Exploitation include:</p> <ul style="list-style-type: none"> • Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved; • Non-consensual streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved; • Prostituting another individual; • Exposing one’s genitals in non-consensual circumstances; • Knowingly exposing another individual to a sexually transmitted infection or sexual virus without that individual’s knowledge; and • Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.
Sexual Harassment	<p>Any unwelcome sexual advance, request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature, when:</p> <ul style="list-style-type: none"> • Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual’s academic work, employment, or participation in any aspect of a College program or activity; or • Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or • Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance, i.e., it is sufficiently serious, pervasive, or persistent as to create an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic, or social environment under both an objective (a reasonable person’s) and subjective (the Reporting Party’s) view.
Sexual Orientation	The inclination or capacity to develop intimate emotional, spiritual, physical, and/or sexual relationships with those of the same or different Sex or Gender, or irrespective of Sex or Gender.
Stalking	<p>Repeated, unwanted attention; physical, verbal, or electronic contact; or any other course of conduct directed at an individual that is sufficiently serious to cause physical, emotional, or psychological fear or distress or to create a hostile, intimidating, or abusive environment for a reasonable person in similar circumstances and with similar identities.</p> <p>Stalking may involve individuals who are known to one another, who have a current or previous relationship, or who are strangers.</p> <p>Stalking includes the concept of cyber-Stalking, a particular form of Stalking which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.</p>
Title IX Coordinator/Equal	The designated College official with primary responsibility for coordinating the College’s compliance with Title VII, Title IX, and other federal and state regulations

Opportunity Officer	pertaining to equal access and equal opportunity.
Title IX Deputy Coordinators	Individuals responsible for supporting the Title IX Coordinator/Equal Opportunity Officer and accessible to any College community member for consultation and guidance on issues related to Discrimination, Harassment, Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Stalking, Interpersonal Violence, Complicity , and Retaliation. Deputy Coordinators are located in Human Resources, Student Affairs, and Safety/Security, and are available at each campus location as well as at the District Office.

Appendix B: Equal Opportunity Response Team

Role	Name	Title	Campus	Phone	Email
Title IX Coordinator/Equal Opportunity Officer	Ryan Kane	Title IX Coordinator/Equal Opportunity Office	District Office 268	407-582-3421	rkane8@valenciacollege.edu
Deputy Coordinator	Michelle Sever	Director, HR Policy and Employee Relations	District Office 267	407-582-8256	msever@valenciacollege.edu
Deputy Coordinator	Lauren Bojalad	Assistant Director, Employee Relations	District Office Room x	407-582-8125	lbojalad@valenciacollege.edu
Deputy Coordinator	Ruth Ridore	Campus Director, Human Resources East, Winter Park, Public Safety	East 7-110B	407-582-2760	rridore@valenciacollege.edu
Deputy Coordinator	Vacant Position	Campus Director, Human Resources West, District Office	West 6-306	407-582-5124	
Deputy Coordinator	Lisandra Suarez Lopez	Campus Director, Human Resources Osceola, Lake Nona	Osceola 1-141C	407-582-4710	Lsuarez@valenciacollege.edu

Deputy Coordinator	Julie Corderman	Manager, Student Services, Winter Park Campus	Winter Park 204	407-582-6868	jcorderman@valenciacollege.edu
Deputy Coordinator	Jill Szentmiklosi	Dean of Students, Osceola Campus	Osceola 2-140D	407-582-4142	zenthmiklosi@valenciacollege.edu
Deputy Coordinator	Linda Herlocker	Dean of Students, West Campus	West SSB 136A	407-5821388	lherlocker@valenciacollege.edu
Deputy Coordinator	Joe Sarrubbo	Dean of Students, East Campus	East 5-210L	407-582-2586	jsarrubbo@valenciacollege.edu
Deputy Coordinator	Ben Taylor	Coordinator, Student Conduct and Academic Success	West SB 170B	407-582-1336	Wtaylor17@valenciacollege.edu
Deputy Coordinator	Corey Evans	Coordinator, Student Conduct and Academic Success	East 5-210Q	407-582-2346	Cevans53@valenciacollege.edu
Deputy Coordinator	Mindy Smith	Manager, Student Services Lake Nona	Lake Nona 1-149C	407-582-7780	Msmith225@valenciacollege.edu
Campus Security Manager	Mike Favorit	Manager, Security West, District Office	West SB 170B	407-582-1336	mfavorit@valenciacollege.edu
Campus Security Manager	Tom Decker	Manager, Security East, Winter Park, Public Safety	East 5-220	407-582-2365	tdecker1@valenciacollege.edu
Campus Security Manager	Bill Maccauley	Manager, Security Osceola, Lake Nona	Osceola 2-109B	407-582-4388	maccauley@valenciacollege.edu

The [Equal Opportunity Response Team](#) may be expanded to include other members of the [College community](#) based on the unique circumstances of the issue under consideration.

Appendix C: Responsible Employees

Employees with administrative or supervisory responsibilities on campus or who have been designated as Campus Security Authorities are considered Responsible Employees. A responsible employee is a Valencia employee who has the authority to address sexual misconduct, who has the duty to report incidents of sexual misconduct, or who a member of the Valencia College community could reasonably believe has such authority or duty. Because the College has an obligation to make reasonable efforts to investigate and address instances of known or suspected sexual misconduct, Responsible Employees and Campus Security Authorities who have information or receive a report of sexual misconduct must immediately share with the Title IX Coordinator/Equal Opportunity Officer all known details of an incident.

The College’s Responsible Employees include, but are not limited to, the following employees or categories of employees who serve in a in a managerial, leadership, or supervisory position who have significant responsibility for the welfare of Valencia Students, Faculty, or Staff:

- Senior leadership (e.g., College President, Campus Presidents, Vice Presidents, Special Assistants to the President, Executive Deans, including Associates and Assistants)
- Other Administrators/Professional Staff (e.g., deans, directors, program directors, and managers – in all administrative and academic areas)
- Other Designated Staff (e.g., Title IX Coordinator/Equal Opportunity Officer; Coordinator, Student Services; Coordinator, Student Conduct; Assistant Director, Employee Relations; Campus Director, Organizational Development and Human Resources)
- Director, Study Abroad and Global Exchange
- All faculty and staff members who accompany students on College-related trips, both within the U.S. and abroad
- All faculty or staff advisors to student organizations or activities
- Counselors
- Designated Campus Safety and Security Staff (e.g., Security Field Officer; Security Officer)

Appendix D: Law Enforcement and Medical Providers

Law Enforcement	Medical Providers
<p>City of Orlando Police Department For Emergencies: 911 Criminal Investigations Division: (407) 246-2425</p>	<p>Florida Hospital Orlando (407) 303-5600</p>
<p>Orange County Sheriff’s Office For Emergencies: 911 Main Number: (407) 254-7000</p>	<p>Florida Hospital East (407) 303-8110</p>
<p>City of Kissimmee Police Department For Emergencies: 911 Criminal Investigations Division: (407) 847-0176 ext. 3248</p>	<p>Florida Hospital Kissimmee (407) 846-4343</p>
<p>City of Winter Park Police Department For Emergencies: 911 Main Number: (407) 599-3444 or Non-emergency: (407) 644-1313</p>	<p>Orlando Regional Medical Center (321) 841-5111</p>

	<p>Dr. P. Phillips Hospital (407) 351-8500</p>
	<p>Health Central Hospital (407) 296-1000</p>
	<p>Osceola Regional Medical Center (407) 846-2266</p>
	<p>Victim Service Center of Central Florida (407) 497-6701</p>

Appendix E: External Confidential Resources

BayCare

Available to students who are currently enrolled in Valencia College credit classes

(800) 878-5470

Baycare.org/sap

Harbor House of Central Florida

Available to all members of the Central Florida Community

(407) 886-2856

www.harborhousefl.com

Employee Assistance Program

Available to current full-time employees of Valencia College

(800) 554-6931

Victim Service Center of Central Florida

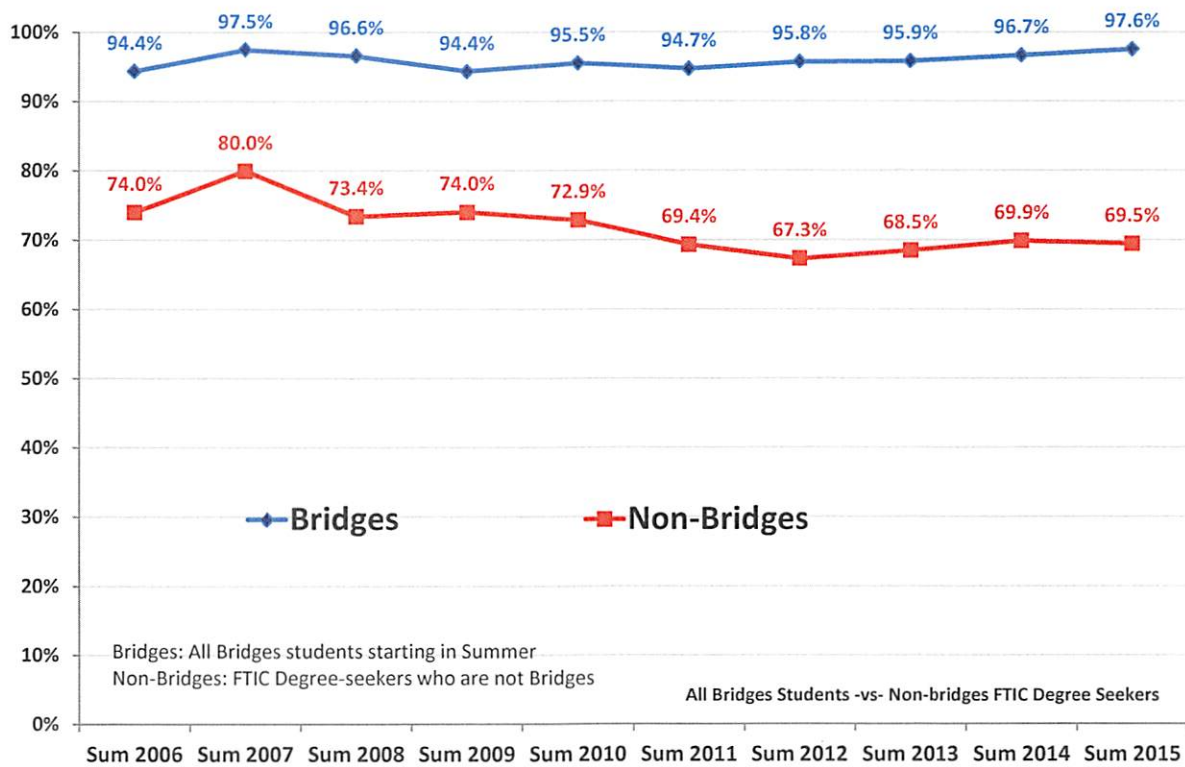
(407) 497-6701

www.victimservicecenter.com

APPENDIX 2

Bridges to Success data

Summer to Fall Retention Rates



Summer to Fall Retention Rates

Summer Cohorts

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	194	206	196	200	204	177	202	304	353	363	363	371	3133
Non-Bridges	553	575	508	584	617	890	1034	1142	1044	880	934	813	9574
Applied		9	23	10	27	7	2	1	25	42	1	2	149
Grand Total	747	790	727	794	848	1074	1238	1447	1422	1285	1298	1186	12856

Enrolled Fall

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	186	187	185	195	197	167	193	288	338	348	351	362	2997
Non-Bridges	407	413	376	467	453	659	754	792	703	603	653	565	6845
Applied		7	12	10	23	7	2	1	21	33		2	116
Grand Total	593	607	573	672	673	833	949	1081	1062	984	1004	929	9958

Fall Retention Rates

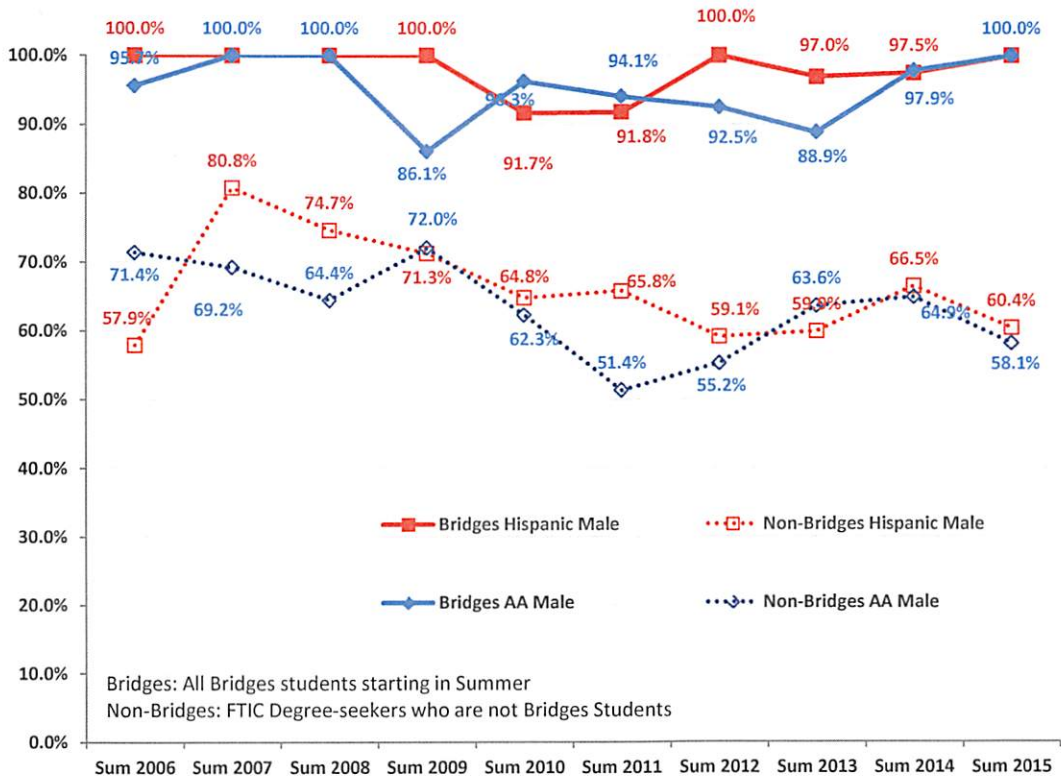
	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	95.9%	90.8%	94.4%	97.5%	96.6%	94.4%	95.5%	94.7%	95.8%	95.9%	96.7%	97.6%	95.7%
Non-Bridges	73.6%	71.8%	74.0%	80.0%	73.4%	74.0%	72.9%	69.4%	67.3%	68.5%	69.9%	69.5%	71.5%
Applied		77.8%	52.2%	100.0%	85.2%	100.0%	100.0%	100.0%	84.0%	78.6%	0.0%	100.0%	77.9%
Grand Total	79.4%	76.8%	78.8%	84.6%	79.4%	77.6%	76.7%	74.7%	74.7%	76.6%	77.3%	78.3%	77.5%

Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

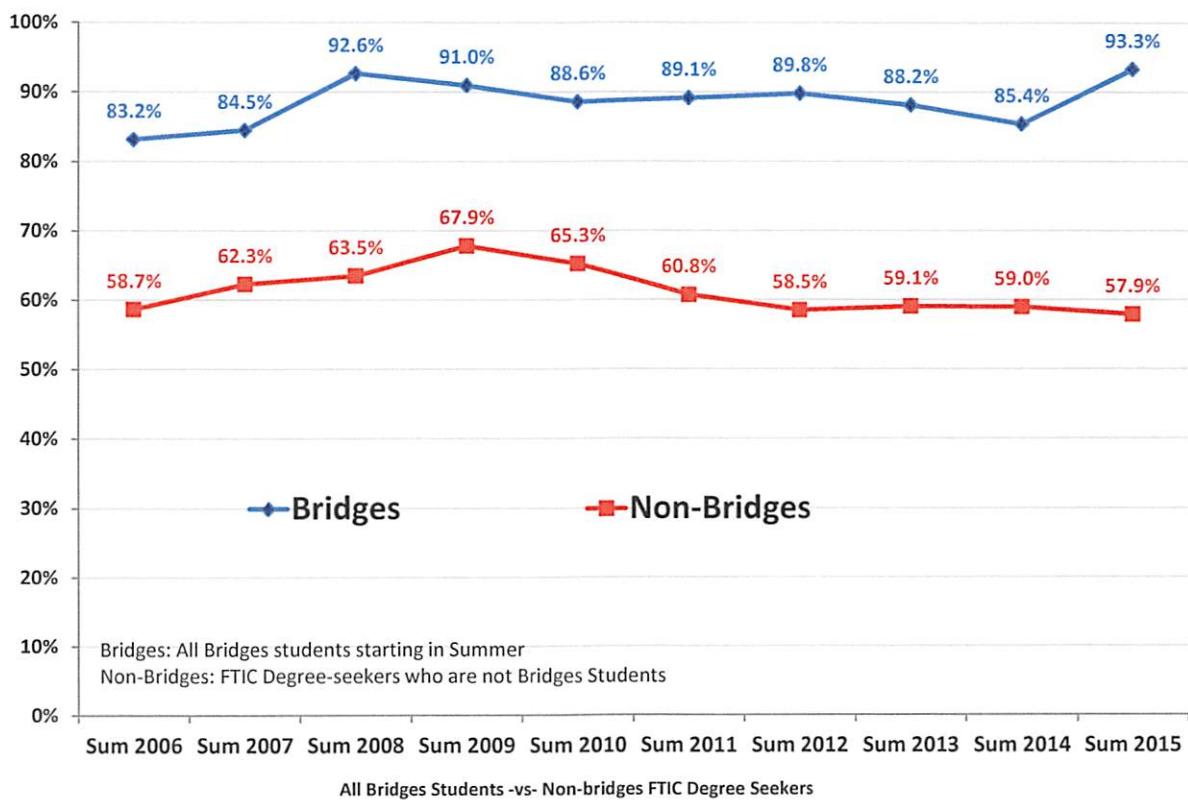
Summer to Fall Retention



Enrolled in Next Fall

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total	
Bridges	African American	Female	63	55	70	72	66	68	71	71	66	71	58	78	809	
		Male	32	34	22	32	34	31	26	48	37	48	46	40	430	
		Unknown	1			1								1	3	
	African American Total		96	89	92	105	100	99	97	119	103	119	105	118	1242	
	Caucasian	Female	7	11	9	3	6	1	4	13	12	21	18	21	126	
		Male	2	2		2	7	1	4	4	11	11	10	15	69	
		Unknown													0	
	Caucasian Total		9	13	9	5	13	2	8	17	23	32	28	36	195	
	Hispanic	Female	38	49	37	36	34	34	50	76	111	107	101	118	791	
		Male	22	14	19	16	23	20	22	45	62	64	79	48	434	
		Unknown					2								2	
	Hispanic Total		60	63	56	52	59	54	72	121	173	171	180	166	1227	
	Other	Female	16	16	19	17	17	8	11	17	32	17	24	28	28	222
		Male	5	5	9	16	8	4	5	14	7	9	14	14	110	
		Unknown			1										1	
Other Total		21	22	28	33	25	12	16	31	39	26	38	42	333		
Bridges Total		186	187	185	195	197	167	193	288	338	348	351	362	2997		
Non-Bridges	African American	Female	57	48	38	54	56	95	90	119	96	67	81	52	853	
		Male	24	24	25	27	29	67	76	56	74	49	61	43	555	
		Unknown						1							1	
	African American Total		81	72	63	81	85	163	166	175	170	116	142	95	1409	
	Caucasian	Female	89	98	97	101	74	104	132	126	125	93	87	94	1220	
		Male	74	76	60	74	72	104	121	137	98	104	92	83	1095	
		Unknown		1		1	1	1							4	
	Caucasian Total		163	175	157	176	147	209	253	263	223	197	179	177	2319	
	Hispanic	Female	70	55	55	73	70	87	135	156	132	114	135	127	1209	
		Male	44	44	33	59	56	77	105	100	91	103	111	96	919	
		Unknown			1	2		1							4	
	Hispanic Total		114	99	89	134	126	165	240	256	223	217	246	223	2132	
	Other	Female	23	36	30	42	49	60	43	41	56	37	40	33	490	
		Male	25	31	37	33	42	61	52	57	31	35	41	37	482	
		Unknown		1		1	4	1				1	5		13	
Other Total		49	67	67	76	95	122	95	98	87	73	86	70	985		
Non-Bridges Total		407	413	376	467	453	659	754	792	703	603	653	565	6845		

Summer to Spring Retention Rates



Summer to Spring Retention Rates

Summer Cohorts

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	194	206	196	200	204	177	202	304	353	363	363	371	2399
Non-Bridges	553	575	508	584	617	890	1034	1142	1044	880	934	813	7827
Applied		9	23	10	27	7	2	1	25	42	1	2	146
Grand Total	747	790	727	794	848	1074	1238	1447	1422	1285	1298	1186	10372

Enrolled Spring

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	170	169	163	169	189	161	179	271	317	320	310	346	2108
Non-Bridges	331	334	298	364	392	604	675	694	611	520	551	471	4823
Applied		6	11	8	22	6	1	1	14	34		2	103
Grand Total	501	509	472	541	603	771	855	966	942	874	861	819	7034

Spring Retention Rates

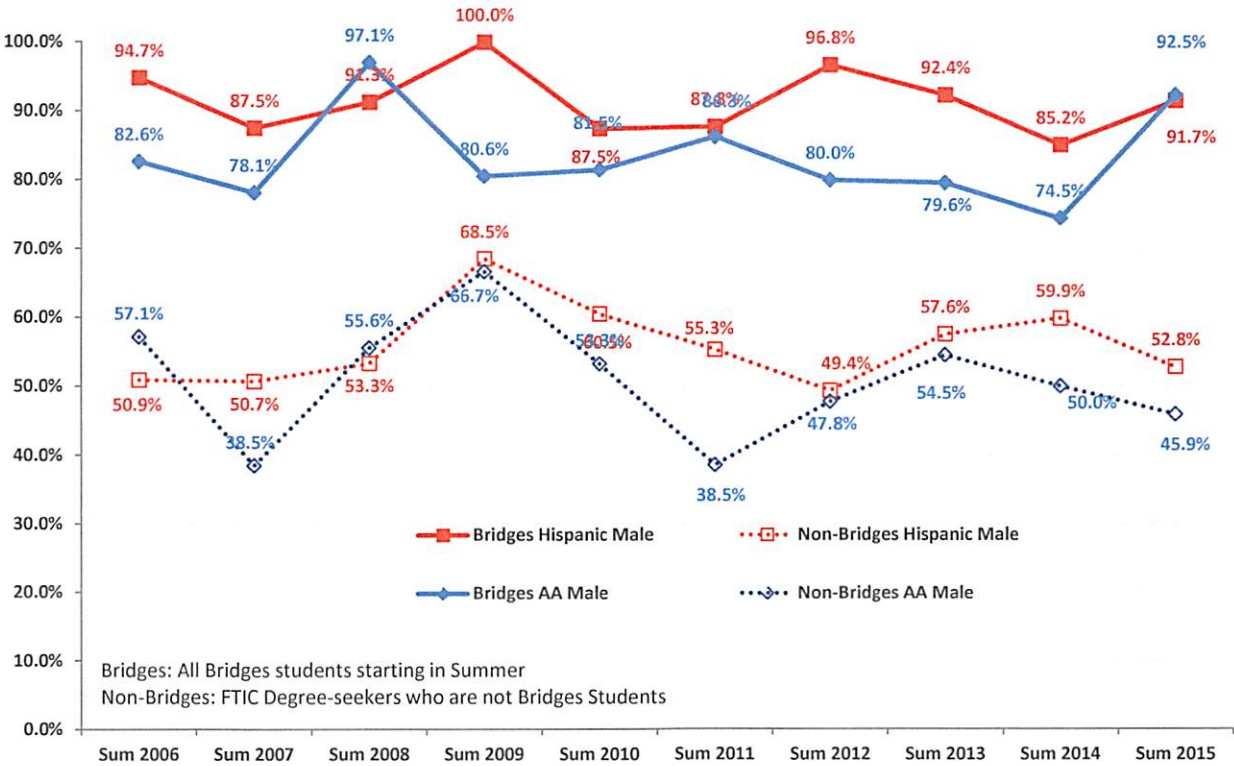
	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	87.6%	82.0%	83.2%	84.5%	92.6%	91.0%	88.6%	89.1%	89.8%	88.2%	85.4%	93.3%	87.9%
Non-Bridges	59.9%	58.1%	58.7%	62.3%	63.5%	67.9%	65.3%	60.8%	58.5%	59.1%	59.0%	57.9%	61.6%
Applied		66.7%	47.8%	80.0%	81.5%	85.7%	50.0%	100.0%	56.0%	81.0%	0.0%	100.0%	70.5%
Grand Total	67.1%	64.4%	64.9%	68.1%	71.1%	71.8%	69.1%	66.8%	66.2%	68.0%	66.3%	69.1%	67.8%

Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

Summer to Spring Retention by Race/Gender

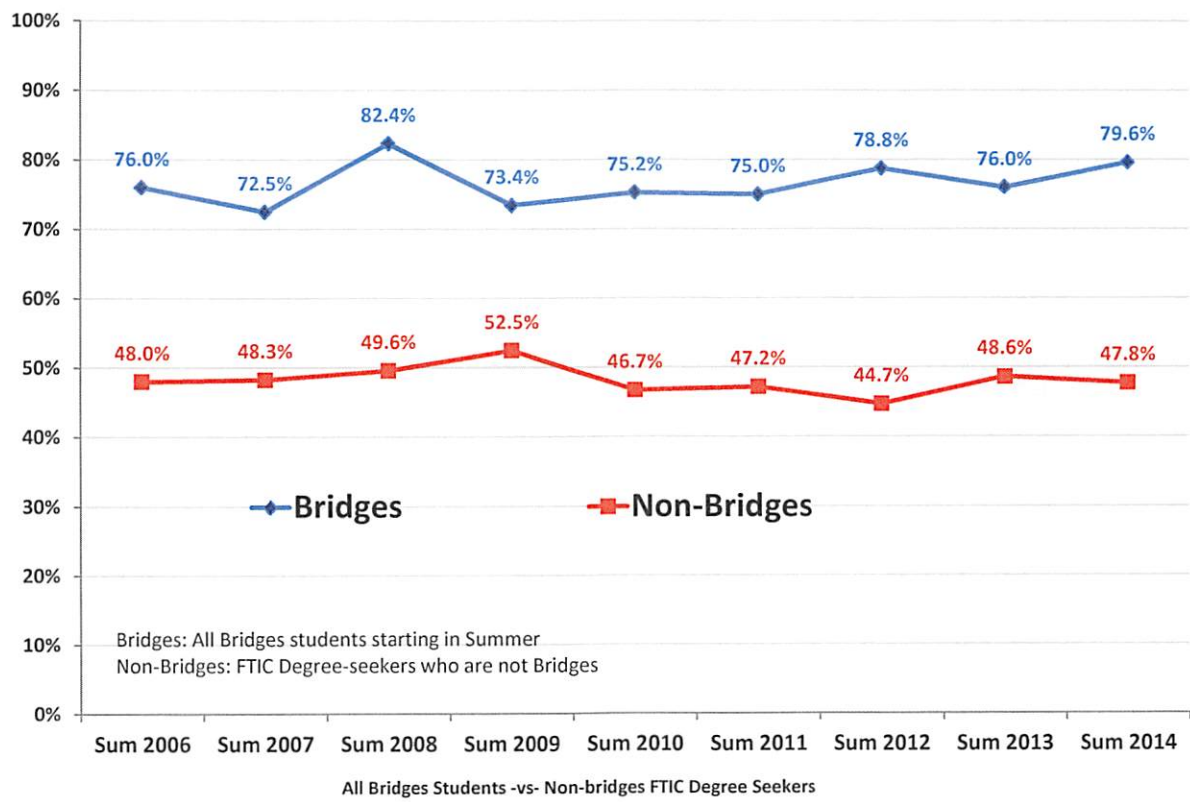


Enrolled in Next Spring

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	African American	Female	55	51	58	63	61	66	67	67	63	63	49	77	740
		Male	28	32	19	25	33	29	22	44	32	43	35	37	379
		Unknown	1			1									2
	African American Total		84	83	77	89	94	95	89	111	95	106	84	114	1121
	Caucasian	Female	7	11	8	3	6		3	13	9	20	17	21	118
		Male	2	2			7	1	4	4	10	10	8	13	61
		Unknown													0
	Caucasian Total		9	13	8	3	13	1	7	17	19	30	25	34	179
	Hispanic	Female	36	39	34	35	34	33	47	69	105	99	96	115	742
		Male	20	13	18	14	21	20	21	43	60	61	69	44	404
		Unknown					2								2
	Hispanic Total		56	52	52	49	57	53	68	112	165	160	165	159	1148
	Other	Female	16	15	18	14	17	8	10	17	32	16	22	25	210
		Male	5	5	8	14	8	4	5	14	6	8	14	14	105
		Unknown		1											1
	Other Total		21	21	26	28	25	12	15	31	38	24	36	39	316
	Bridges Total		170	169	163	169	189	161	179	271	317	320	310	346	2764
	Non-Bridges	African American	Female	45	33	31	45	48	79	85	110	85	67	67	40
Male			22	21	20	15	25	62	65	42	64	42	47	34	459
Unknown								1							1
African American Total			67	54	51	60	73	142	150	152	149	109	114	74	1195
Caucasian		Female	77	83	73	77	67	100	116	119	117	75	72	72	1048
		Male	52	58	45	59	60	94	94	114	82	78	79	72	887
		Unknown		1		1	2	1							5
Caucasian Total			129	142	118	137	129	195	210	233	199	153	151	144	1940
Hispanic		Female	59	48	40	66	64	82	125	139	103	98	112	108	1044
		Male	35	36	29	37	40	74	98	84	76	99	100	84	792
		Unknown			1	1		1							3
Hispanic Total			94	84	70	104	104	157	223	223	179	197	212	192	1839
Other		Female	18	31	29	37	41	57	42	39	52	32	35	32	445
		Male	22	23	30	25	41	52	50	47	32	28	34	29	413
		Unknown	1				4	1					1	5	13
Other Total			41	54	59	63	86	110	92	86	84	61	74	61	871
Non-Bridges Total			331	334	298	364	392	604	675	694	611	520	551	471	5845

Bridges - All bridges students entering during Term
 Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Summer to **Second** Fall Retention Rates



Summer to **Second** Fall Retention Rates

Summer Cohorts

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Grand Total
Bridges	194	206	196	200	204	177	202	304	353	363	363	1683
Non-Bridges	553	575	508	584	617	890	1034	1142	1044	921	934	5903
Applied		7	17	10	20	7	2	1	25		1	64
Grand Total	747	788	721	794	841	1074	1238	1447	1422	1284	1298	7650

Enrolled **Second** Fall

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Grand Total
Bridges	139	143	149	145	168	130	152	228	278	276	289	1254
Non-Bridges	242	265	244	282	306	467	483	539	467	448	446	2828
Applied		7	11	7	21	4	2		15			52
Grand Total	381	415	404	434	495	601	637	767	760	724	735	4134

Second Fall Retention Rates

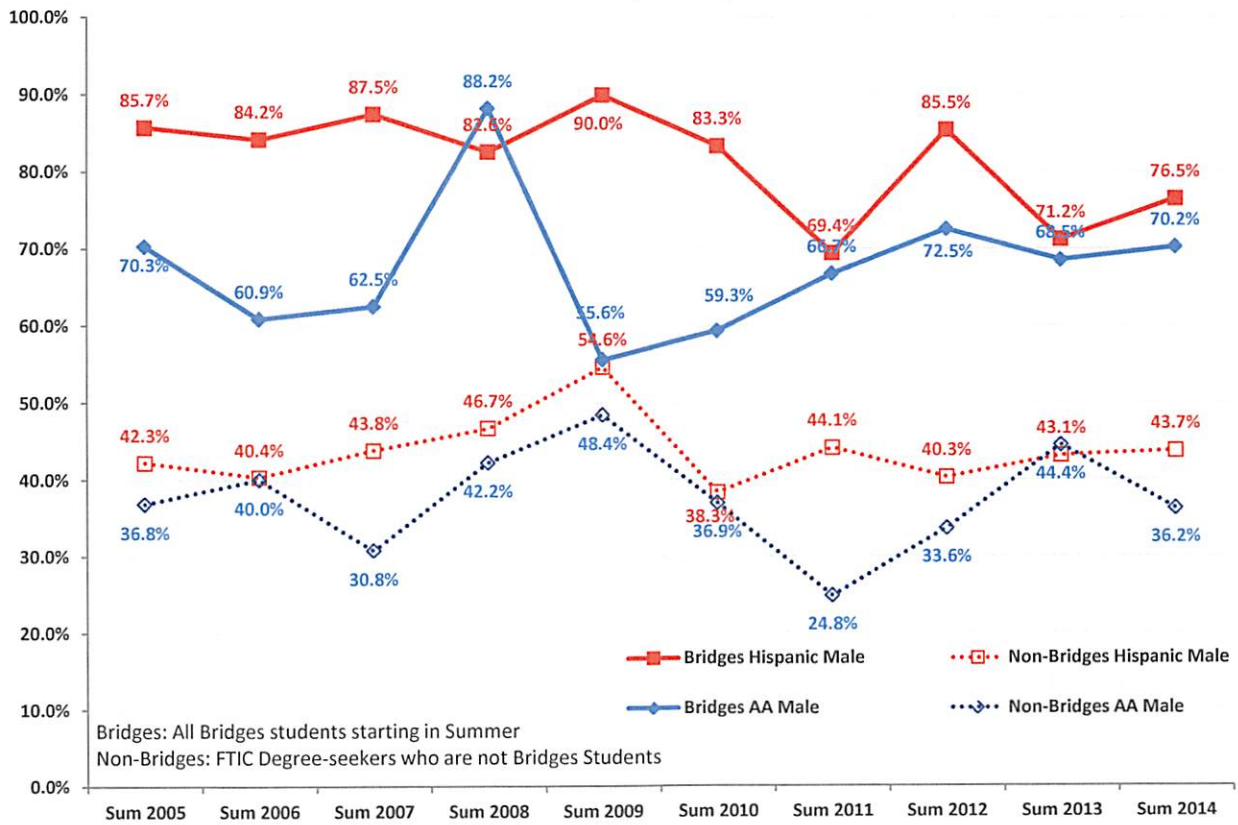
	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Grand Total
Bridges	71.6%	69.4%	76.0%	72.5%	82.4%	73.4%	75.2%	75.0%	78.8%	76.0%	79.6%	74.5%
Non-Bridges	43.8%	46.1%	48.0%	48.3%	49.6%	52.5%	46.7%	47.2%	44.7%	48.6%	47.8%	47.9%
Applied		100.0%	64.7%	70.0%	105.0%	57.1%	100.0%	0.0%	60.0%		0.0%	81.3%
Grand Total	51.0%	52.7%	56.0%	54.7%	58.9%	56.0%	51.5%	53.0%	53.4%	56.4%	56.6%	54.0%

Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

Summer to **Second** Fall Retention by Race/Gender

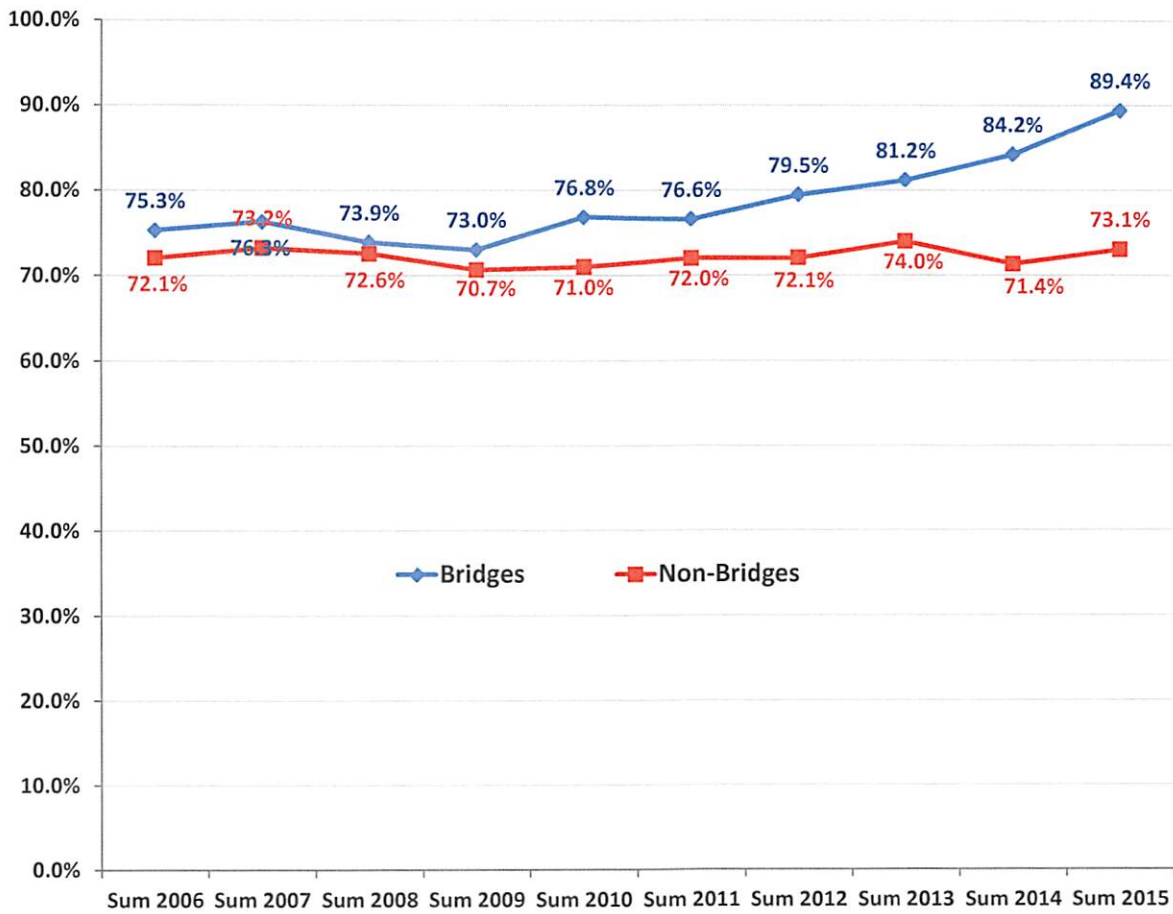


Enrolled in **Second** Fall

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Grand Total
Bridges	African American	Female	42	40	55	55	58	53	56	58	57	56	48	578
		Male	24	26	14	20	30	20	16	34	29	37	33	283
		Unknown	1			1								
	African American Total		67	66	69	76	88	73	72	92	86	93	81	863
	Caucasian	Female	3	10	7	3	4		4	11	7	16	17	82
		Male	2	1			5	1	2	4	7	9	6	37
		Unknown												
	Caucasian Total		5	11	7	3	9	1	6	15	14	25	23	119
	Hispanic	Female	32	36	33	25	29	27	42	61	90	90	91	556
		Male	16	12	16	14	19	18	20	34	53	47	62	311
		Unknown					2							
	Hispanic Total		48	48	49	39	50	45	62	95	143	137	153	869
	Other	Female	15	14	17	13	14	7	9	12	29	15	19	164
		Male	4	3	7	14	7	4	3	14	6	6	13	81
		Unknown		1										
Other Total		19	18	24	27	21	11	12	26	35	21	32	246	
Bridges Total		139	143	149	145	168	130	152	228	278	276	289	2097	
Non-Bridges	African American	Female	24	25	15	28	31	59	65	80	54	56	50	487
		Male	19	14	14	12	19	45	45	27	45	36	34	310
		Unknown												
	African American Total		43	39	29	40	50	104	110	107	99	92	84	797
	Caucasian	Female	63	64	62	57	53	79	89	98	93	57	64	779
		Male	38	44	37	48	46	75	63	95	70	70	67	653
		Unknown				1	1	1						
	Caucasian Total		101	108	99	106	100	155	152	193	163	127	131	1435
	Hispanic	Female	48	39	38	51	50	70	89	110	81	95	92	763
		Male	19	30	23	32	35	59	62	67	62	75	73	537
		Unknown			1	2		1						
	Hispanic Total		67	69	62	85	85	130	151	177	143	170	165	1304
	Other	Female	13	25	27	30	31	43	32	30	37	29	30	327
		Male	18	24	27	20	36	35	38	32	25	29	31	315
		Unknown				1	4						1	5
Other Total		31	49	54	51	71	78	70	62	62	59	66	653	
Non-Bridges Total		242	265	244	282	306	467	483	539	467	448	446	4189	

Bridges - All bridges students entering during Term
 Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Percent of Credits Completed with an A, B or C



Percent of Credits Completed with an A, B or C

Total Credits Attempted

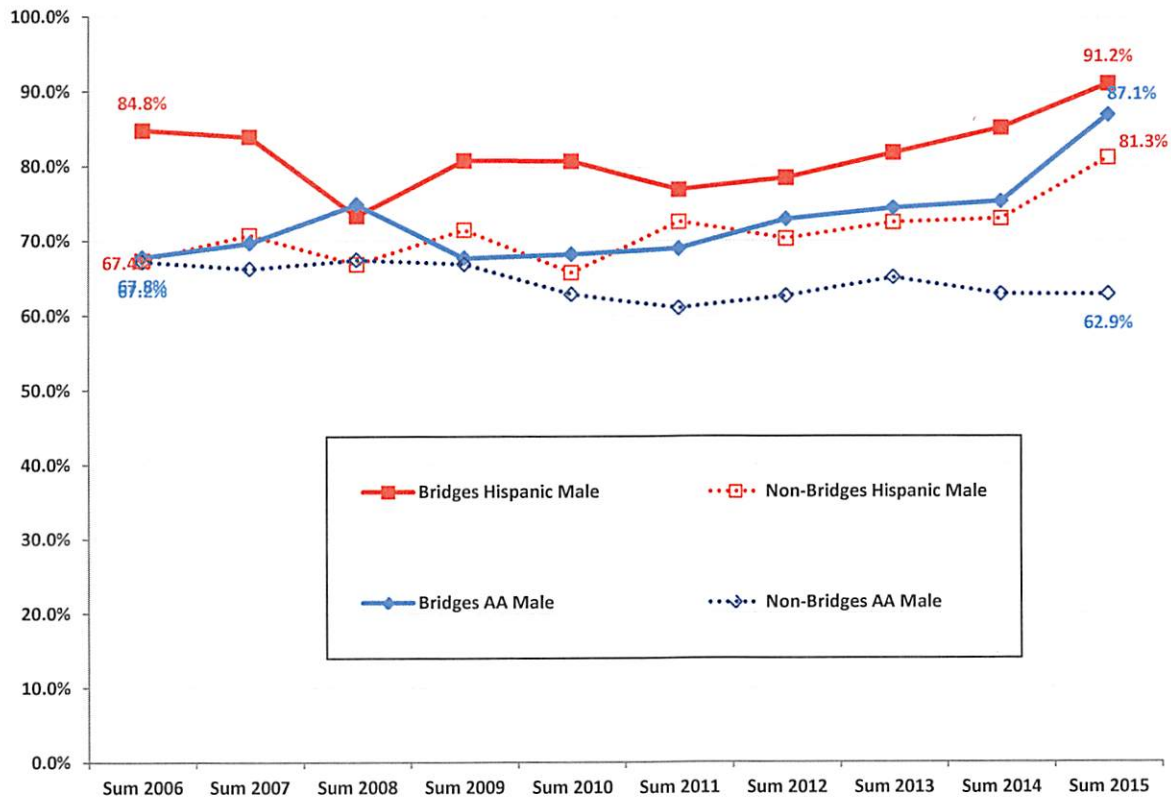
Bridges	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	12884	14020	14084	13806	14543	12050	13589	18954	21971	20419	15030	6865	178215
Non-Bridges	26663	28280	26320	31083	31806	45854	48645	50203	42468	34035	26077	11785	403219
Applied		791	868	636	1378	332	153	18			10	28	4214
Grand Total	39547	43091	41272	45525	47727	58236	62387	69175	64439	54454	41117	18678	585648

Total Credit Completed

Bridges	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	9140	9814	10603	10533	10741	8796	10439	14512	17460	16581	12661	6139	137419
Non-Bridges	18617	20377	18968	22762	23082	32398	34541	36153	30609	25191	18609	8609	289916
Applied		661	604	492	1030	147	106	12			0	24	3076
Grand Total	27757	30852	30175	33787	34853	41341	45086	50677	48069	41772	31270	14772	430411

Bridges	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	70.9%	70.0%	75.3%	76.3%	73.9%	73.0%	76.8%	76.6%	79.5%	81.2%	84.2%	89.4%	77.1%
Non-Bridges	69.8%	72.1%	72.1%	73.2%	72.6%	70.7%	71.0%	72.0%	72.1%	74.0%	71.4%	73.1%	71.9%
Applied		83.6%	69.6%	77.4%	74.7%	44.3%	69.3%	66.7%				85.7%	73.0%
Grand Total	70.2%	71.6%	73.1%	74.2%	73.0%	71.0%	72.3%	73.3%	74.6%	76.7%	76.1%	79.1%	73.5%

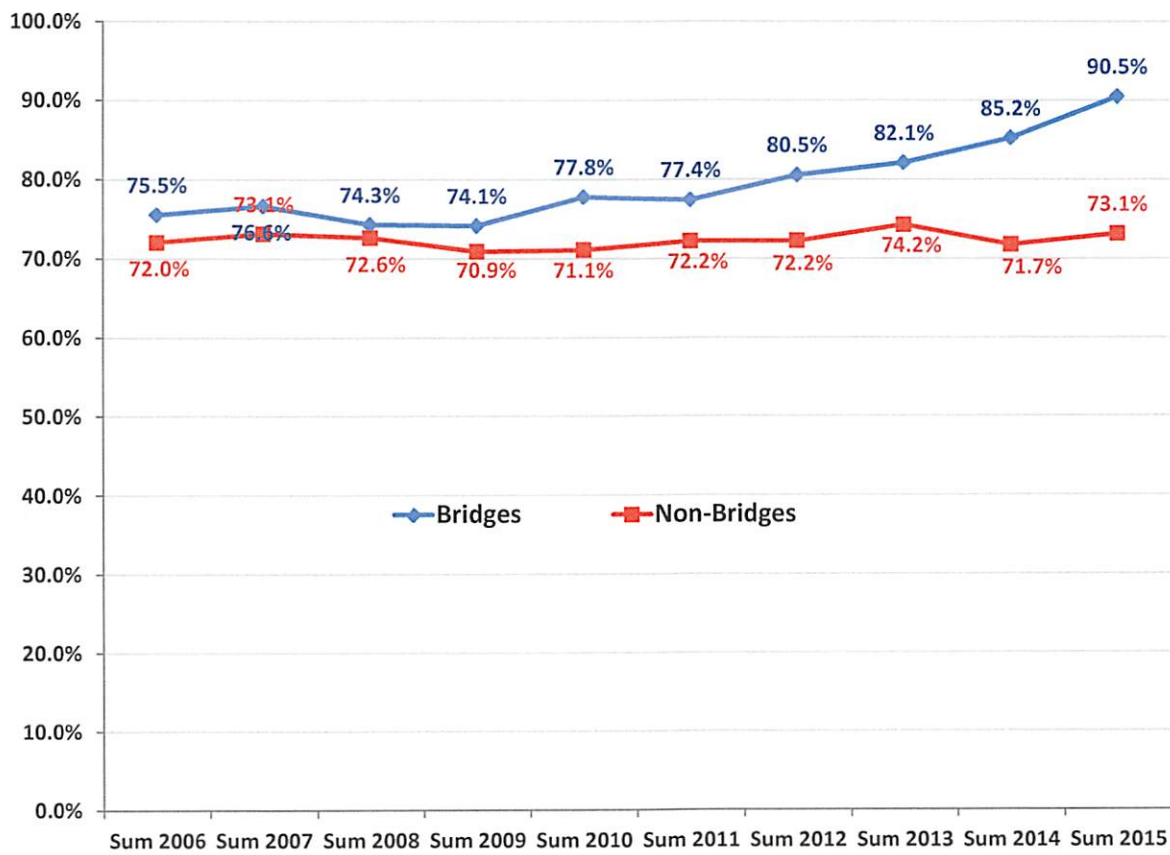
Percent of Credits Completed with an A, B or C By Race/Gender



Credits Completed with an A, B or C
By Race/Gender

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total	
Bridges	African American	Female	2466	2553	3565	3717	3425	3409	3612	3562	3570	3321	2056	1380	36636	
		Male	1441	1451	975	1469	1954	1362	1232	1912	1703	2162	1302	632	17595	
		Unknown	88			58								8	154	
	African American Total			3995	4004	4540	5244	5379	4771	4844	5474	5273	5483	3366	2012	54385
	Caucasian	Female	307	696	573	288	344	1	190	730	554	946	764	354	5747	
		Male	122	59		6	320	34	171	268	448	536	319	216	2499	
		Unknown													0	
	Caucasian Total			429	755	573	294	664	35	361	998	1002	1482	1083	570	8246
	Hispanic	Female	1999	2618	2388	2096	2190	2055	2962	4080	5832	5247	3889	2050	37406	
		Male	1266	834	1280	959	1179	1188	1409	2241	3128	2937	2772	809	20002	
		Unknown					94								94	
	Hispanic Total			3265	3452	3668	3055	3463	3243	4371	6321	8960	8184	6661	2859	57502
	Other	Female	1140	1251	1222	967	883	454	630	859	1827	988	932	464	11617	
		Male	311	282	600	973	352	293	233	860	398	444	619	234	5599	
Unknown			70											70		
Other Total			1451	1603	1822	1940	1235	747	863	1719	2225	1432	1551	698	17286	
Bridges Total			9140	9814	10603	10533	10741	8796	10439	14512	17460	16581	12661	6139	137419	
Non-Bridges	African American	Female	2099	1760	1624	2393	2202	3919	4087	4474	3435	2905	2017	743	31658	
		Male	1194	727	1164	1021	1506	3217	2983	1876	2732	1841	1426	637	20324	
		Unknown			0	9	0	0							9	
	African American Total			3293	2487	2788	3423	3708	7136	7070	6350	6167	4746	3443	1380	51991
	Caucasian	Female	4335	5213	4842	5016	4367	5238	6750	6469	5896	3447	2665	1309	55547	
		Male	2816	3616	2504	3432	3403	5111	4544	6365	4604	4193	2752	1192	44532	
		Unknown		15	0	59	21	82							177	
	Caucasian Total			7151	8844	7346	8507	7791	10431	11294	12834	10500	7640	5417	2501	100256
	Hispanic	Female	3526	2756	3142	4072	3912	4698	6392	7252	5370	5188	3826	2059	52193	
		Male	1986	2225	1708	2234	2319	3946	4746	4776	4027	4115	3154	1566	36802	
		Unknown			69	109		57					0		235	
	Hispanic Total			5512	4981	4919	6415	6231	8701	11138	12028	9397	9303	6980	3625	89230
	Other	Female	1149	2127	1978	2636	2529	3405	2383	2240	2984	1753	1301	594	25079	
		Male	1461	1938	1937	1678	2547	2722	2656	2701	1561	1689	1270	509	22669	
Unknown		51			103	276	3				60	198		691		
Other Total			2661	4065	3915	4417	5352	6130	5039	4941	4545	3502	2769	1103	48439	
Non-Bridges Total			18617	20377	18968	22762	23082	32398	34541	36153	30609	25191	18609	8609	289916	

Percent of Courses Completed with an A, B or C



Percent of **Courses Completed** with an A, B or C

Total number of courses attempted

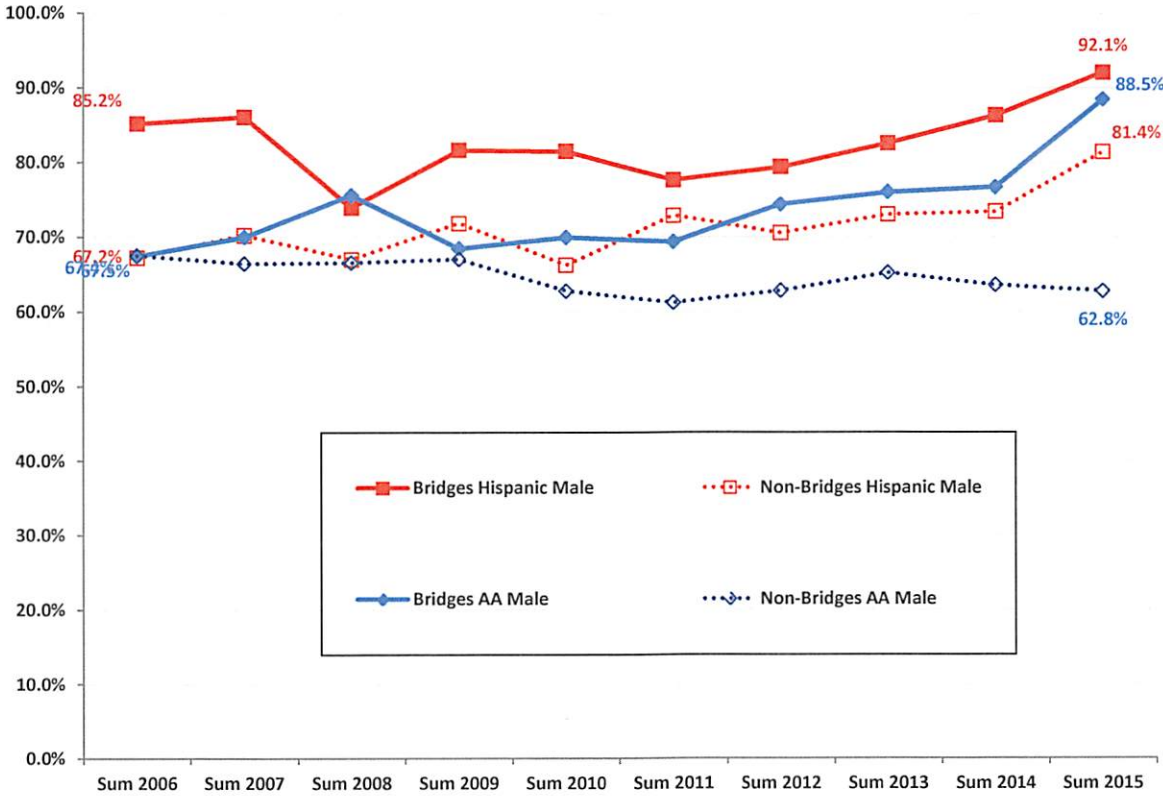
Bridges	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	4184	4505	4533	4461	4718	4024	4536	6422	7383	6898	5128	2483	59275
Non-Bridges	8642	9131	8546	10109	10291	14861	15853	16347	13846	11123	8492	3828	131069
Applied		258	285	211	436	109	51	6			3	10	1369
Grand Total	12826	13894	13364	14781	15445	18994	20440	22775	21229	18021	13623	6321	191713

Total number of course completed

Bridges	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	2982	3166	3424	3418	3505	2983	3527	4971	5945	5661	4369	2246	46197
Non-Bridges	6036	6579	6157	7391	7474	10533	11271	11802	9999	8258	6093	2799	94392
Applied		218	201	166	328	49	36	4			0	8	1010
Grand Total	9018	9963	9782	10975	11307	13565	14834	16777	15944	13919	10462	5053	141599

Bridges	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	71.3%	70.3%	75.5%	76.6%	74.3%	74.1%	77.8%	77.4%	80.5%	82.1%	85.2%	90.5%	77.9%
Non-Bridges	69.8%	72.1%	72.0%	73.1%	72.6%	70.9%	71.1%	72.2%	72.2%	74.2%	71.7%	73.1%	72.0%
Applied		84.5%	70.5%	78.7%	75.2%	45.0%	70.6%	66.7%				80.0%	73.8%
Grand Total	70.3%	71.7%	73.2%	74.3%	73.2%	71.4%	72.6%	73.7%	75.1%	77.2%	76.8%	79.9%	73.9%

Percent of Courses Completed with an A, B or C By Race/Gender

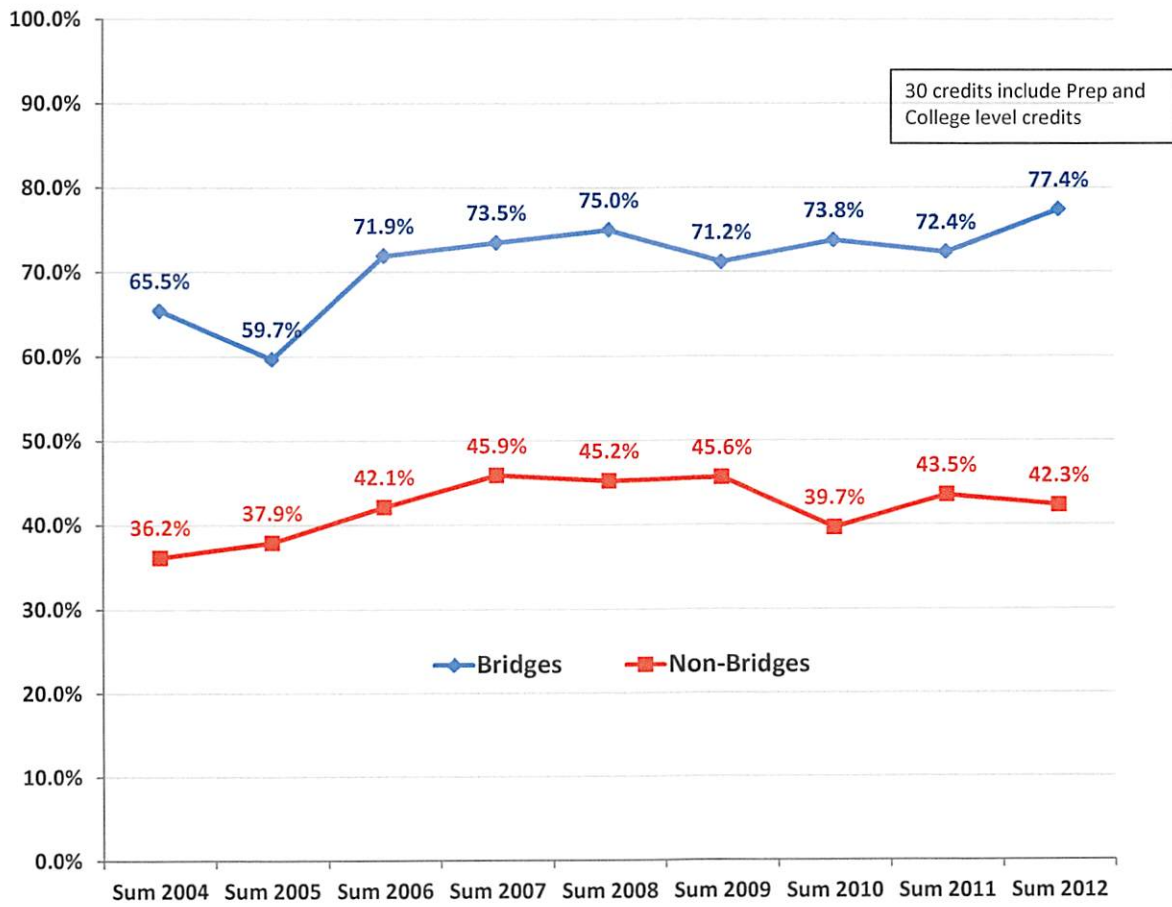


Source: IR SAS(DD)

Courses Completed with an A, B or C
By Race/Gender

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Sum 2013	Sum 2014	Sum 2015	Grand Total
Bridges	African American	Female	805	823	1163	1213	1122	1154	1212	1232	1207	1129	707	500	12267
		Male	487	485	319	485	648	465	429	662	590	759	455	231	6015
		Unknown	30			19									
	African American Total		1322	1308	1482	1717	1770	1619	1641	1894	1797	1888	1165	731	18334
	Caucasian	Female	100	214	172	86	111	1	65	249	191	322	260	131	1902
		Male	41	20		2	103	12	59	91	154	184	112	81	859
		Unknown													
	Caucasian Total		141	234	172	88	214	13	124	340	345	506	372	212	2761
	Hispanic	Female	655	844	762	664	705	691	1000	1392	2000	1792	1335	751	12591
		Male	419	289	420	316	389	400	476	765	1060	997	988	296	6793
		Unknown						30							
	Hispanic Total		1074	1133	1182	980	1124	1091	1476	2157	3060	2789	2303	1047	19416
	Other	Female	343	382	397	313	279	160	207	292	610	328	319	171	3802
		Male	102	87	191	320	118	100	79	288	133	149	210	85	1862
		Unknown		22											
Other Total		445	491	588	633	397	260	286	580	743	478	529	256	5686	
Bridges Total		2982	3166	3424	3418	3505	2983	3527	4971	5945	5661	4369	2246	46197	
Non-Bridges	African American	Female	682	577	536	770	724	1282	1333	1453	1133	953	670	240	10353
		Male	387	243	391	337	486	1049	975	629	890	599	463	206	6653
		Unknown			0	3	0	0							
	African American Total		1069	820	927	1110	1210	2331	2308	2082	2023	1552	1133	446	17011
	Caucasian	Female	1406	1643	1571	1626	1403	1694	2192	2101	1921	1125	878	427	17987
		Male	930	1189	829	1114	1115	1671	1487	2061	1501	1383	894	392	14566
		Unknown		5	0	20	7	25							
	Caucasian Total		2336	2837	2400	2760	2525	3390	3679	4162	3422	2508	1772	819	32610
	Hispanic	Female	1135	894	1005	1322	1256	1522	2087	2384	1754	1707	1256	667	16989
		Male	649	716	548	734	763	1298	1577	1568	1333	1358	1033	508	12085
		Unknown			19	36		19							
	Hispanic Total		1784	1610	1572	2092	2019	2839	3664	3952	3087	3065	2289	1175	29148
	Other	Female	366	684	619	861	812	1086	774	724	963	562	419	194	8064
		Male	465	628	639	536	822	886	646	882	504	551	415	165	7339
		Unknown	16			32	86	1				20	65		220
Other Total		847	1312	1258	1429	1720	1973	1620	1606	1467	1133	899	359	15623	
Non-Bridges Total		6036	6579	6157	7391	7474	10533	11271	11802	9999	8258	6083	2799	94392	

30 Credits in 3 years



30 Credits in 3 years

Total Cohort

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Grand Total
Bridges	194	206	196	200	204	177	202	304	354	2037
Non-Bridges	553	575	508	584	617	890	1034	1142	1043	6946
Applied		7	17	10	20	7	2	24		87
Grand Total	747	788	721	794	841	1074	1238	1447	1397	9047

Achieved 30 Credits in 3 years

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Grand Total
Bridges	127	123	141	147	153	126	149	220	274	1460
Non-Bridges	200	218	214	268	279	406	410	497	441	2933
Applied		6	8	7	15	2	1	16		55
Grand Total	327	347	363	422	447	534	560	717	715	4432

Percent

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Grand Total
Bridges	65.5%	59.7%	71.9%	73.5%	75.0%	71.2%	73.8%	72.4%	77.4%	71.7%
Non-Bridges	36.2%	37.9%	42.1%	45.9%	45.2%	45.6%	39.7%	43.5%	42.3%	42.2%
Applied		85.7%	47.1%	70.0%	75.0%	28.6%	50.0%	66.7%		63.2%
Grand Total	43.8%	44.0%	50.3%	53.1%	53.2%	49.7%	45.2%	49.6%	51.2%	49.0%

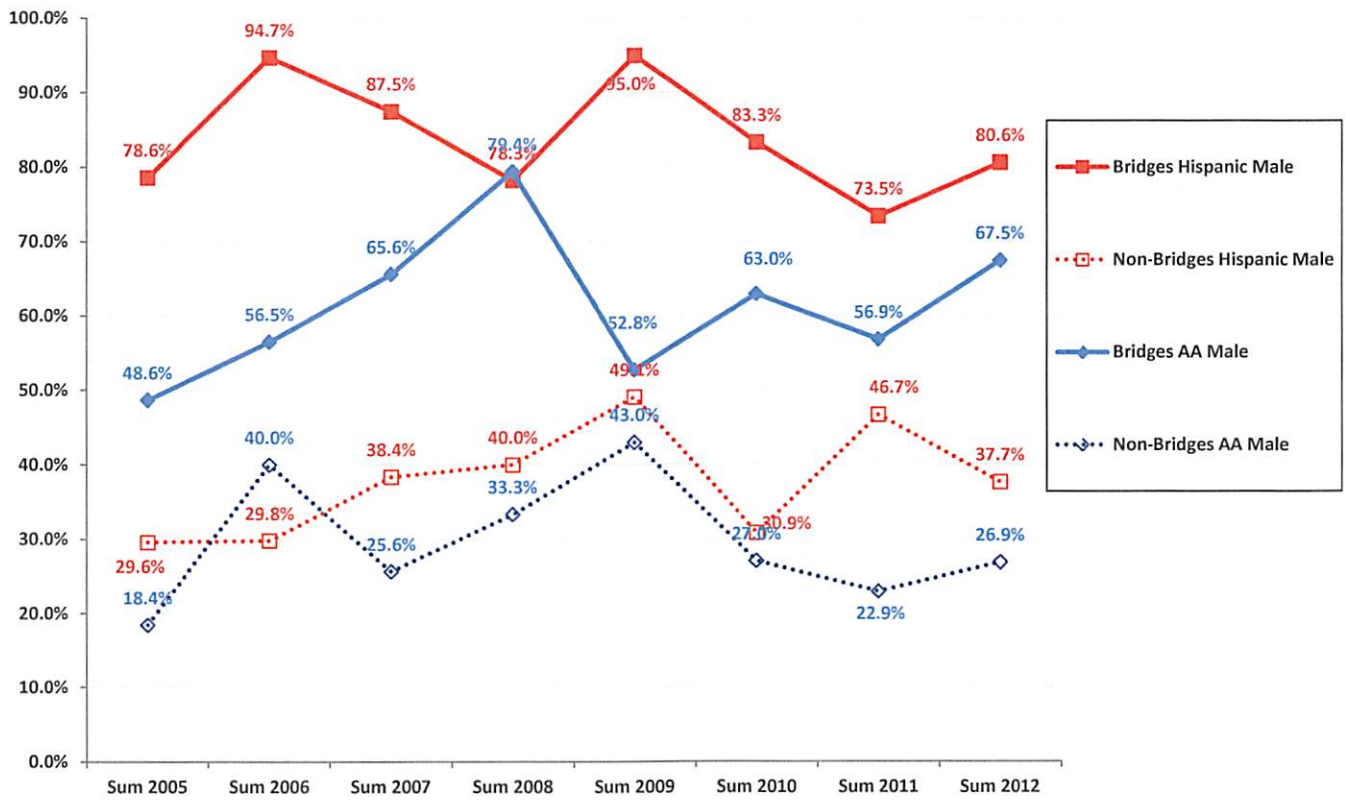
Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

30 Credits include Prep and College Level Credits

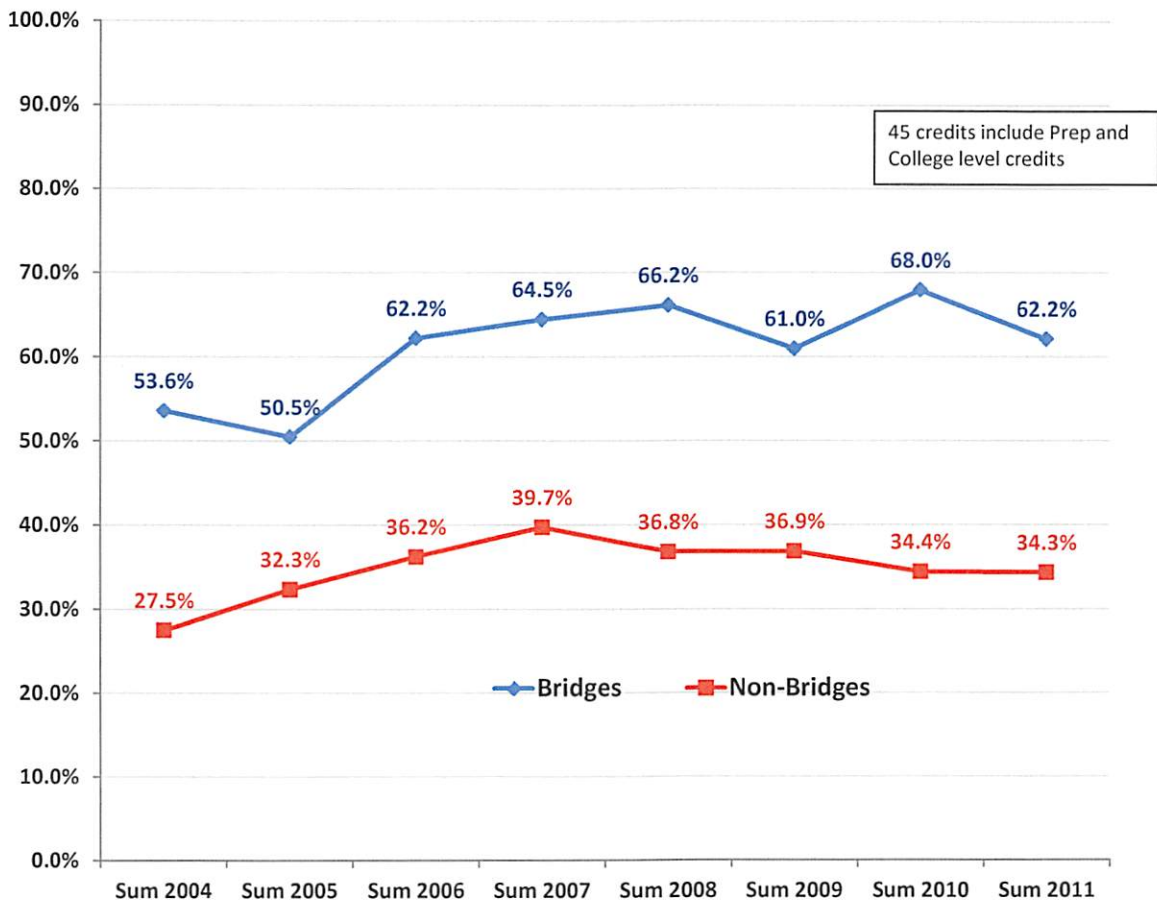
30 Credits in 3 years by Race for Males



Achieved 30 Credits in 3 years

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Sum 2012	Grand Total	
Bridges	African American	Female	35	35	50	53	48	50	53	55	55	434	
		Male	19	18	13	21	27	19	17	29	27	190	
		Unknown	1			1							2
	African American Total		55	53	63	75	75	69	70	84	82	626	
	Caucasian	Female	4	9	7	3	5			3	12	8	51
		Male	2				5	1	2	4	7	21	21
	Caucasian Total		6	9	7	3	10	1	5	16	15	72	
	Hispanic	Female	30	34	30	29	30	27	42	59	93	374	
		Male	17	11	18	14	18	19	20	36	50	203	
		Unknown						2					2
	Hispanic Total		47	45	48	43	50	46	62	95	143	579	
	Other	Female	15	12	17	14	13	7	9	12	28	127	
		Male	4	3	6	12	5	3	3	13	6	55	
		Unknown		1									1
	Other Total		19	16	23	26	18	10	12	25	34	183	
Bridges Total		127	123	141	147	153	126	149	220	274	1460		
Non-Bridges	African American	Female	22	17	14	25	27	45	47	64	47	308	
		Male	14	7	14	10	15	40	33	25	36	194	
		Unknown	0	0	0	0	0	0	0				0
	African American Total		36	24	28	35	42	85	80	89	83	502	
	Caucasian	Female	53	54	59	57	52	65	83	86	84	593	
		Male	29	45	31	44	39	61	55	88	71	463	
		Unknown				1		1					2
	Caucasian Total		82	99	90	102	91	127	138	174	155	1058	
	Hispanic	Female	36	32	32	50	45	58	76	100	81	510	
		Male	19	21	17	28	30	53	50	71	58	347	
		Unknown			1	1		1					3
	Hispanic Total		55	53	50	79	75	112	126	171	139	860	
	Other	Female	13	22	26	30	33	44	31	29	42	270	
		Male	14	20	20	21	35	38	35	34	22	239	
		Unknown				1	3						4
Other Total		27	42	46	52	71	82	66	63	64	513		
Non-Bridges Total		200	218	214	268	279	406	410	497	441	2933		

45 Credits in 4 years



45 Credits in 4 years

Total Cohort

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011
Bridges	194	206	196	200	204	177	203	304
Non-Bridges	553	575	508	584	617	890	1034	1142
Applied		7	17	10	20	7		
Grand Total	747	788	721	794	841	1074		

Achieved 45 Credits in 4 years

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011
Bridges	104	104	122	129	135	108	138	189
Non-Bridges	152	186	184	232	227	328	356	392
Applied		6	7	6	14	1		
Grand Total	256	296	313	367	376	437		

Percent

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011
Bridges	53.6%	50.5%	62.2%	64.5%	66.2%	61.0%	68.0%	62.2%
Non-Bridges	27.5%	32.3%	36.2%	39.7%	36.8%	36.9%	34.4%	34.3%
Applied		85.7%	41.2%	60.0%	70.0%	14.3%		
Grand Total	34.3%	37.6%	43.4%	46.2%	44.7%	40.7%		

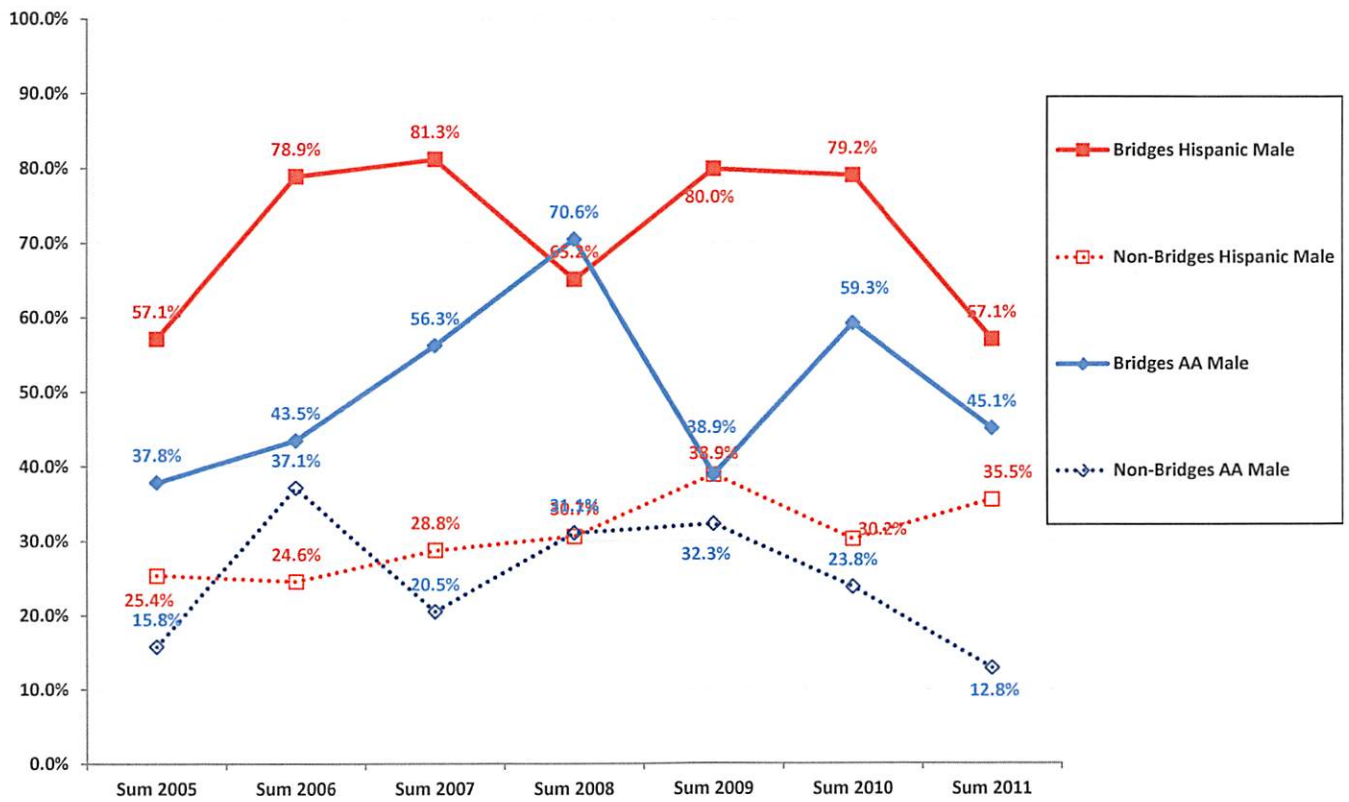
Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

45 Credits include Prep and College Level credits

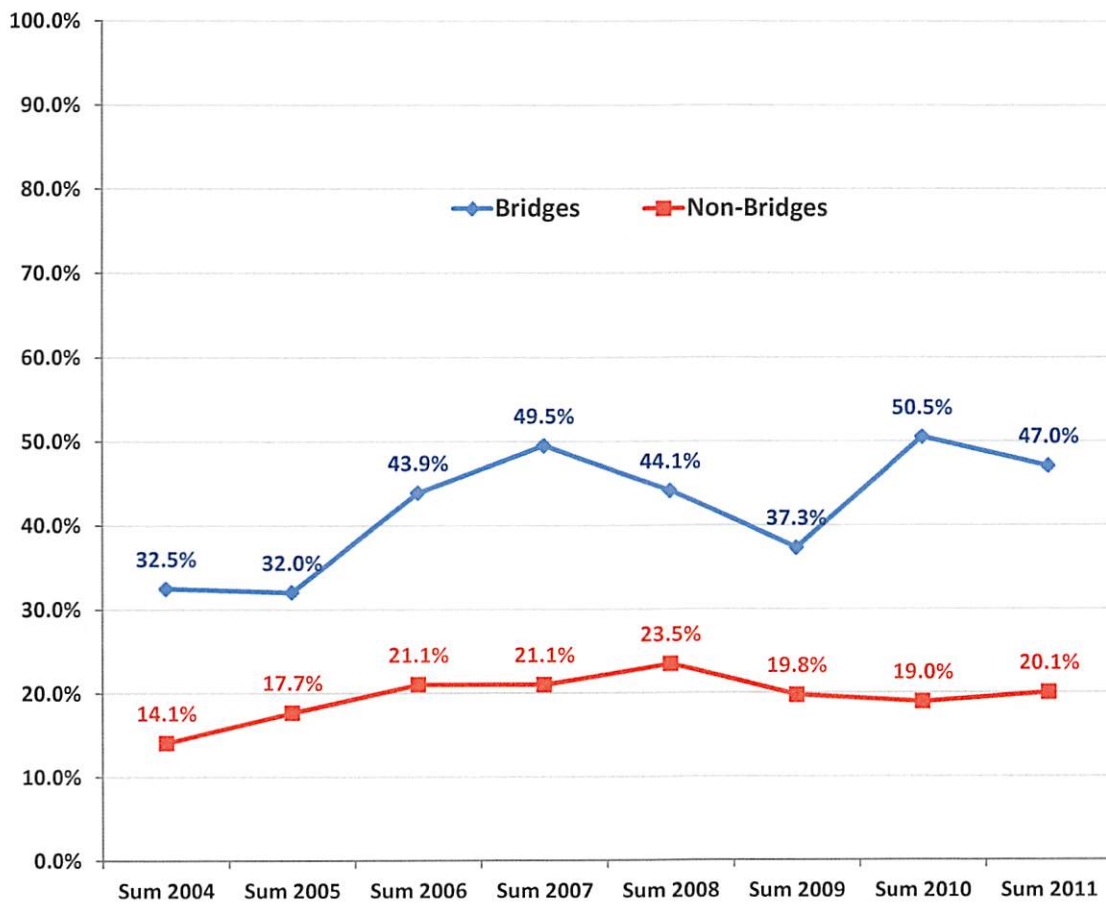
45 Credits in 4 years by Race for Males



Achieved 45 Credits in 4 years

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011	Grand Total	
Bridges	African American	Female	27	29	42	45	43	43	47	45	321	
		Male	14	14	10	18	24	14	16	23	133	
		Unknown	1			1					2	
	African American Total			42	43	52	64	67	57	63	68	456
	Caucasian	Female	3	9	6	3	3		3	11	38	
		Male	2					4		2	11	
	Caucasian Total			5	9	6	3	7		5	14	49
	Hispanic	Female	26	29	27	25	29	25	39	56	256	
		Male	15	8	15	13	15	16	19	28	129	
		Unknown						1			1	
	Hispanic Total			41	37	42	38	45	41	58	84	386
	Other	Female	14	11	16	12	11	7	9	11	91	
		Male	2	3	6	12	5	3	3	12	46	
		Unknown			1						1	
Other Total			16	15	22	24	16	10	12	23	138	
Bridges Total			104	104	122	129	135	108	138	189	1029	
Non-Bridges	African American	Female	15	11	10	22	18	34	43	42	195	
		Male	9	6	13	8	14	30	29	14	123	
		Unknown									0	
	African American Total			24	17	23	30	32	64	72	56	318
	Caucasian	Female	41	47	50	51	46	57	75	74	441	
		Male	22	39	22	37	32	49	44	72	317	
		Unknown				1		1			2	
	Caucasian Total			63	86	72	89	78	107	119	146	760
	Hispanic	Female	26	28	32	41	40	51	62	80	360	
		Male	15	18	14	21	23	42	49	54	236	
		Unknown			1	1		1			3	
	Hispanic Total			41	46	47	63	63	94	111	134	599
	Other	Female	10	19	23	28	25	33	26	26	190	
		Male	14	18	19	21	26	30	28	30	186	
Unknown					1	3				4		
Other Total			24	37	42	50	54	63	54	56	380	
Non-Bridges Total			152	186	184	232	227	328	356	392	2057	

Graduated in 4 years with an AA, AS or AAS



Graduated in 4 years with AA, AS or AAS

Total Cohort

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011
Bridges	194	206	196	200	204	177	202	304
Non-Bridges	553	575	508	584	617	890	1034	1142
Applied		7	17	10	20	7		
Grand Total	747	788	721	794	841	1074	1236	1446

Graduated in 4 years

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011
Bridges	63	66	86	99	90	66	102	143
Non-Bridges	78	102	107	123	145	176	196	229
Applied		3	4	4	11			
Grand Total	256	296	313	367	376	437	298	372

Percent

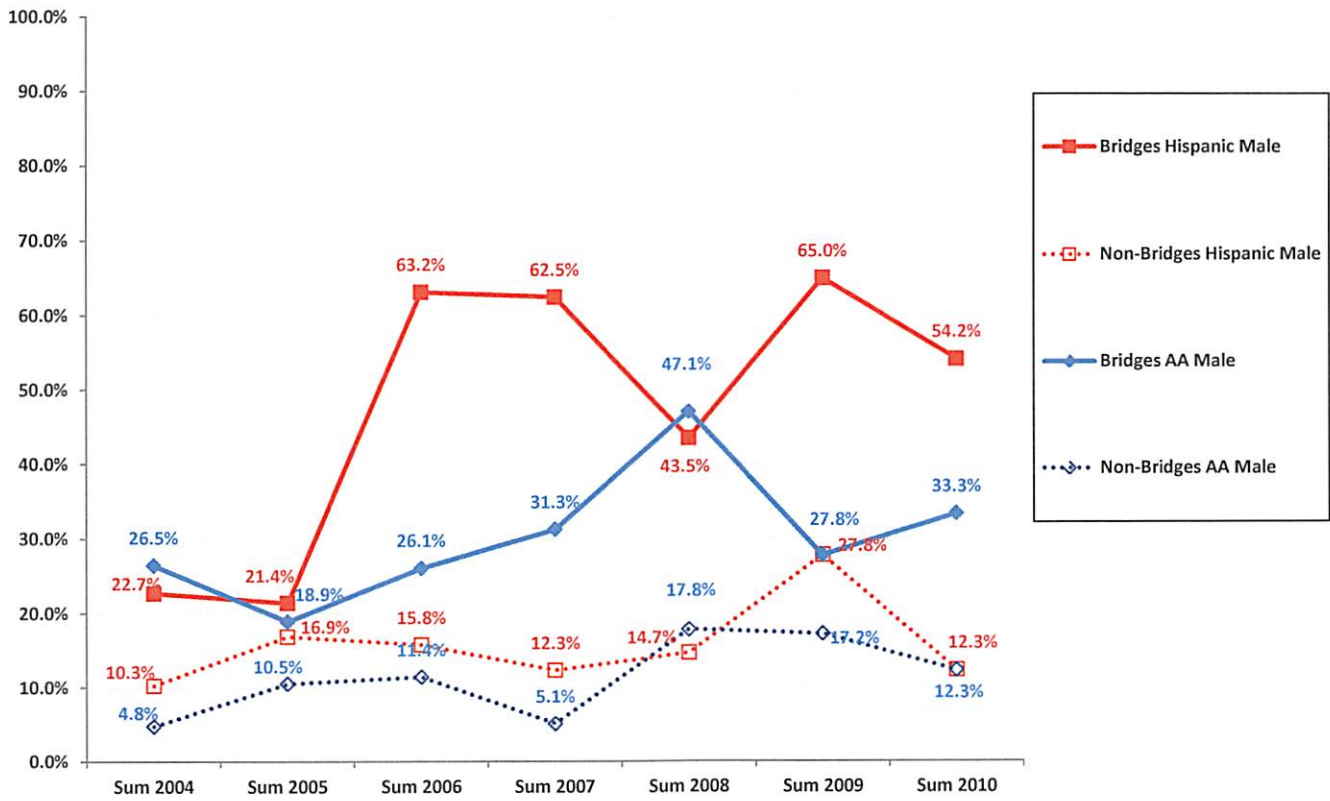
	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Sum 2011
Bridges	32.5%	32.0%	43.9%	49.5%	44.1%	37.3%	50.5%	47.0%
Non-Bridges	14.1%	17.7%	21.1%	21.1%	23.5%	19.8%	19.0%	20.1%
Applied		42.9%	23.5%	40.0%	55.0%	0.0%		
Grand Total	34.3%	37.6%	43.4%	46.2%	44.7%	40.7%	24.1%	25.7%

Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

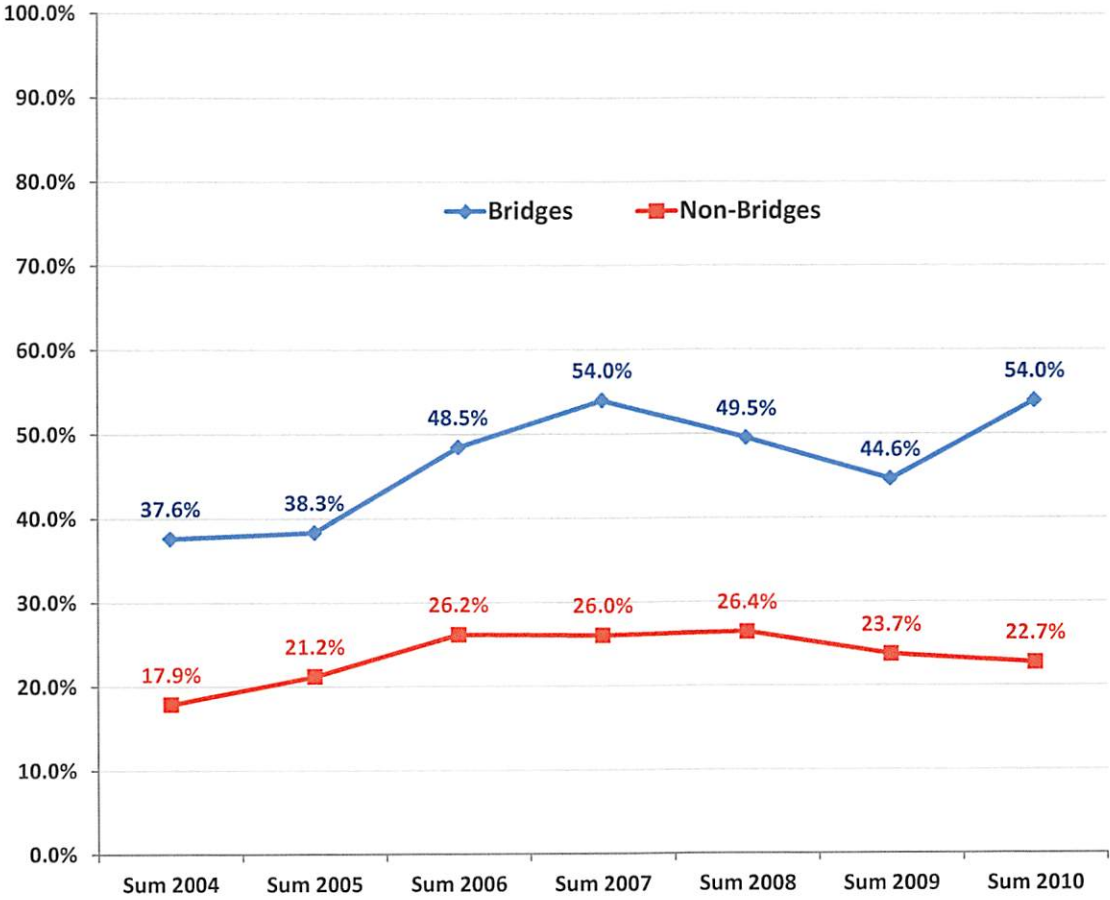
Graduated in 4 years with AA, AS or AAS by Race/Gender



**Graduated in 4 years
By Race/Gender**

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Grand Total
Bridges	African American	Female	11	16	27	30	24	28	32	136
		Male	9	7	6	10	16	10	9	58
		Unknown	1			1				2
	African American Total		21	23	33	41	40	38	41	196
	Caucasian	Female	4	5	6	2	3	0	3	20
		Male	2	1		0	2	0	2	5
		Unknown								
	Caucasian Total		6	6	6	2	5	0	5	25
	Hispanic	Female	19	22	20	26	22	22	32	131
		Male	5	3	12	10	10	13	13	53
		Unknown					0			0
	Hispanic Total		24	25	32	36	32	35	45	184
	Other	Female	10	8	10	10	10	4	9	52
		Male	2	3	5	10	3	2	2	25
Unknown			1						1	
Other Total		12	12	15	20	13	6	11	78	
Bridges Total		63	66	86	99	90	79	102	483	
Non-Bridge	African American	Female	6	4	6	7	8	16	21	47
		Male	2	4	4	2	8	16	15	36
		Unknown			0	0	0	0		0
	African American Total		8	8	10	9	16	32	36	83
	Caucasian	Female	20	23	32	32	33	39	51	179
		Male	14	24	13	19	23	37	27	130
		Unknown		0	0	1	0	1		2
	Caucasian Total		34	47	45	52	56	77	78	311
	Hispanic	Female	12	11	14	21	23	29	33	110
		Male	7	12	9	9	11	30	20	78
		Unknown			1	0		1		2
	Hispanic Total		19	23	24	30	34	60	53	190
	Other	Female	8	13	14	22	17	23	15	97
		Male	9	11	14	9	19	19	14	81
Unknown		0			1	3	0		4	
Other Total		17	24	28	32	39	42	29	182	
Non-Bridges Total		78	102	107	123	145	211	196	766	

Graduated in 5 years with an AA, AS or AAS



Source: IR SAS (DD)

Graduated in 5 years with AA, AS or AAS

Total Cohort

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010
Bridges	194	206	196	200	204	177	202
Non-Bridges	553	575	508	584	617	890	1034
Applied		7	17	10	20	7	
Grand Total	747	788	721	794	841	1074	

Graduated in 5 years

	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010
Bridges	73	79	95	108	101	79	109
Non-Bridges	99	122	133	152	163	211	235
Applied		3	4	5	11	0	
Grand Total	172	204	232	265	275	290	344

Percent

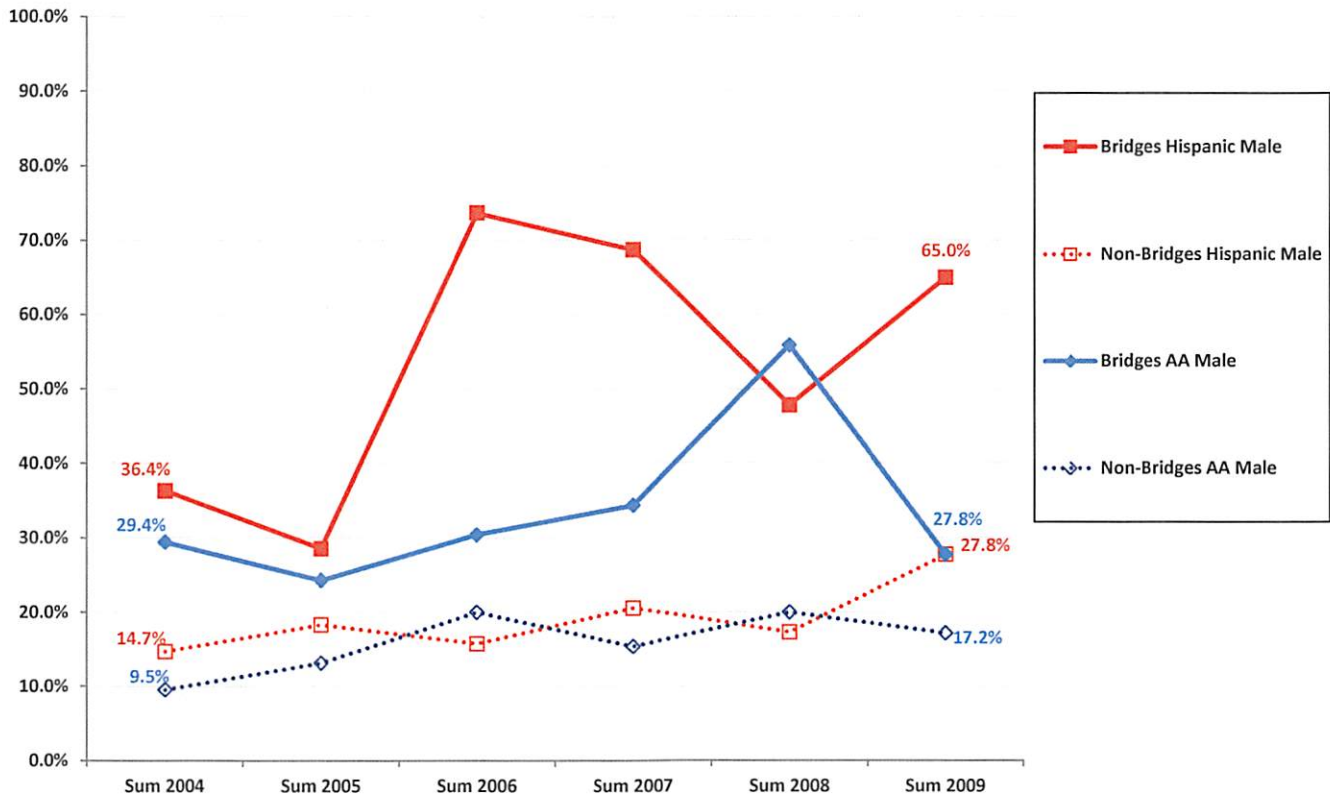
	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010
Bridges	37.6%	38.3%	48.5%	54.0%	49.5%	44.6%	54.0%
Non-Bridges	17.9%	21.2%	26.2%	26.0%	26.4%	23.7%	22.7%
Applied		42.9%	23.5%	50.0%	55.0%	0.0%	
Grand Total	23.0%	25.9%	32.2%	33.4%	32.7%	27.0%	

Bridges - All bridges students entering during Term

Non-Bridges- FTIC, Degree-seeking students entering during term, who are not in bridges nor applied for bridges

Applied - FTIC Degree-seeking students who applied, but not accepted to bridges

Graduated in 5 years with AA, AS or AAS by Race/Gender



Graduated in 5 years with AA, AS or AAS
By Race/Gender

Bridges	Ethnicity	Sex	Sum 2004	Sum 2005	Sum 2006	Sum 2007	Sum 2008	Sum 2009	Sum 2010	Grand Total	
Bridges	African American	Female	15	20	29	36	29	28	34	191	
		Male	10	9	7	11	19	10	10	76	
		Unknown	1			1				2	
	African American Total			26	29	36	48	48	38	44	269
	Caucasian	Female	4	7	6	2	3	0	3	25	
		Male	2	1		0	2	0	2	7	
		Unknown								0	
	Caucasian Total			6	8	6	2	5	0	5	32
	Hispanic	Female	20	25	22	27	23	22	32	171	
		Male	8	4	14	11	11	13	16	77	
		Unknown					0			0	
	Hispanic Total			28	29	36	38	34	35	48	248
	Other	Female	11	9	12	10	10	4	9	65	
		Male	2	3	5	10	4	2	3	29	
Unknown			1						1		
Other Total			13	13	17	20	14	6	12	95	
Bridges Total			73	79	95	108	101	79	109	644	
Non-Bridge	African American	Female	9	4	8	8	12	16	25	82	
		Male	4	5	7	6	9	16	19	66	
		Unknown			0	0	0	0		0	
	African American Total			13	9	15	14	21	32	44	148
	Caucasian	Female	25	30	37	39	35	39	58	263	
		Male	15	28	18	24	24	37	29	175	
		Unknown		0	0	1	0	1		2	
	Caucasian Total			40	58	55	64	59	77	87	440
	Hispanic	Female	15	13	21	25	29	29	43	175	
		Male	10	13	9	15	13	30	24	114	
		Unknown			1	0		1		2	
	Hispanic Total			25	26	31	40	42	60	67	291
	Other	Female	10	15	16	22	17	23	17	120	
		Male	11	14	16	11	21	19	20	112	
Unknown		0			1	3	0		4		
Other Total			21	29	32	34	41	42	37	236	
Non-Bridges Total			99	122	133	152	163	211	235	1115	

APPENDIX 3
New Student Experience
data

**VALENCIA COLLEGE
QUALITY ENHANCEMENT PLAN:
THE NEW STUDENT EXPERIENCE
2014/2015 ANNUAL REPORT**



QEP/New Student Experience

Dear Colleagues:

I hope you delve deeply into this report on Valencia's New Student Experience. I believe this may be the most important project we have ever undertaken toward improving our students' experiences and outcomes at Valencia. It is significant for its massive scale, of course, but even more for the deep principles upon which it is built.

Among the greatest challenges all institutions in our society face is the tendency to dehumanize the very people we are commissioned to serve. We don't mean to, but our scale, our limited resources, the demand for productivity, the underlying business models – all these things incline toward treating those we serve as units, numbers, FTE. Even with Valencia's deep commitment to students as persons, they can often experience the college as just one of the herd rather than a person with unique gifts to be cultivated and unique needs to be met.

The New Student Experience begins with a commitment to the persons we serve. We will engage them personally with a program that allows them to seek their unique purposes for pursuing an education at Valencia, helps them define the pathway they will follow here and beyond, equips them to be successful on their learning journey, and, most importantly, gives them a personal expert guide to come alongside them and see them through the riskiest part of the pathway – the first few steps.

The launch of the program has been amazing, engaging a whole team of deeply committed faculty and staff pioneering this approach. But the work isn't confined to them. As you review this report, you will see how faculty and staff throughout the College can contribute to the success and authentic learning of our students in their first experiences of the college and continue to reinforce all that they learn throughout their pathway.

Yours truly,

Sandy Shugart

Initial Goals and Intended Outcomes

Valencia's New Student Experience Vision Statement

Valencia College provides a coordinated experience for all new students. The New Student Experience includes a required credit-earning course and provides an extended orientation to college, integrated student success skills, and career and academic advising, which includes the development of an individualized education plan. We envision that the new student experience will result in curricular and CoCurricular student engagement, leading to the successful completion of the first 15 college-level credits at Valencia.

The College's Quality Enhancement Plan (QEP)—The New Student Experience (NSE)—focuses on four major areas that provide a consistent, yet adaptive and personal experience for our learners' first college year, each of which will directly infuse or embed six student learning outcomes, referred to as the 6Ps.

1. Introduction to Valencia – to include a redesigned entry assessment and New Student Orientation with common advising and course selection process for incoming students;
2. Common Curricular Experience – designed to help students identify their purpose and pathway, determine career and personal goals, and create a connected educational plan;
3. CoCurricular Engagement Activities – intended to connect students to the Valencia learning community;
4. Progression to Degree Readiness – expected to establish intentional connections between the NSE and each students' field of study.

Student and Institutional Outcomes of the New Student Experience

As a result of students' participation in the New Student Experience, students will achieve the following outcomes:

- successfully complete a college-credit bearing course designed to facilitate a comprehensive introduction to Valencia and the skills associated with success in college
- develop an educational plan and course schedule to ensure timely success
- complete college-prep classes and be prepared for college-level work
- successfully complete the first 15* college-level credits at Valencia
- develop academic behaviors associated with success in college
- discover a plan for college as part of a purpose in life
- engage Valencia as a place for learning and community

** Note: 2014/2015 Front Door Alignment Discussions (now called Start Right) led to the change that students would successfully complete the first 18 college-level credits at Valencia as part of the QEP going forward.*

- Provided here is a quick reference tool highlighting all of the NSE components: [NSE Program Overview](#)

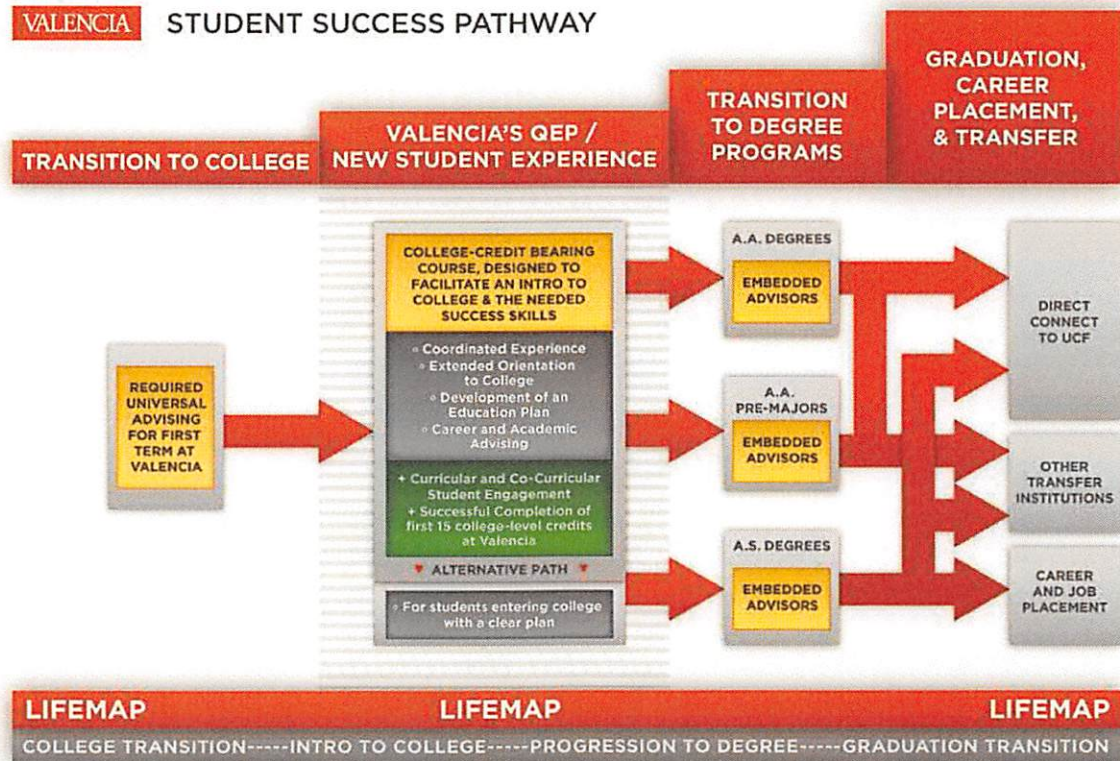
The 6Ps

Programmatic Student Measures for Valencia's QEP will focus on new student learning and engagement as a result of curricular and CoCurricular experiences built around the "6Ps" of the New Student Experience.

- **Purpose:** Students will create a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations,

QEP/New Student Experience

- **Pathway:** Students will choose an academic program aligned with their educational/career goals, interests, strengths, and values,
 - **Plan:** Students will design an education plan that include goals for learning and a financial plan,
 - **Preparation:** Students will apply college success skills,
 - **Personal Connection:** Students will demonstrate effective communication skills with diverse groups, and,
 - **Place:** Students will demonstrate awareness of college support systems.
- Provided here is the list of the NSE Common Curricular Outcome and Indicators (The 6Ps) – [Full list of Outcomes and Indicators.](#)



- Provided here is the full Valencia College SACS [QEP Plan](#)

Changes to QEP

Important Florida State Legislation Changes affecting the QEP

Senate Bill 1720, effective Fall 2014, limits the student population who is required to take common college placement tests (PERT) and/or enroll in developmental education. The following two groups must not be required to take the common placement test or to enroll in developmental education (1720 exempt students):

- Students who entered 9th grade in a Florida public school in 2013-2004 or thereafter and who earned a standard Florida high school diploma; or
- Students who are serving as active duty members of the United States Armed Services.

In light of these state mandated changes, the College realized that the institutional measures of the QEP needed to be redefined. Given the recent changes to Developmental Education in the State of Florida, the definition of *developmental student* will make it difficult to track student progression and graduation as in the past. Therefore, effective Fall 2014, the College will no longer use the terms *college-ready* or *developmental* to define students and the College Data Team will develop appropriate data definitions to track the progress of students who would formerly have been identified as developmental education students.

Additionally, as a result of the changes within the Florida Higher Education legislation and the large-scale nature of the QEP, several of the QEP goals and target completion dates have been altered. The changes made to the QEP (and the anticipated changes to come) have allowed the NSE team to focus on creating an experience for our students that is grounded in the Valencia traditions of encouraging collaboration, inviting change, and providing time for reflection and redirection when necessary.

Finally, in order to accommodate the large number of incoming FTIC/FTAV students during the fall and spring terms, and to allow for enrollment planning and growth, we will offer seats in the NSE Course for approximately 5500 students in the fall and 4500 students in the spring beginning in Fall 2015.

Figure 1 below outlines the changes to the original QEP Plan.

QEP/New Student Experience

Original Plan	Actual/Change	Explanation
Pilot 6 Sections of the revised NSE Course in Spring 2014.	Piloted 21 Sections	To better accommodate our students across the college and to ensure we had sufficient input and feedback on the course design, we piloted 21 sections across the college in Spring 2014.
CoCurricular Plans to develop College Readiness Certificates / Tracks across the college for implementation starting in Spring 2014.	Modified Implementation Plan - Career and Leadership Tracks in development for Spring 2015. Development and growth of 400+ GoBe co-curricular activities for Fall 2014 and Spring 2015 implementation. Six College Readiness Certificates will be offered in Fall 2015.	Due to the increase in the number of sections of the NSE Course and the need to develop and sustain the co-curricular activities, efforts were focused on creating the CoCurricular activities (GoBes), training facilitators, and launching the 400+ GoBe sessions.
Systematic integration of the NSE Outcomes into A.S. Programs starting in Fall 2014.	A number of programs have adopted SLS1122 and others are working toward embedding the NSE outcomes (the 6Ps) into their program for Fall 2015. Additional exploration and planning discussions are in progress about how to best serve incoming AS students. AS program work is on hold until Fall 2016.	Due to numerous legislative changes to higher education at the state level, A.S. programs needed more time to consider program changes and to align their course work with the outcomes of the NSE. The work was placed on hold due to the changes in AS program hours, changes of the SLS1122 course, and the desire to provide unique experiences for incoming AS students.
The QEP also identified the hire of new 12-month faculty to teach the new NSE Course - a total of 18 to be hired (9 in year one and 9 in year two).	Hired 12 new 12-month faculty in Spring 2014 and 9 in Spring 2015 for a total of 21.	To accommodate the number of sections of the course and to keep contract statuses consistent within the department, 3 existing 10-month contract employees were converted to 12-month contract status.
Development and implementation of NSE Majors (meta-major flavors of the NSE Course) Courses.	With support from the Pathways Grant, 1 section each of Transfer Business and Transfer Health Sciences were piloted in Fall 2014. 1 Section of the STEM flavored course was offered in Fall 2014 with the support of the LSAMP Grant.	Additional meta-major flavors are on hold until the complete modifications of the SLS1122. There are also plans to offer LinC sections and to provide meta-major "flavors" within AS program course offerings.
Identification and design of a limited range of front door courses, to include the integration of the College Success Skills identified through our Developmental Education Initiative, in order to connect and reinforce the student learning outcomes in the New Student Experience course.	The recommended list of the restricted front door courses — developed by a team of campus presidents, faculty, and administrators — has been approved and enrollment planning began in Spring 2015.	Due to numerous changes in the NSE Course, changes to General Education Requirements, the implementation of the work of selecting the limited range of front door courses was delayed to year 3 of the QEP to ensure accurate and thoughtful development. The list of Start Right courses and the 90 program guides are being implemented beginning Fall 2015.

Figure 1. Changes to the original QEP Plan

Impact on Student Learning/Environment of Student Learning –

What we can know so far - in year one of implementation (2014-2015)

The QEP timeline includes a comprehensive assessment of the impact (student learning, engagement, persistence, and progression) on students participating in the NSE program.

The five key objectives/outcomes of the QEP:

1. Increase New Student Persistence (Fall to Spring; Fall to Fall)
2. Increase % of Students Succeeding in the Start Right Courses/Decrease % of Non-Success
3. Increase New Student Progressions to Key Academic Thresholds (15 Cr, 30 Cr, 45 Cr, Graduation)
4. Increase New Student Cohort Time to Degree Completion
5. Increase Student Engagement (at Valencia)

Additionally, each of the components of the NSE (i.e. New Student Orientation, the NSE Course, CoCurricular activities) are also evaluated each term and on an annual basis. As the QEP work continues, the College will be able to measure the remaining outcomes/objectives. Future QEP/NSE reports will highlight findings as they become available.

- Provided here is a summary of the data collection plan for the QEP – Fall 2014 and Spring 2015.

We are aware that the NSE intervention arrives at the same time as the changes in state legislation, so the effectiveness of the interventions may be more apparent in the comparison of Valencia's measures to state-wide and national data over time. In addition to institutional measures, we will compare Valencia data to statewide persistence and progression data and nationwide student engagement data from Community College Survey of Student Engagement (CCSSE).

Below is a summary of the evidence of student learning for the various components of the NSE Program.

New Student Persistence Rates

GOAL: Increase New Student Persistence (Fall to Spring; Fall to Fall)

WHAT WE LEARNED:

Of the students who took the NSE Course in Fall 2014, 78% enrolled in courses in Spring 2015, which was 2 percentage points higher than all college-wide FTIC degree-seeking students during the same time period (76%).

- Before the legislative changes to Developmental Education, the Fall 2012 to Spring 2013 persistence rate at Valencia for FTIC students was 78%.

QEP/New Student Experience

Beginning Summer 2016 we will be able to report the first of the key academic thresholds noted in the QEP, 15 Cr in 2 years. In successive years we will report 30 Cr in 3 years; 45 Cr in 4 years; and Graduation in 5 years.

New Student Orientation at Valencia

GOAL: Increase the number of students who enroll in classes the following semester after attending orientation

Due to a changing state environment (including the implementation of new Developmental Education processes in Fall 2014 and new General Education requirements in Fall 2015), we began the redesign of New Student Orientation in Fall 2014. A part-time NSO Director led a group of faculty and staff in the design of a learning-based New Student Orientation curriculum that focuses on two key goals: 1. Connecting students with Valencia as a place for learning and community and 2. Registration for first-term classes.

The redesigned NSO curriculum includes:

- Student Learning Outcomes (SLOs) that align with other student learning outcomes of the New Student Experience, including the New Student Experience Course and LifeMap GPS (an online advising experience for selected cohorts of students)
- A redesigned New Student Orientation which includes learning experiences that teach the SLOs and align with other learning experiences in the New Student Experience.
- Creation of an Online Orientation, new NSO signage, and redesigned multimedia materials for On Campus Orientation – all designed to facilitate successful student transition to college.

One of the goals of our newly redesigned New Student Orientation curriculum is to create opportunities that invite students to connect with Valencia's faculty, staff and other students early on. Through New Student Orientation and the NSE Course, students will engage with Valencia as a place for learning and community, which happens when they feel welcome, comfortable, and connected.

All new degree-seeking students are required to participate in New Student Orientation before registering for their first term. New Student Orientation for degree-seeking students includes 2 parts – online and on-campus.

Online Orientation includes:

- A welcome from President Shugart, advisors, and Valencia students
- Review of Financial Aid and Residency requirements
- Completion of Academic and Career Reviews
- Completion of LASSI (Learning and Study Strategies Inventory)
- Information on education planning
- Introduction to College resources including LifeMap tools

On Campus Orientation includes:

- Integration and connection to the campus culture and environment
- Introduction and interaction with other students, faculty and advising
- Academic advising for first term
- Registration for first term

QEP/New Student Experience

Transfer Student Orientation

All degree-seeking students transferring to Valencia from another institution are required to participate in New Student Orientation before registering for their first Valencia term. Transfer students complete the same Online and On Campus Orientation as first-time-in-college students. Students receive an unofficial review of their transcripts and can develop an education plan to complete their degree at Valencia.

(The New Student Orientation redesign was funded by PATHWAYS (Title III), a 5-year, \$1.89 million grant from the U.S. Department of Education.)

- Provided here is a quick overview of the redesigned New Student Orientation Program

NSE Faculty Advisors

The QEP identifies the hire of 12-month, 40 hour a week faculty to teach the new NSE Course and to advise the NSE students. In Spring 2014, the NSE leadership team created a hybrid position for the new full-time faculty, who serve as instructors teaching sections of the NSE Course during the fall and spring while they serve their cohort of students as a New Student Experience Advisor. These new faculty will also be integrated into Student Services during the summer months and between the fall and spring terms where they serve as advisors and as New Student Orientation facilitators.

GOAL: Provide NSE Students with a dedicated faculty advisor.

WHAT WE DID: The College hired twelve NSE 12-month faculty members in Spring 2014. An additional nine were hired in Summer 2015.

- 32% of the students in the NSE Course had a dedicated FT faculty advisor in Fall 2014.
- 65% of the students in the NSE Course had a dedicated FT faculty advisor in Spring 2015.

As part of the internal credentialing requirements, the NSE faculty advisors participate in a four-week NSE Faculty Development program focused on the development of the following:

- LifeMap: Developmental Advising
- Essentials of Advising
- Pedagogy
- New Student Orientation
- Orientation to Valencia

WHAT WE LEARNED:

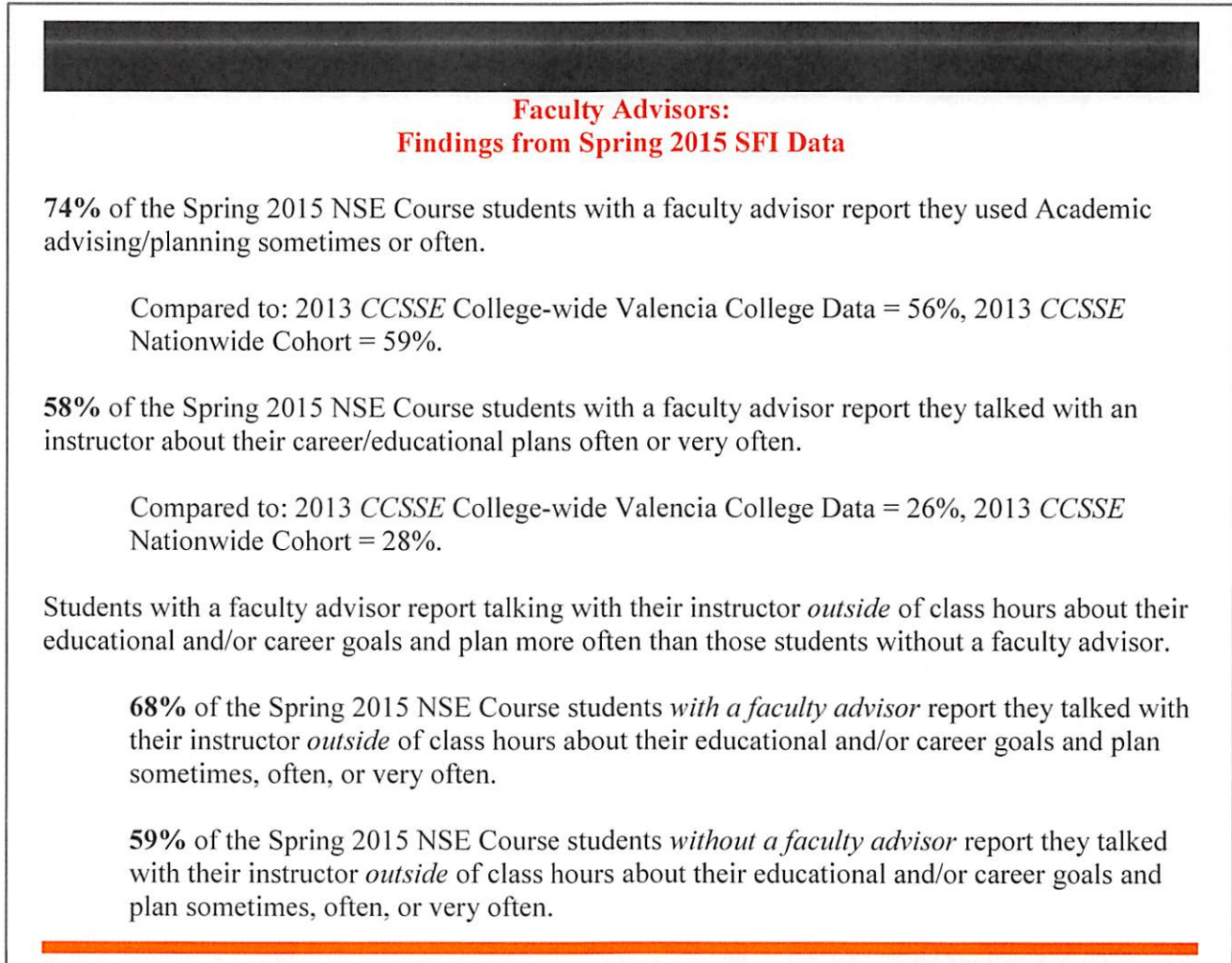


Figure 2. Faculty advisors: Findings from Spring 2015 SFI Data

- Refer to [Table A1](#) for Additional Evidence of Student Learning and Perspectives about Their Interactions with Faculty — Dec 2014 & May 2015: NSE Course SFI Report.

"My professor really is the main contributing factor to my success. An amazing support system and really helped when things got tough."

– Student quote

QEP/New Student Experience

The NSE Course (SLS1122)

The curricular aspect of Valencia's QEP has two components – 1. A New Student Experience course (SLS 1122) required of all first time in college (FTIC)/first time at Valencia (FTAV), degree-seeking students within their first 18 college-level credits at Valencia, and 2. Alignment with a limited range of front-door, general education course (Start Right Courses) options.

The NSE Course is a required, credit-earning course aligned to general education outcomes and will eventually be delivered in three formats:

1. The NSE “basic course” (SLS1122) designed as a result of the input received from the QEP design process,
2. A variation of the NSE Course designed to integrate the student learning outcomes of the course with the students' emerging career interests (meta-major) as indicated by the selection of meta-major designated by the State of Florida,
3. NSE Course student learning outcomes embedded in meaningful and measurable ways within pre-existing curricular and CoCurricular experiences associated with programs of study that already require the maximum credit hours allowed (Associate in Science programs).

GOAL: In Fall 2014 and Spring 2015, students new to Valencia who were exempted from placement testing and developmental education were required to take the NSE Course. Beginning in Fall 2015, all FTIC/FTAV students with fewer than 18 college-level credits will be required to take the NSE Course.

WHAT WE DID: Fall 2014 and Spring 2015

- 8,259 students began the New Student Experience in the NSE Course
 - Fall 2014 = Offered 221 sections; 5695 students enrolled in the NSE Course
 - Spring 2015 = Offered 107 sections; 2564 students enrolled in the NSE Course
- 5,907 (71%) students successfully passed (A, B, C) the NSE Course

70% of FTIC students in
Fall 2014 and Spring 2015
enrolled in the NSE Course

Important Note: In tracking patterns of other newly developed General Education courses at the College, data shows the student success rates of a new course stabilize in the range of 74% - 79% in the first three years.

- Refer to [Table A2](#) for SPC1017 Interpersonal Communication Student Success Rates for comparative data.

WHAT WE LEARNED:

Emerging themes from the students about the NSE Course: Fall 2014 and Spring 2015

Students say the aspects of the NSE course that promoted learning and engagement were...

- the enthusiasm, support, and care of the professor
- learning to appreciate group work and the importance of team work
- learning the importance of establishing good communication skills

- learning how to manage their time, stay organized, and study
- focusing on finding and using their strengths

(Source: Student Feedback on Instruction Data)

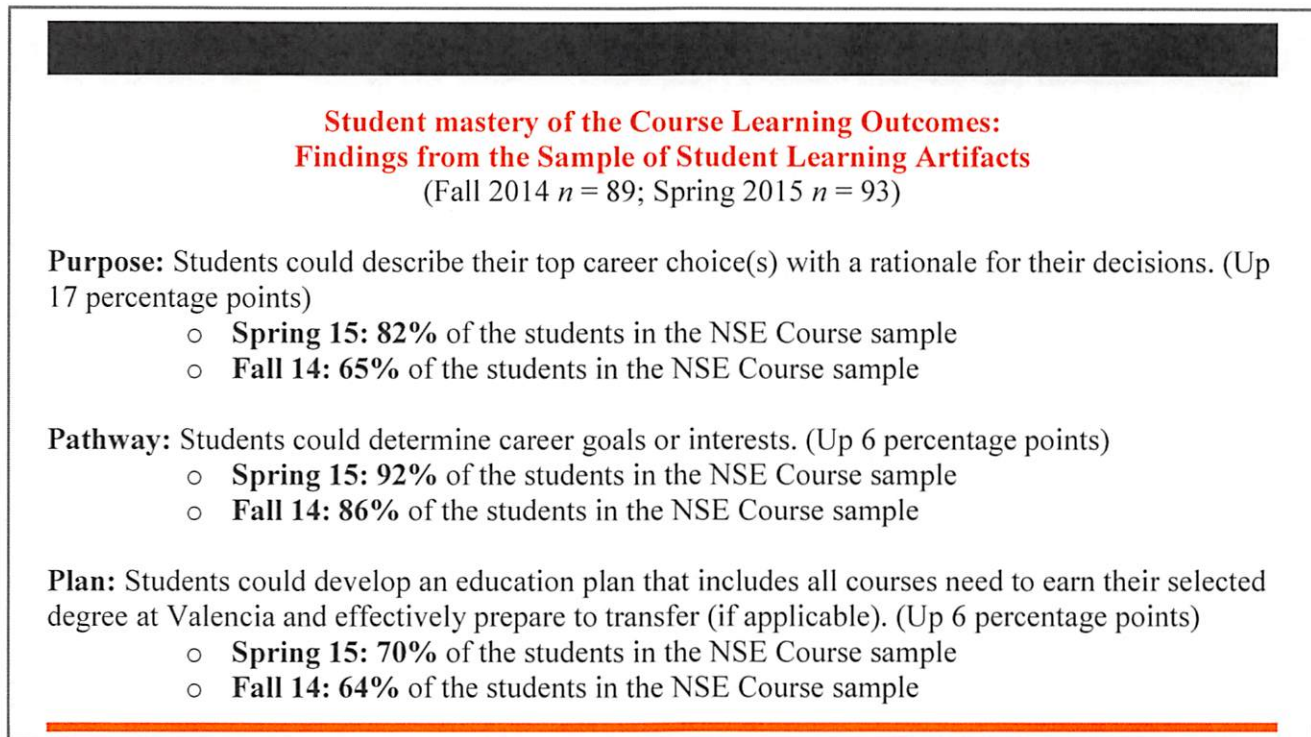


Figure 3. Student mastery of the course learning outcomes: Findings from the sample of student learning artifacts

In Fall 2014, 87% of the NSE Course students were FTIC/FTAV students who were new to Valencia. In Spring 2015, 42% of the NSE Students *were not* FTIC or FTAV, which means they had already taken courses in previous semesters. This may mean this group of students had the opportunity during their previous terms to consider their purpose, pathway, and plan; therefore, these students may have been more in tune with those outcomes when they took the NSE Course in the spring.

Student Mastery of the Course Learning Outcomes: Findings from Spring 2015 SFI Data

Purpose: Students who successfully passed the NSE Course reported that they created a personal purpose statement that outlines and articulates their values, goals, interests, and strengths in relation to their educational and career aspirations more often than those students who were not successful in the course. (Successful Students 92% vs. Non-successful Students 73%).

Pathway: Students who successfully passed the NSE Course reported that they chose an academic program aligned with their educational / career goals, interests, strengths, and values more often than those students who were not successful in the course. (Successful Students 88% vs. Non-successful Students 68%).

Plan: Students who successfully passed the NSE Course reported that they designed an education plan that included goals for learning and a financial plan more often (89%) than those students who were not successful in the course (69%).

Preparation: Students who successfully passed the NSE Course reported that they applied the study skills and strategies they learned more often (85%) than those students who were not successful in the course (74%).

Personal Connection: Students who successfully passed the NSE Course agree/strongly agree that strengthened their ability to communicate their ideas clearly and effectively more often (90%) than those students who were not successful in the course (79%).

Place: Students who successfully passed the NSE Course reported that they sometimes/often utilized academic advising services more often (72%) than those students who were not successful in the course (63%).

Note: Successfully passed = earned a course grade of A, B, C; Not successful = earned course grade of D, W, F.

Figure 4. Student mastery of the course learning outcomes: Findings from Spring 2015 SFI Data

Emerging themes from the faculty perspective about the NSE Course: Fall 2014 and Spring 2015

Faculty consistently report that students are...

- making personal connections
- comfortable talking to faculty
- bonding with their classmates and the faculty

QEP/New Student Experience

- discovering their purpose early and identifying their academic and career goals
- learning college success strategies

✧ In Fall 2014, faculty said that students were at varying degrees of understanding why the course was necessary. By the middle of Spring 2015, faculty found that students were seeing the benefit of the course while they were taking it, and at the end of the term, faculty said that the students were leaving the course better prepared for college.

✧ The faculty report that they are noticing growth in student engagement. In the middle of Spring 2015, faculty noticed that students *recognized the importance of engaging* in college and at the end of the term they observed that students *felt connected* to Valencia.

Faculty consistently report that as a result of completing the NSE Course students are meeting the NSE program level outcomes.

Faculty report that students...

- have a comprehensive introduction to Valencia
- develop an educational plan and course schedule to ensure timely success
- discover a plan for college as part of their purpose in life
- engage Valencia as a place for learning

(Source: Faculty Survey Data)

Changes to the course as a result of student and faculty feedback

During Summer 2014, the tenured Student Success faculty made adjustments/updates to the NSE Course based on student and faculty feedback on the 21 pilot sections of the course in Spring 2014.

- Provided here is an overview of the changes made to the course from Pilot to Fall 2014 – [Listing of course revisions made by the faculty.](#)

Additional changes to the NSE Course were made in response to fall and spring assessment cycle findings. Faculty teaching the NSE Course made specific revisions to the course, which are aimed at improving mastery of student learning outcomes.

- Provided here is an overview of the Changes made to the course to be implemented Fall 2015 – [Listing of course revisions made by the faculty.](#)

Additional Findings

- [Table A3: SLS1122 Success Rates: Historically and in the Revised NSE Course Version.](#)
- [Table A4: NSE Course Success Rates for Fall 2014 and Spring 2015 Disaggregated by Ethnicity and Gender.](#)

NSE Course: Meta-Major Versions

The PATHWAYS (Title III) Grant focuses on creating a First Year Experience that encompasses a wide range of advising interventions including required advising, advising at the end of the students' first year, mediated withdrawal, the redesign of New Student Orientation, and a New Student Experience course. This college-wide initiative focuses on implementing a systematic process to provide increased progression from enrollment to degree completion and transfer.

In Spring 2014, PATHWAYS funded the design of discipline-specific sections of the NSE Course, targeted for Business Transfer and Pre-Nursing students. Several West Campus faculty/staff participated on the Design Team for Pre-Nursing and Business Transfer sections of the New Student Experience course.

Additionally, through the work of the Louis Stokes Alliance for Minority Participation ([LSAMP](#)) partnership, funded under The National Science Foundation (HRD-1304966), STEM meta-major and embedded NSE outcome courses for students seeking STEM degrees are being developed and implemented.

WHAT WE FOUND:

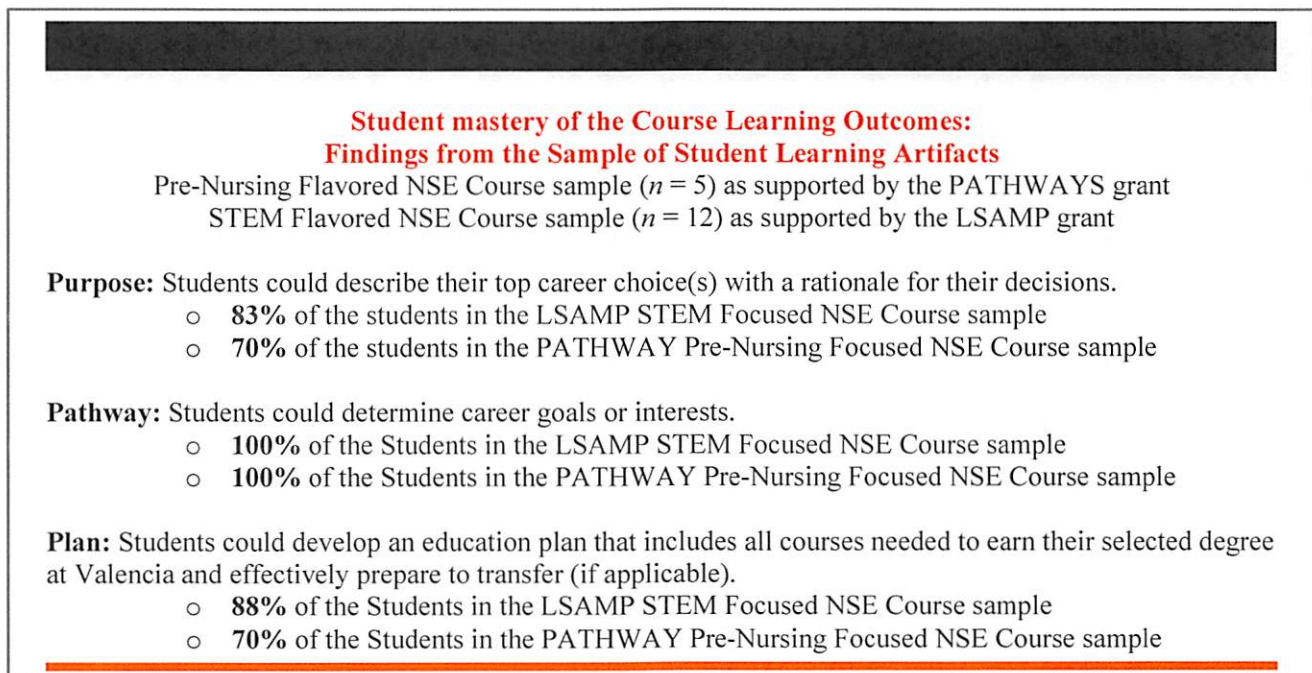


Figure 5. Student Mastery of the Course Learning Outcomes: Pre-Nursing and STEM Versions of the NSE Course

QEP/New Student Experience

CoCurricular Activities – The GoBes (Go Be... All that you can be)

Students will also experience the College through intentional CoCurricular activities focused on three of the six learning outcomes of the NSE—Place, Personal Connection, and Purpose.

1. Students select a campus resource location to engage and learn about Place.
2. Students select and attend one of three workshops focused on Personal Connection.
3. Students select and attend one of three workshops focused on Purpose.

Students are required to complete a Reflection Paper on each of the three activities, which are included in the mandatory assignments of the NSE Course and are part of the course grade.

GOAL: As a result of their participation in the NSE GoBes...

- Students will use the vocabulary learned as a result of attending the CoCurricular activity
- Students will discuss the application of a strategy learned in the CoCurricular activity
- Students will reference resources related to the outcome of the CoCurricular activity

WHAT WE DID:

In Fall 2014 and Spring 2015 more than 400 GoBe activities were offered from which students could choose.

74% of the students enrolled in the NSE Course in Fall 2014 and Spring 2015 attended GoBes

- Provided here is an example of the GoBe activity schedule.

WHAT WE LEARNED:

- Provided here is the QEP CoCurricular Assessment Plan for the first year of implementation.
- The GoBes supported the Purpose, Personal Connections, and Place outcomes
- The GoBes needed to be redesigned to better support the 6Ps and/or eliminated and replaced with new activities.
- There needs to be a more deliberate plan of delivery for the GoBes.
 - Each month the GoBes will focus on one P Outcome and there will be a limited number of GoBe activities from which students can choose beginning Fall 2015.
- Provided here are the changes made to the GoBes:
 - Pilot Spring 2014 to Fall 2014
 - Fall 2014 to Fall 2015

"It kind of pushed me to see what I want to do. I designed what things I wanted to do, it helped me write it out so I could see it." – Student quote

What students found useful about the CoCurriculars

Students comment that the GoBes helped them...

- become more self-aware
- support thoughts about career choices
- see the importance of networking
- practice and improve their communication skills
- think about what they want to do in the future

Student mastery of the CoCurricular Learning Outcomes: Findings from the Sample of Student Learning Artifacts

(Fall 2014 $n = 166$; Spring 2015 $n = 173$)

Purpose: Students used the vocabulary learned as a result of attending the CoCurricular activities for Purpose.

- **Spring 15:** 96% of the students in the NSE Course sample
- **Fall 14:** 91% of the students in the NSE Course sample

Place: Students referenced resources related to the outcome of the CoCurricular activities for Place.

- **Spring 15:** 92% of the students in the NSE Course sample
- **Fall 14:** 83% of the students in the NSE Course sample

Personal Connection: Students discussed the application of a strategy learned in the CoCurricular activities for Personal Connection.

- **Spring 15:** 70% of the students in the NSE Course sample
- **Fall 14:** 64% of the students in the NSE Course sample

Figure 6. Student mastery of the NSE CoCurricular learning outcomes

Emerging themes about the GoBes from the students

- The GoBes help students learn how to succeed in college and achieve their goals
- The GoBes help students learn about places on campus and connect to the Valencia family
- Students are figuring out their purpose and finding they are comfortable with their plans in the GoBes
- Students make connections with each other and understand the goals of other students

(Source: Student Feedback on Instruction Data)

Start Right Courses

GOAL: Increase % students succeeding in Front Door Courses (Start Right Courses)

Degree-seeking students enrolling at Valencia for the first time will have a limited range of courses from which to choose in their first 18 college-level credits. The curricular design of these front door courses will include the integration of the College Success Skills identified through the Developmental Education Initiative in order to connect and reinforce the student learning outcomes in the NSE Course.

- Provided here is the list of NSE Start Right College Success Skills.

WHAT WE DID:

The Front Door Alignment work of the QEP/NSE, meant to provide Valencia students with a clear path on which to begin their academic journey, is underway.

Phase one involved an academic, collaborative process involving faculty and deans across the College to agree on the list of Start Right Courses for students. This process began in Fall 2014 with a college-wide discussion about what courses should be part of a student's first two semesters at Valencia. The Campuses Presidents led meetings, which included faculty and dean representation, on each campus to review courses and to make the recommendations for the Start Right Courses list.

Phase two involved developing the Start Right Courses list into Start Right Guides for students' first 18 hours of enrollment. Led by Joyce Romano, a team of advisors, career program advisors, and new student orientation coordinators developed 90 program Start Right Guides for students. These Start Right Guides will be used to assist students in registering for the courses appropriate to their chosen degree and to help ensure students take the proper sequence of courses to support their success.

Phase three involved the integration of the Start Right College Success Skills as part of the College's Summer 2015 Destination program. Faculty teaching Start Right Courses were invited to join this work. In preparation for the summer, a team of faculty, deans, and administrators reviewed the list of the LifeMap College Success Skills and pared the list down to those skills that aligned with the NSE outcomes and would best support students in their first 18 credit hours. During Destination, nineteen faculty from across the College, and from varying disciplines, completed the first part of a two-term College Success Skills integration project. The faculty spent the five weeks of Destination identifying relevant Student Learning Outcomes (SLOs) appropriate for the integration of College Success Skills, developing a lesson and/or course activity in which to emphasize the College Success Skill(s), tying the SLO and activity to the NSE 6Ps, and creating an accompanying assessment plan and rubric with which to assess the SLO(s). The second part of the Integration Project is the implementation work that will occur in the fall, during which the faculty will implement and assess their success strategy. The end goal of this work is to provide other faculty with templates/models of College Success integration that could be adopted in their own Start Right Courses.

WHAT WE LEARNED:

The official Start Right courses will go into effect in Fall 2015, so the NSE Data Team is developing a model for reporting success in these Start Right Courses for the future.

QEP/New Student Experience

Preliminary data, however, suggests that success rates for students in high enrollment, college-level courses are decreasing at the College and state levels due to the changes in state legislation. According to Ashley Smith, “Administrators are seeing that traditional students who decided not to take developmental or remedial courses, after being advised to do so, were more likely to fail college-level or gateway courses.” For example, at St. Petersburg College, only 2 out of 10 students recommended for developmental math but who enrolled in a college-level math course passed with a C or better (Inside Higher Education, 2015). This is a trend that we will follow in the coming terms/years.

Additional Findings

- Table A5: Success Rates for Top 5 Highest Enrolled Courses Compared to Success Rates in the NSE Course
- Table A6: Spring 2015 Student Success Rates in the Top 5 Highest Enrolled Courses by FTIC Students Who Took the NSE Course in Fall 2014 and Persisted to Spring 2015.
- Table A7: Historic Start Right Course Success Rates vs 2014/2015 NSE Student Success Rates

Learning Support Services: Support of the New Student Experience

In response to the increase in the number of sections of the NSE Course, which will eventually be scaled to accommodate 100% of our FTIC students, the Learning Support Managers on each campus work to identify ways to meet the demands of the students on the Learning Support services centers and depots. For example, on the Lake Nona Campus, Michael Blackburn and his team worked to develop a scavenger hunt activity that faculty incorporated into their courses which introduces students to the services at the Lake Nona campus. As the number of students grows, each campus will continue to identify creative, learning-centered ways to connect our students with the invaluable support services Valencia has to offer.

Next Steps for the QEP

Personal Connection: The deliberate investment of time and engagement with students and colleagues to ensure a sense of Valencia Community.

During the past year the need to establish personal connection as a greater focus of the New Student Experience became apparent. Student feedback on the NSE course and the CoCurricular experiences suggested that their greatest appreciation for the NSE program was that of the connections they make with their professors, fellow students, and the College. The NSE Leadership Team is working to refocus the NSE to allow for greater personal connections for students by inviting all faculty (FT and PT) teaching the NSE Course to adopt the role of faculty advisor. Additionally all Valencia faculty and staff are *invited* to participate in New Student Orientation and Welcome Week activities to begin making connections with our new students.

The next step in the New Student Experience plan is the implementation of the Start Right Courses. Deans and faculty across the college are working on planning and enrollment strategies for these courses, to be implemented in Fall 2015.

The Fall 2015 term will include continued assessment of the entire New Student Experience. Direct measures of student success will be used to determine how we are enhancing student learning. The voices of the students, faculty, staff, and administrators are necessary and integral as we work to improve the environment supporting student learning.

What's next for the NSE Students? College Certificates

Beginning Fall 2015, Valencia College will offer six College Certificates as part of the evolving New Student Experience. These certificates are meant to be the answer to the “*What's next for our NSE students after they complete the NSE Course and the GoBes?*” question.

Students will be invited to choose from the following certificate tracks:

1. Career Action
2. Leadership
3. Peace and Justice
4. Global Learning
5. Pre-Professional (with an emphasis in the Health field)
6. Diversity

Students will complete a specified number of workshops, activities, and events to earn their certificate; will be awarded with a cord to wear at graduation; will be able to print a co-curricular transcript to include in their professional portfolio; will receive a recognition certificate at the Student Development Awards banquets; and will be encouraged to make note of the earned certificate on their resume.

How are we promoting the certificate tracks?

1. An intro to the certificate tracks will be presented in the Skillshop offerings
2. Student Development will promote them
3. The tracks will be highlighted during Welcome Week
4. NSE Faculty will be encouraged to share the information with their students
5. Information will be included in the Student Handbook

NSE Accomplishments!

In June 2015, we had the opportunity to celebrate the NSE's 2nd birthday with the NSE faculty, Deans of Learning Support and Deans of Students, Campus Presidents, Joyce Romano, and Susan Ledlow. The day was meant to highlight the great work that the entire NSE team has accomplished over the last two years and to discuss the future of the New Student Experience.

During the celebration, we highlighted the accomplishments within the New Student Experience, including the complete redesign of our NSE Course, the development and delivery of over 400 CoCurricular GoBe activities, the hire of our full-time NSE faculty advisors, the development of the Start Right Course listing (which includes the development of 90 Start Right Program Guides), and so much more!

- Provided here is a list of Accomplishments and the Fall 14/Spring 15 Quick Report
 - [NSE Accomplishments to date](#)
 - [NSE Fall 14 and Spring 15 Quick Report](#)

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APPENDIX 4

R.E.A.C.H. data

**Reach vs Non Reach Fall to Spring Retention Rates
For FTIC Degree-seeking Students, by Mandate Level**

	Mandate	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Reach	3-prep	90.2%	84.6%	95.0%	80.0%
Non-Reach	No-Prep	83.9%	84.5%	83.8%	78.0%
	1-prep	76.3%	78.6%	75.6%	80.2%
	2-prep	73.5%	76.0%	71.9%	75.9%
	3-prep	67.3%	13.0%	66.1%	66.5%
Total Non-Reach		76.4%	78.0%	76.0%	76.1%

	Mandate	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
		Total Students	Returned Spring	Total Students	Returned Spring	Total Students	Returned Spring	Total Students	Returned Spring
Reach	3-prep	41	37	26	22	20	19	75	60
Non-Reach	No-Prep	2036	1709	2165	1829	2252	1887	3032	2364
	1-prep	1882	1436	1848	1453	1811	1370	1552	1245
	2-prep	1313	965	1240	943	1309	941	1376	1045
	3-prep	1225	824	1117	145	1195	790	1236	822
Non-Reach Total		6456	4934	6370	4970	6567	4988	7196	5476

**Reach vs Non Reach Fall to Fall Retention Rates
For FTIC Degree-seeking Students, by Mandate Level**

	Mandate	Fall 2011	Fall 2012	Fall 2013
Reach	3-prep	68.3%	76.9%	65.0%
Non-Reach	No-Prep	70.4%	71.1%	70.2%
	1-prep	59.7%	61.4%	60.0%
	2-prep	56.4%	56.8%	57.8%
	3-prep	45.3%	45.7%	50.0%
Total Non-Reach		59.7%	61.0%	61.2%

	Mandate	Fall 2011		Fall 2012		Fall 2013	
		Total Students	Returned Fall	Total Students	Returned Fall	Total Students	Returned Fall
Reach	3-prep	41	28	26	20	20	13
Non-Reach	No-Prep	2036	1434	2165	1539	2252	1580
	1-prep	1882	1124	1848	1134	1811	1086
	2-prep	1313	740	1240	704	1309	756
	3-prep	1225	555	1117	510	1195	597
Non-Reach Total		6456	3853	6370	3887	6567	4019

Percent of Reach -vs- Non Reach 3 prep students who completed
15 College-level Credits in 2 years

15 Credits	2011	2012	2013
Reach	70.7%	73.1%	71.3%
Non-Reach	31.6%	31.6%	26.1%

	15 Coll-Level Credits	2011	2012	2013	Total
Reach	Yes	29	19	14	62
	No	12	7	6	25
Reach Total		41	26	20	87
Non-Reach	Yes	408	377	192	977
	No	883	817	1065	2765
Non-Reach Total		1291	1194	1257	3742

Average GPA

	2011	2012	2013	2014	Total
Reach	2.27	2.28	2.58	2.18	2.33
Non-Reach	1.88	1.94	1.98	1.97	1.94

Reach vs Non Reach 4 Year Grad Rates
For FTIC Degree-seeking Students, by Mandate Level

	Mandate	Fall 2011
Reach	3-prep	17.1%
Non-Reach	No-Prep	43.1%
	1-prep	24.5%
	2-prep	18.2%
	3-prep	9.2%
Total Non-Reach		26.2%

		Fall 2011	
	Mandate	Total Students	Grad in 4 yrs
Reach	3-prep	41	7
Non-Reach	No-Prep	2036	877
	1-prep	1882	462
	2-prep	1313	239
	3-prep	1225	113
Non-Reach Total		6456	1691

APPENDIX 5

LSAMP data

Louis Stokes Alliances for Minority Participation (LSAMP) Program
The Central Florida STEM Alliance
Valencia College

<i>Enrollment since February 2014</i>	<p>Total: 1,237 Number of underrepresented minority (URM) students enrolled: 808</p>
<i>Summer STEM Institute</i>	<p>32 students completed the Summer STEM Institute (SSI) during July 2015. Thirty of the students enrolled during Fall 2015. The remaining two students enrolled during Spring 2016. All students attending SSI 2015 subsequently enrolled at Valencia College. The SSI participants:</p> <ul style="list-style-type: none"> • Were 12 females and 20 males • Represented 18 students identified as Hispanic and 9 students identified as Black or African American • Identified 15 Central Florida high schools as their graduating institutions <p>The pre- and post- Institute surveys of the 28 students who completed both instruments reveal the following:</p> <ul style="list-style-type: none"> • Students demonstrated an increased in their interest in science technology and engineering. They showed no change in their level of interest in mathematics. • Students demonstrated an increase in confidence in their ability to succeed in all areas of STEM. • Students showed significant increases in the familiarity with key concepts , tools and methods, and problems and challenges in STEM. • 100% of the students would recommend SSI to a friend. • Students showed significant gains in college-readiness in the areas of awareness of Valencia College resources to assist with financial issues; understanding the college culture and expectations for success; interacting with people previously unknown to them; and confidence when communicating with others.
<i>Conference Participation</i>	<p>12 URM students attended three national STEM conferences (Louis Stokes Midwest Center of Excellence, Indianapolis IN; Annual Biomedical Research Conference for Minority Students, Seattle WA; Emerging Researchers National Conference in STEM, Washington DC) during the current academic year.</p> <p>51 Valencia students attended STEM Summit 2016. Of this number, 35 completed both the pre- and post-Summit surveys. The survey results reveal:</p> <ul style="list-style-type: none"> • 60% of the students attended a STEM conference for the first time. 100% of Valencia students indicated they would attend another STEM conference. • 83% of the students indicated the following as specific benefits gained through the Summit: <ul style="list-style-type: none"> ○ Motivation

	<ul style="list-style-type: none"> ○ Inspiration from the stories of keynote speaker and panelists ○ Networking experience and connections ○ Helpful information about internships, research opportunities, and career pathways ● 60% indicated their intent to pursue a graduate degree in a STEM field ● 86% identified one or more of the structured sessions, panels, and keynote speaker as the most helpful aspect of the Summit.
<p><i>LSAMP Scholars Program</i></p>	<p>From Summer 2015 through Spring 2016, 37 URM students had STEM field experiences through internships (7) and assistantships (30) under the LSAMP Scholars Program. Students completing all conditions for the field experience receive a student financial award of \$1,250. To date, 16 students have received the award, with 14 students on track to earn the award at the end of Spring 2016. The LSAMP Scholars Program has a completion rate of 80%.</p>

APPENDIX 6
Mathematics Course
Substitution List

Mathematics Course Substitution List Proposal
2013-2014

2015-2016 Math Course Substitutions

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

APPENDIX 7
Foreign Language Course
Substitution List

2015-2016

Foreign Language Course Substitution List Proposal

COURSE TITLE	CULTURAL COMPONENT	COB STATUS	DELETED COURSE	NO COURSE OUTLINE
ANT 2000 Introductory Anthropology	YES	COMPLETED		
ARH 2050 Introduction to Art History I	YES	COMPLETED		
ARH 2051 Introduction to Art History II	YES	COMPLETED		
EDF 2085 Intro to Diversity for Educators(formerly EDG 2701)	YES	COMPLETED		
EUH 2000 Western Civilization I	YES	COMPLETED		
GEB 1350 Intro to International Business	YES	COMPLETED		
HUM 2220 Greek and Roman Humanities	YES	COMPLETED		
HUM 2223 Late Roman and Medieval Humanities	YES	COMPLETED		
HUM 2232 Renaissance and Baroque	YES	COMPLETED		
HUM 2234 Enlightenment and Romanticism	YES	COMPLETED		
HUM 2250 Humanities 20th Century	YES	COMPLETED		
HUM 2310 Mythology in Art and Literature	YES	COMPLETED		
HUM 2410 Asian Humanities	YYES	COMPLETED		
HUM 2461 Latin American Humanities	YES	COMPLETED		
INR 2002 International Politics	YES	COMPLETED		
REL 2300 Understanding Religious Traditions	YES	COMPLETED		
THE 1100 Introduction to Theater History	YES	COMPLETED		

APPENDIX 8

New Staff Data

Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 28 Valencia

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range										
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	1	1
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	1	0	0	0	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	1	0	0	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	1	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0
Instruction	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	1	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	1	0	0	1	0	1	0	3
	55,000 To 65,000	0	0	1	0	0	0	1	1	1	4

(Continued)

Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 28 Valencia

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range										
Instruction	65,000 To 75,000	0	0	0	0	0	0	0	2	1	3
	Above 75,000	0	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	1	0	0	0	1
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	1	0	0	0	0	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0
Service Occupations	Below 25,000	0	0	0	0	0	0	0	1	0	1
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	0	0	0	
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	1	0	0	0	1	0	0	0	2
	30,000 To 35,000	0	0	0	0	0	2	0	0	0	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	0	0	0	
Natural Resources,Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0

(Continued)

Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 28 Valencia

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range										
Natural Resources,Construction And Maintenance Occup	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0
Total		1	1	2	1	4	6	1	5	3	24

APPENDIX 9

Existing Staff data

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 28 Valencia

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	Above 75,000	0	2	2	1	3	3	0	0	0	1	0	0	0	0	40	27	0	0	79
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	30,000 To 35,000	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	0	0	6
	35,000 To 40,000	1	0	15	6	12	3	0	0	1	0	0	0	0	13	5	1	2	59	
	40,000 To 45,000	2	0	7	2	8	1	0	0	0	0	0	0	0	17	2	2	0	41	
	45,000 To 55,000	3	0	12	2	9	4	0	0	0	0	0	0	0	22	11	2	0	65	
	55,000 To 65,000	0	1	5	1	5	1	0	0	0	0	0	1	0	13	11	2	0	40	
	Above 75,000	2	0	1	1	3	0	0	0	0	0	0	0	0	15	5	1	0	28	
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
	35,000 To 40,000	0	1	0	2	0	5	0	0	0	0	0	0	0	0	5	0	0	13	
	40,000 To 45,000	0	0	0	3	0	1	0	0	0	0	0	0	0	2	1	0	0	7	
	45,000 To 55,000	0	1	0	2	1	6	0	0	0	0	0	0	0	2	10	0	0	22	
	55,000 To 65,000	0	0	0	2	1	1	0	0	0	0	0	0	0	3	5	0	0	12	
	Above 75,000	0	2	0	0	0	2	0	0	0	0	0	0	0	1	7	0	1	13	

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 28 Valencia

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	2	2	1	0	0	0	0	0	0	0	0	0	0	1	0	0	6
	35,000 To 40,000	2	0	9	5	11	7	0	1	0	0	0	0	0	0	9	2	0	1	47
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	3	2	0	7
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	4
	55,000 To 65,000	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	0	0	0	5
	65,000 To 75,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	2	0	0	4
	Above 75,000	0	0	0	0	2	1	0	0	0	0	0	0	0	0	2	2	0	0	7
Librarians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
	65,000 To 75,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	5
	Above 75,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	3
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	3	0	1	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0	8
	30,000 To 35,000	0	0	1	0	4	1	0	0	0	0	0	0	0	0	5	0	0	1	12
	35,000 To 40,000	1	0	0	0	3	4	0	0	0	0	0	0	0	0	4	2	0	0	14
	40,000 To 45,000	3	0	0	1	3	3	0	0	0	0	0	0	0	0	10	12	3	0	35
	45,000 To 55,000	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	8	0	0	12
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 28 Valencia

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Service Occupations	Below 25,000	2	6	4	9	10	16	0	0	0	1	0	1	0	0	1	5	0	1	56
	25,000 To 30,000	2	9	4	18	8	20	0	1	0	0	0	0	0	0	5	10	0	4	81
	30,000 To 35,000	0	1	0	3	0	3	0	0	0	0	0	0	0	0	1	7	0	0	15
	35,000 To 40,000	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	2	0	0	6
	40,000 To 45,000	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sales And Related Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	2	0	1	0	0	2	0	0	0	0	0	0	0	0	3	0	0	0	8
	30,000 To 35,000	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	4
	35,000 To 40,000	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	4
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2
	45,000 To 55,000	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	2	0	8	6	23	8	1	0	0	0	0	0	1	0	19	6	2	0	76
	30,000 To 35,000	3	2	22	3	33	5	1	0	1	0	0	0	0	0	33	7	2	1	113
	35,000 To 40,000	2	0	4	0	10	3	0	0	0	0	0	0	0	0	14	4	3	0	40
	40,000 To 45,000	2	0	3	0	4	0	0	0	0	0	0	0	0	0	6	1	0	0	16
	45,000 To 55,000	0	0	1	0	2	0	0	0	0	0	0	0	0	0	9	0	0	0	12
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

(Continued)

Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 28 Valencia

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Natural Resources,Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	4
	30,000 To 35,000	0	1	0	3	0	11	0	0	0	0	0	0	0	0	0	1	0	2	18
	35,000 To 40,000	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	4
	40,000 To 45,000	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		35	29	109	75	172	124	2	2	3	2	0	2	1	0	292	199	21	13	1,081