

**Valencia College**  
**2017-2018**  
**Annual Equity Update**  
**Division of Florida Colleges**



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



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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. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2017 for 2016-2017 is 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.

The Florida College System (FCS) continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the FCS 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.

There are two major changes in how the equity data are being reported to the 28 colleges in order to make the report more appropriate to the missions and academic offerings of the Florida colleges. These changes mean that, for example, the numbers on this year’s equity reporting of 2015-16 will not match the numbers on last year’s equity report for 2015-16. The two changes are:

1. Enrolled students who declare that they are enrolled in a baccalaureate program are now included in enrollment and completions headcounts. Baccalaureate students were not included in previous years’ reports.
2. Enrolled students who declare that they are enrolled as “No Formal Award (Credit, non-degree seeker)” are no longer included in the enrollment headcounts.

Item 2 will have a significant impact on the enrollment numbers for most of the 28 FCS colleges. For example, in 2015-16 there were approximately 77,000 students across the FCS that were enrolled as “No Formal Award (Credit, non-degree seeker).”

In subsequent years, the equity reports will continue to reflect these changes. We at the Division of Florida Colleges recognize that these changes may impact the previously set goals set for the 2016-17 year.



Data reports for students and the three targeted classes of employees are provided as excel spreadsheets as an attachment to 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.

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.

The College Annual Equity Update is due to the Florida Department of Education, Florida College System by May 1, 2018. The update should be submitted by email to the following email address: [Stephanie.leland@fldoe.org](mailto:Stephanie.leland@fldoe.org). The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2017-2018 update should address the following six parts of your 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:
  - 2) Describe the revision:
  - 3) Provide the web link(s) to document the revision:
- 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
  - 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
  - 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No  Yes  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 <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
2)	Title II?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
3)	Section 504?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
6)	Other policies or procedures related to civil rights or Non-discrimination?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>

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 2017-2018 in the excel table provided.

The college is achieving goals: Yes \_\_\_ No \_\_x\_ If no, provide:

#### Achievement of Goals: ENROLLMENTS

	2016-2017 Goals for FTIC	2016-2017 Goals Achieved FTIC Yes-No	2017- 2018 Goals for FTIC		2016-2017 Goals for Overall Enrollments	2016-2017 Goals Achieved Overall Enrollments Yes-No	2017-2018 Goals for Overall Enrollments
Black	1.00%	no	1.00%		0.50%	no	0.50%
Hispanic	1.00%	yes	1%		0.50%	yes	0.50%
Other Minorities	1.00%	no	1%		0.50%	no	0.50%
White	x	x	x		x	x	x
Male	x	x	x		x	x	x
Female	0.75%	yes	0.75%		0.50%	no	0.50%
DIS	0.25%	no	0.25%		0.25%	yes	0.25%
LEP	0.25%	yes	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

#### 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/Counselors to support all high school 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.

Three Title I elementary schools (Reedy Creek Elementary in Poinciana, East Lake Elementary near Lake Nona and Highlands Elementary in Kissimmee) were invited to Valencia College for a day of “Mock College” to provide the elementary school students with an opportunity to get a sense of what college is like and help them develop the belief that they are “college material” and can go to college one day.

### Dual Enrollment

Dual enrollment is an accelerated mechanism through which eligible high school students can enroll in college courses while in high school in order to earn academic credit that counts towards an associate degree and their high school diploma. It is also a way in which disadvantaged students can experience college success while in high school and gain the confidence and initiative to continue college enrollment after high school. To this end, Valencia has partnered with Orange County Public Schools (OCPS) and School District of Osceola County (SDOC) to expand access to dual enrollment to students from diverse backgrounds. In 2017-18, dual enrollment increased 33.2% in Fall term and 37.8% in Spring term.

### Got College

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 series of five “Scholarship Workshops” was offered at the Osceola and Lake Nona Campuses, as well as at local high schools in Poinciana, during which Valencia College personnel and students shared information about available scholarships and provided assistance with scholarship applications and scholarship essays. The series attracted more than 575 attendees.

### 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 Fall term, at which students and their families can receive personal assistance in applying and understanding FAFSA processes and responsibilities.

In Fall 2017, the College serviced 488 students with this initiative. While this number is less than last year, this is due to the fact that high schools are participating the Florida College Access Network Challenge which has caused numbers for this event to decrease, however students who are assisted in the office has increased because high school students are participating in the events at their local high schools.

### Financial Aid Outreach – High School Nights

Several studies have confirmed that otherwise capable students often pass on applying to college because they believe that a college education is financially out of reach. In addition, students with the greatest financial need are often the least likely to receive financial aid due to a simple lack in communication of

financial aid information. Financial aid knowledge is a missing link and an obstacle in providing college access to a growing number of students.

In efforts to address this issue, Valencia's office of student financial aid has developed a financial aid outreach initiative. This initiative allows financial aid representatives to work directly with students and parents to educate them on the affordability of college.

Since September 2017, the office of student financial aid has partnered with Orange County Public Schools to facilitate financial aid high school nights throughout the Orlando area. As a result of our efforts, we have assisted over 800 students and families with information on various topics surrounding financial aid and how to apply.

Topics and services include:

- Information on how to complete the FAFSA (Free Application for Federal Student Aid)
- One-on-One FAFSA guidance.
- Valuable information on how to apply for additional scholarships and grants.

Valencia's Office of Student Financial Aid is committed to raising financial aid awareness in our community by partnering with faculty, staff, K-12 schools, and public service programs.

#### Transition/Recruitment for students with disabilities:

*Flash Forward:* The second annual transition fair at Valencia College specifically inviting Orange and Osceola high school students with disabilities to a night of information and resources. The event featured a tabling event by college resources such as the Learning Support and Honors College. The Valencia Foundation donated two \$500 scholarships to incoming students.

*ACE Parent Liaison Transition Fair:* Orange County Public Schools and the Parent Liaison representative host an annual Saturday full day parent conference with tabling for community resources and breakout sessions on transition. We host a table and provide parents and graduating high school students with information regarding successful transition to Valencia College.

*Osceola County Public Schools Transition Fair:* The Office for Students with Disabilities team partnered with Recruitment Specialist out of Transitions to Osceola County Public School high school students.

#### Transitions Planning Team Targeted Outreach

The Transitions Planning Team supports schools, community college and career partners in Orange and Osceola Counties by providing pre-collegiate awareness programming and recruitment services to students and their families. During the Fall term of 2017 alone, targeted high school outreach efforts and initiatives included over 24 tabling events at school and community events reaching 2,101 prospects, 39 presentations on "College is Possible," reaching 2,053 students, and 39 on-campus immersive experiences for 1,392 prospective students. In addition, 325 guests toured Valencia's campuses hosted by the Welcome Team Ambassadors, 232 attended an Information Session, and 1,142 students were reached through High School outreach efforts and application labs in addition to 1,250 attendees at signature events. The outlook for the Spring Term also demonstrates growth in outreach to specific

underrepresented populations by focusing on celebrating college admission through Decision Day celebrations, promotion of early New Student Orientation and many groups scheduled to visit the college.

#### College Prep Days and Immersive Experiences

Valencia's Transitions Planning team hosts immersive experiences for middle and high school students throughout the year where students learn about college options, career opportunities connected to academic programs, the enrollment process, financial aid and scholarships. School and community partners bring youth from specific enrichment programs and school groups from initiatives such as AVID, participate in this engaging learning presentation combined with an interactive campus tour where students experience academic programs hands-on. Like all programs developed by the Transitions Team, the main message is "college is possible" for all. In addition to College Prep Days, the Transitions Team hosts students from all over the state through weekly campus tours and monthly information sessions.

#### Signature Events

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 two Valencia campuses in October and feature over 100 colleges in a college fair style as well as informational workshops. Campus Open Houses and Scholarship Nights are held in Spring on three Valencia campuses and partners school locations and feature Valencia programs, FAFSA assistance, and scholarship information 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.

#### Central Florida Access Network (a part of FCAN)

Valencia participates in this local college access network aimed at promoting college access and persistence in the Metro Orlando region. The Central Florida College Access Network (CFCAN) is committed to raising the attainment rate of college degrees and high-quality credentials in the Central Florida region. Through a focus on providing resources for access, persistence, and attainment the network pursues initiatives to make sure every student we serve has the chance to succeed. With support from national and state initiatives and with the United Way as the backbone entity, this educational alliance has launched media campaigns, financial aid resources, and a texting project aimed at taking the mystery out of college enrollment, especially for students from under-represented minorities and lower socioeconomic groups. There are community focus areas and taskforces/workgroups around the following initiatives: Adult Learners, FAFSA completion, scholarships and career pathways.

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

#### Opening of Poinciana Campus, August 2017

The high schools in the Poinciana area have some of the lowest college-going rates in Osceola County (and in the state of Florida), with as few as 35% of graduating high school seniors enrolling in postsecondary education. Recognizing that the low college-going rates reflected a lack of access to higher education, Valencia College opened a new campus to serve the Poinciana community. The campus opened with more than 1,100 students, more than half of whom were Hispanic and nearly 20% Black or African American, closely reflecting the demographics of the Poinciana Community.

#### Valencia College 5 year Impact Plan

One of the staples of the 5 year strategic plan is “Opportunity and Equity.” While more information can be found in Appendix I, the vision described in the impact plan is that “all high school graduates in Orange and Osceola counties will have unlimited opportunities to achieve their academic goals.” This means that there is a focus on increasing the college-going rate for recent high school graduates, closing performance gaps among students from diverse backgrounds, and increasing the diversity of the faculty, staff, and leadership of the college.

**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, Certificates of Completion (Career Technology, PSAV), and Baccalaureate degrees. The data years are 2014-2015 to 2016-2017, 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 2016-2017 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 2017-2018 using the excel table provided.

The college is achieving goals: Yes \_\_\_ No X If no, provide:

**Achievement of Goals: COMPLETIONS**

	2016-2017 AA Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017 - 2018*
Black	911	1%	yes	1%
Hispanic	2268	1.50%	yes	1.50%
Other Minorities	532	1%	yes	1%
White	x	x	x	x
Male	x	x	x	x
Female	3419	1%	yes	1%
DIS	134	0.50%	yes	0.50%
LEP	251	0.25%	no	0.25%

	2016-2017 AS Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017 - 2018*
Black	238	1%	yes	1%
Hispanic	447	1.50%	yes	1.5%
Other Minorities	110	1%	yes	1%0



White	x	x	x	x
Male	x	x	x	x
Female	1322	0.75%	yes	.75%%
DIS	45	0.50%	yes	.5%
LEP	95	0.75%	no	0.75%

	2016-2017 Cert Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017 - 2018*
Black	464	1%	no	1%
Hispanic	968	1.50%	no	1.50%
Other Minorities	231	1%	yes	1%
White	x	x	x	x
Male	x	x	x	x
Female	1254	0.75%	no	0.75%
DIS	66	0.50%	no	0.50%
LEP	170	0.75%	no	0.75%

	2016-2017 Bachelor Degrees	2016-2017 Goal	Achieved Yes-No	Goals for 2017 - 2018**
Black	11	n/a	n/a	10%
Hispanic	23	n/a	n/a	20%
Other Minorities	6	n/a	n/a	10%
White	x	x	x	x
Male	x	x	x	x
Female	38	n/a	n/a	45%
DIS	3	n/a	n/a	4%
LEP	2	n/a	n/a	4%

\* Goal of increased completion rate from previous year

\*\* Goal of total percentage completion

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

Bridges to Success

Additional information can be found in Appendix II, however in Fall 2017, Bridges to Success enrolled 1,039 students. Bridges to Success students are a diverse group and the program specifically targets low

income, first generation college students. In 2017, in terms of retention, Bridges students had a 91.2% fall to spring retention and an 85.7% fall to fall retention which is much higher when compared to non-bridges students.

### Stop Out Campaign

Students who begin college often encounter obstacles that interrupt 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 has identified 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 provided that connection with online advisors and assistance in returning to their educational goals. In 2018, this initiative is part of a research study in cooperation with the University of Florida to determine its effectiveness.

### New Student Experience (Update)

We are currently in our 5<sup>th</sup> year (final year) of the plan/ project/ initiative. Data has continued to show the positive impact the NSE work has had on students. For additional context, there is a PowerPoint presentation with the currently available data about NSE in Appendix III.

### Camino a UCF

Please see the appendix for an indepth article on the update of this program. The new data is showing high two-year graduation rates as a result of this program. (Appendix IV)

### Future Teachers Academy

This program was added at the Osceola Campus in an effort to help the School District of Osceola County respond to the shortage of teachers in the community and to provide a guaranteed career pathway for students in Osceola County. Students in this program will complete there Associate in Arts degree from Valencia College, their bachelor's in elementary education from UCF (attending UCF's Regional Campus on the Osceola Campus) and will be guaranteed a teaching position within the Osceola County School District upon graduation. The demographics of the students in this program reflect those of Osceola County therefore this effort will also create a diverse cohort of elementary school teachers in Osceola County.

### Retention Activities for Students with Disabilities

In collaboration with Psychology faculty and campus counselors, we have engaged in a targeted approach to campus events and programs for students with disabilities. These programs are open to all students and included: An interactive event for students to describe in a visual way what it feels like to have a mental illness, a conversation about mental health following a viewing of 13 Reasons Why, a Skillshop presentation about creating inclusive environments specific to interacting with students with disabilities.

- 2) New methods and strategies, if applicable.

### CARE

Originally offered as a faculty development course in 2014, CARE (Continuous Assessment and Responsive Engagement) has equipped over 100 Valencia faculty with the skills, knowledge and resources necessary to identify and support struggling students in the classroom.

In Spring 2017, CARE was expanded to include a peer coaching program designed to complement the efforts of faculty to implement early alert assessment and intervention strategies in the classroom. A core component of this initiative is to provide coaches with adaptive training on how to recognize at-risk behaviors and identify corresponding support services and resources offered by Valencia College and its community partners, while working in tandem with a CARE-trained faculty member. This model is being piloted over the Spring 2018 semester with seven East Campus faculty and a total of 25 course sections across multiple disciplines.

### Strengthening Academic Advising and Transfer

Strengthening Academic Advising and Transfer is a 2.6 million dollar Hispanic-Serving Institution Title V Federal grant, whose goal is to create a collaborative infrastructure to support students to successful graduation and transfer over five years. One key performance measure of this grant is to increase the cumulative number of Hispanic students transferring to the University of Central Florida by 5%.

As part of this grant, a Faculty Mentorship Program has been created. This is a discipline-based outreach effort to students with 12 or more credits at the college who have indicated they plan to earn a baccalaureate degree in Arts, Business, Education or Psychology.

The Faculty mentor serves as a discipline-based guide for students in developing their educational pathway and personal connections, as they prepare for graduation, transfer, and careers. Faculty Mentors coordinate with various academic and student support service departments to support students' purpose, sense of place at the College, intended transfer institution, and/or career field. Mentors connect with students by various activities, such as individual mentoring, orientation sessions, workshops and discipline-specific events.

The first pilot for the Faculty Mentorship Program is currently underway. At the end of the spring term, the grant will measure the impact of this program on retention, persistence and graduation.

### **C. Student Success in Targeted Programs**

The college's plan for 2017-2018 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 x \_\_\_ No \_\_\_ If yes, provide:

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

LSAMP

Valencia College is a proud member of the Central Florida STEM Alliance. In partnership with Seminole State College and Lake-Sumter State College, the National Science Foundation has awarded \$1.5 million over three years through the Louis Stokes Alliance for Minority Participation (LSAMP) grant. The work of the first grant concluded after a fourth-year, no-cost extension. By the end of the first grant, Valencia College and its alliance partners realized a 20% increase in the number of underrepresented minority (URM) students who completed an associate degree and transferred into a baccalaureate degree program at the University of Central Florida to pursue majors in Computer and Information Sciences, Engineering, Life Sciences, Mathematics, Architecture, and Physical Sciences.

The College applied for and received a new, three-year grant under the LSAMP Program, in partnership with Lake-Sumter State College and Polk State College. The goal of the new LSAMP grant is to increase by 25% over three years the number of URM students who complete an A.A. at Valencia, Polk State, or Lake-Sumter State College and transfer to a four-year university in a science, technology, engineering, or mathematics (STEM) field. For this particular grant, the targeted underrepresented minorities are African-American and Hispanic students. Students from other National Science Foundation-defined URM groups also are included in the program.

Under the two LSAMP grants, Valencia has hired a full-time Project Director and Implementation Coordinator for the initiative, as well as three STEM Transfer Program Advisors. This team has organized the following activities:

- Dedicated STEM Academic Advising
- Pre-college Student Outreach
- URM STEM Learning Support
- Career Awareness and Experiences
- Faculty Development Programs to Support URM Students in STEM
- STEM Student Internships and Assistantships
- STEM Co-curricular Experiences (e.g., college and facility tours, STEM speakers, conferences, STEM-related clubs, workshops)

The project team has developed and refined a two-semester cohort engagement model, LSAMP Scholars. This model affords participating students opportunities to gain field experience in STEM through mentored research, supervised laboratory work, or supervised program development in STEM outreach and to provide learning support to other students through structured peer learning opportunities. Concurrent with their workplace duties, students participate in various professional development workshops to enhance their STEM career skills and to broad their networks of support.

**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.

<b>Disability</b>	<b>Number of students</b>	<b>Required Course(s)</b>	<b>Substituted Course(s)</b>	<b>Discipline Area</b>
Deaf/Hard of Hearing	<b>0</b>			
Visual Impairment	<b>0</b>			
Specific Learning Disability	<b>17</b>	<b>GR Math</b>	<b>Student choose from list (Appendix V)</b>	<b>Math</b>
Orthopedic Impairment	<b>3</b>	<b>GR Math</b>	<b>Students choose from list (Appendix V)</b>	<b>Math</b>
Speech Impairment	<b>0</b>			
Emotional or Behavioral Disability	<b>2</b>	<b>GR Math</b>	<b>Students choose from list (Appendix V)</b>	<b>Math</b>

		Foreign Language	Students choose from list (Appendix V)	Foreign Language
Autism Spectrum Disorder	3	GR Math	Students choose from list (Appendix V)	Math
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	11	10
Spring	12	10
Summer	5	5
<b>Total</b>	<b>28</b>	<b>25</b>

## **Part V. Gender Equity in Athletics**

**Valencia College does not have athletic programs.**

## **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**

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 2016 with Fall 2017.

Data is collected from the American FactFinder Educational Attainment Census Data and reflects persons by race and gender over the age of 25 who have 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. The 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 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black Female	2.50%	2.90%	9.30%	2.75%	yes	2.75%
Black Male	1.20%	2.90%	6.48%	2%	yes	2%
Hispanic Female	4.90%	5.70%	21.10%	4%	yes	5%
Hispanic Male	4.90%	5.70%	14.98%	4%	yes	5%
White Female	48.10%	52.90%	14.03%	n/a	n/a	n/a
White Male	34.60%	31.40%	11.84%	n/a	n/a	n/a
Other Minorities	3.70%	2.90%	16.21%	n/a	n/a	15%
Other Minorities Female	0	0	9.40%	2%	no	2%
Other Minorities Male	3.70%	2.90%	6.10%	4%	no	4%
Total Female	61.40%	38.60%	56.45%	55%	yes	55%
Total Male	44.40%	38.60%	41.78%	44%	yes	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.

\*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.



\*Additional information regarding employment and recruitment strategies can be found in Appendix VI.

\*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.

**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.

**Instructional - Goal Achievement Analysis and Setting Goals**

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black Female	6.40%	6.50%	9.30%	2.75%	yes	4%
Black Male	3.90%	4.40%	6.48%	2.00%	yes	4%
Hispanic Female	5.10%	5.30%	21.10%	4%	yes	5%
Hispanic Male	4.60%	4.40%	14.98%	4%	yes	5%
White Female	42.90%	42.50%	14.03%	n/a	n/a	n/a
White Male	30.60%	30.60%	11.84%	n/a	n/a	n/a
Other Minorities	6.40%	6.30%	16.21%	n/a	n/a	15%
Other Minorities Female	3.90%	3.90%	9.40%	2%	yes	4%
Other Minorities Male	2.60%	2.50%	6.10%	4%	yes	4%
Total Female	58.30%	58.20%	56.45%	55%	yes	55%
Total Male	41.70%	41.80%	41.78%	44%	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.

- \*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.

**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 with Continuing Contract - Goal Achievement Analysis and Setting Goals**

	Actual Data (%) Fall 2016	Actual Data (%) Fall 2017	College Student Population Percent	Stated Goals Fall 2017	Met Goal (Yes-No)	Goals for 2018
Black Female	3.60%	3.50%	9.30%	2.75%	no	4%
Black Male	4.30%	4.60%	6.48%	2%	yes	5%
Hispanic Female	6.30%	6.40%	21.10%	4%	yes	6%
Hispanic Male	3.60%	3.50%	14.98%	4%	no	4%
White Female	43.70%	42.60%	14.03%	n/a	n/a	n/a
White Male	32.10%	33%	11.84%	n/a	n/a	n/a
Other Minorities	6.30%	6.40%	16.21%	n/a	n/a	15%
Other Minorities Female	3.60%	3.90%	9.40%	2%	no	4%
Other Minorities Male	2.60%	2.50%	6.10%	4%	no	4%
Total Female	57.30%	56.40%	56.45%	55%	yes	55%
Total Male	42.70%	43.60%	41.78%	44%	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.
- \*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. 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 evaluation. Instead, Valencia focuses on employment accountability goals throughout the recruitment and hiring process. Some processes and guidelines implemented have been:

- Diversity goal for applicant pools
  - Annual mandatory inclusion and bias training for all search committee members
  - Diverse marketing strategy for job openings
  - Veteran's preference at every step in the hiring process.
- 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 member 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 28, 2017.

**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 an online inclusion and bias training. The purpose of this training is to assist each person in approaching recruitment and hiring through a lens of equity, diversity, and inclusion. There is also a focus on minimizing and eliminating unconscious bias in the hiring process. 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, 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.

September 2016 the college hired a dedicated recruiter to develop a comprehensive recruiting strategy for the college. Since September we have launched different initiatives and built new partnerships to position Valencia College as an inclusive, diverse employer of choice. Our recruiting strategy aims to ensure we increase and maximize our exposure, reach and visibility sharing our culture, our vision along with our career opportunities.

- 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.

### NEW HIRES

Job Classification	Number of New Hires <sup>1</sup>	New Hires Salary Range	Number of Existing Employee(s) with Comparable Experience <sup>2</sup>
Management Occupations	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	0
	0	\$35K - \$40K	0
	0	\$40K - \$45K	0
	0	\$45K - \$55K	0
	0	\$55K - \$65K	0
	0	\$65K - \$75K	0
	5	Above \$75K	71
Business & Financial Operations	0	Below \$25K	0
	0	\$25K - \$30K	0
	2	\$30K - \$35K	9
	13	\$35K - \$40K	54
	8	\$40K - \$45K	91
	17	\$45K - \$55K	119
	6	\$55K - \$65K	49
	1	\$65K - \$75K	37
	4	Above \$75K	57
Computer Engineering & Science	0	Below \$25K	0
	0	\$25K - \$30K	0
	1	\$30K - \$35K	5
	0	\$35K - \$40K	1
	1	\$40K - \$45K	18
	1	\$45K - \$55K	22
	2	\$55K - \$65K	19
	1	\$65K - \$75K	7
	2	Above \$75K	22
Community Service, Legal, Arts, and Media	0	Below \$25K	0
	2	\$25K - \$30K	4
	3	\$30K - \$35K	14
	4	\$35K - \$40K	34

<sup>1</sup> Appendix VII

<sup>2</sup> Appendix VIII

	2	\$40K - \$45K	20
	3	\$45K - \$55K	6
	0	\$55K - \$65K	2
	0	\$65K - \$75K	2
	0	Above \$75K	10
Instruction	0	Below \$25K	9
	0	\$25K - \$30K	1
	0	\$30K - \$40K	6
	0	\$40K - \$45K	50
	6	\$45K - \$55K	99
	8	\$55K - \$65K	171
	4	\$65K - \$75K	160
	0	Above \$75K	64
Librarians	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	0
	0	\$35K - \$40K	0
	0	\$40K - \$45K	0
	0	\$45K - \$55K	0
	1	\$55K - \$65K	4
	0	\$65K - \$75K	6
	1	Above \$75K	3
Non-Postsecondary Teaching	0	Below \$25K	0
	2	\$25K - \$30K	3
	3	\$30K - \$35K	11
	5	\$35K - \$40K	28
	1	\$40K - \$45K	33
	1	\$45K - \$55K	21
	0	\$55K - \$65K	0
	0	\$65K - \$75K	0
	0	Above \$75K	0
Service Occupations	14	Below \$25K	21
	2	\$25K - \$30K	122
	2	\$30K - \$35K	18
	1	\$35K - \$40K	5
	1	\$40K - \$45K	5
	0	\$45K - \$55K	1
	0	\$55K - \$65K	0
	0	\$65K - \$75K	0
	0	Above \$75K	0
Sales and Related Occupations	1	Below \$25K	3
	2	\$25K - \$30K	10
	1	\$30K - \$35K	5

	0	\$35K - \$40K	5
	0	\$40K - \$45K	1
	0	\$45K - \$55K	0
	0	\$55K - \$65K	2
	0	\$65K - \$75K	0
	0	Above \$75K	0
<b>Office and Administrative Support Occupations</b>			
	2	Below \$25K	3
	25	\$25K - \$30K	70
	12	\$30K - \$35K	97
	3	\$35K - \$40K	73
	1	\$40K - \$45K	12
	1	\$45K - \$55K	13
	0	\$55K - \$65K	1
	0	\$65K - \$75K	1
	0	Above \$75K	0
<b>Natural Resources, Construction &amp; Maintenance Occupations</b>			
	0	Below \$25K	1
	2	\$25K - \$30K	5
	0	\$30K - \$35K	17
	0	\$35K - \$40K	7
	1	\$40K - \$45K	4
	0	\$45K - \$55K	0
	0	\$55K - \$65K	0
	0	\$65K - \$75K	0
	0	Above \$75K	0



**Part VII. Signature Page**

**FLORIDA EDUCATIONAL EQUITY ACT  
2017-2018 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.

\_\_\_\_\_  
Ryan D. Kane (Equity Officer) Date

\_\_\_\_\_  
Sanford C. Shugart (College President) Date

\_\_\_\_\_  
Bruce Carlson (Chair, College Board of Trustees) Date

This concludes the Annual Equity Update Report for 2017-2018. Please enclose appropriate appendices.

# **Appendix I**

## **Five Year Strategic Plan**

THE POWER  
TO SERVE:  
VALENCIA'S  
FIVE-YEAR IMPACT  
PLAN SUMMARY

Building community by serving community

2016 - 2021

VALENCIA COLLEGE



# A MESSAGE FROM DR. SHUGART

In Central Florida and across the nation, we are poised at the edge of a great generational challenge. How do we create opportunity for everyone, no matter their background? And how do we—located here in Central Florida, where we are blessed with one of the world’s largest “entry” economies, but where wages and upward mobility are among the lowest in the country—create not just opportunity, but pathways out of poverty?

At Valencia College, we have spent the past fifteen years working to create a level playing field for college students of all backgrounds, fashioning a college where every student can succeed at historically higher levels. We did this by focusing internally: by zeroing in on the landmines that face students after they enter our doors; by collaborating to create innovative teaching strategies; by creating an environment on campus that provides students with the learning support they need to succeed; and by building clear pathways that connect students to their purposes.

We have been successful. While we still have more to achieve, we have earned national acclaim for our students’ graduation rates, for their success in transfer, for career placement and the wages that our A.S. grads earn, and for closing the gaps in achievement among students of different backgrounds. This is precisely why Valencia won the first Aspen Prize for Community College

Excellence. Further, we have received national acclaim for DirectConnect to UCF and its impact on successful transfers and the awarding of A.A. Degrees, as well as for our laser focus on student outcomes, and for many innovations in teaching and learning. Today, these programs are models that colleges and universities around the nation are copying in their communities.

The focus on these student outcomes, on learning, will continue to be central to our work. But as Valencia has earned the attention and acclaim of the nation and our community, we have discovered new opportunities, in fact, new obligations to serve. Our community needs us and we can have an impact beyond anything we have yet imagined if we focus the same energy and imagination that has fueled our impact on student learning on making an impact on the quality of life in our community—raising educational attainment levels, increasing economic opportunity, growing the economy, and helping our community to flourish.

As we focus on the next five years, let us seize the chance to show the nation how we can transform Central Florida—from a place known for its lack of upward opportunity to a region recognized as an engine of opportunity. I urge you to join me in this exciting new chapter in Valencia’s history, as we demonstrate our heart and our character—and the change we can achieve.

Sincerely,



Dr. Sanford C. Shugart  
President  
Valencia College



## VISION

Valencia is a premiere learning college that transforms lives, strengthens community, and inspires individuals to excellence.

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## MISSION

Valencia provides opportunities for academic, technical, and lifelong learning in a collaborative culture dedicated to inquiry, results, and excellence.

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## VALENCIA'S COMMITMENT

To improve quality of life through access, expanded opportunities, and well-being in Central Florida.

# FOUNDATIONAL PILLARS

## BUILD PATHWAYS

Design effective and efficient pathways to learning and education

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## LEARNING ASSURED

Implement optimal learning environments for students

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## PARTNER WITH COMMUNITY

Coordinate student needs and college goals with community partners

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## INVEST IN EACH OTHER

Establish operational systems based on collaboration and deep stewardship of our work





# EDUCATION

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## ASPIRATION:

*Transforming the student experience at  
Valencia College and across the education  
ecosystem to produce real results*



# OPPORTUNITY AND EQUITY

## Vision:

*All high school graduates in Orange and Osceola counties will have unlimited opportunities to achieve their academic goals.*

## Goals:

### **1. Increase college-going rate to Valencia by recent high school graduates from Orange and Osceola counties.**

#### *Objectives:*

- Identify and remove barriers to a postsecondary education.
- Develop programs for targeted underserved populations.
- Partner with secondary institutions to align curricula.
- Partner with secondary institutions to align pathways into Valencia.

### **2. Close performance gaps among students from diverse backgrounds.**

#### *Objectives:*

- Close gaps in success in top 20 enrolled courses.
- Include equity in outcomes measures for evaluation of all programs and initiatives.
- Include initiatives to deliver more equitable outcomes in each campus plan.

### **3. Increase the diversity of the faculty, staff, and leadership of the college.**

#### *Objectives:*

- Create and implement a strategic recruitment plan to maximize exposure for Valencia job vacancies to individuals from diverse backgrounds.
- Review and revise training programs for employees serving in the employment search and selection process.

# EDUCATION ECOSYSTEMS

## Vision:

*Valencia belongs to a strong educational ecosystem that ensures that underserved populations have convenient access and appropriate awards of credit toward degree completion.*

## Goals:

### **1. Create new campus locations within underserved areas**

#### *Objectives:*

- Establish Poinciana Campus with appropriately aligned degree programs.
- Establish Downtown Campus with appropriately aligned degree programs.

### **2. Build the predictive analytics tools that will derive actionable data insights within the Central Florida ecosystem**

#### *Objectives:*

- Build organizational infrastructure by defining the leadership, partnership responsibilities, and practices needed to work together.
- Develop hypotheses about student readiness factors.
- Identify the data structure and functionality of predictive analytics tools needed to provide actionable insights on student readiness across the educational spectrum.



# DIRECTCONNECT 2.0

Vision:

*Valencia students are prepared to transfer to and succeed at UCF.*

Goals:

## **1. Design systems for students to track their progress and readiness**

*Objectives:*

- Create a communication and feedback system for key transfer information.
- Create an online tracking tool for Valencia students to track progress toward a UCF bachelor's degree.

## **2. Establish curricular alignment in specific programs, courses, and career pathways**

*Objectives:*

- Review data in transfer courses to determine curriculum alignment conversations needed.
- Develop an ongoing curricular alignment process to show changes across the discipline.
- Align course outcomes.
- Develop advising recommendations based upon curriculum alignment.

### **3. Prepare faculty and staff to advise students and families in the transfer process**

*Objectives:*

- Clarify a common understanding of the way students experience the transfer process.
- Develop, implement, and assess strategies for students to complete the transfer process.

### **4. Prepare students for the university experience**

*Objectives:*

- Work with UCF to design readiness assessment modules for students.
- Provide students with successful strategies for learning in a large-sized class.
- Provide students successful strategies for social engagement.

### **5. Develop and share a robust data process that informs decision-making at UCF and Valencia**

*Objectives:*

- Utilize the new Florida I.D. to connect Valencia student records for transferring to UCF.
- Create a super-user network that responds to data requests.
- Analyze data routinely for continuous improvement.

# ONLINE LEARNING

## Vision:

*Valencia is a leader in providing high quality online/hybrid learning and support experiences to a diverse population of students.*

## Goals:

### **1. Establish a clearly articulated model for online and hybrid teaching and learning at Valencia**

#### *Objectives:*

- Define the purpose, desired outcomes and intended student experience for online and hybrid delivery.
- Create the infrastructure and organizational capacity required to support the intended student experience.
- Institute college-wide enrollment and program planning for online and hybrid courses and programs.

### **2. Expand and enhance student service and learning support strategies for the fully online learner**

#### *Objectives:*

- Review and evaluate current student service and learning support strategies to discern additional needs.
- Implement additional student service and learning support strategies.
- Create tools and practices that foster a sense of community and personal connection.



### 3. Enhance quality in online and hybrid environments

*Objectives:*

- Create a professional development program to support consistent quality in teaching, learning and design.
- Ensure that students “start right” in online and hybrid learning environments.
- Provide resources and guidelines for faculty and deans to incorporate quality course and curriculum design.





# NEW STUDENT EXPERIENCE

## Vision:

*Students have personal connections within and beyond curricular and co-curricular experiences that lead to a successful completion of 18 college-level credits.*

## Goals:

### **1. Develop a comprehensive, year-long experience for new students**

#### *Objectives:*

- Develop a coordinated, co-curricular experience.
- Develop a comprehensive first-year advising model.
- Create a peer mentorship model for new students.

### **2. Establish personal connections for all new students across the college**

#### *Objectives:*

- Educate students about opportunities to get involved in curricular and co-curricular programs.
- Increase opportunities for students to participate in cohort-based programs.
- Create a mentorship model that matches students with industry or community partners.

### **3. Infuse College Success Skills in Top 10 High Enrolled Courses**

#### *Objectives:*

- Create supplementary materials for instructors who teach Top 10 courses.
- Create a faculty development plan for instructors who teach Top 10 courses.

# PART-TIME FACULTY

## Vision:

*Valencia College is an engaged, collegial community of diverse professionals dedicated to the best possible student learning outcomes.*

## Goals:

### **1. Develop part-time faculty both in the essential competencies of a Valencia educator and in their respective teaching disciplines**

#### *Objectives:*

- Review and redesign the Associate Faculty program.
- Explore opportunities for institutional financial support for part-time faculty development.

### **2. Create a new on-boarding, engagement, compensation, and evaluation process for part-time faculty**

#### *Objectives:*

- Implement a “New Faculty Experience” to orient and engage part-time faculty.
- Develop a consistent evaluation process for all part-time faculty.
- Design and develop a formal part-time faculty mentoring program to support communities of practice within the disciplines.

### **3. Enhance opportunities for part-time faculty to engage with students outside of the classroom**

#### *Objectives:*

- Identify opportunities for part-time faculty to engage with students outside the classroom.
- Design a program to support part-time faculty engagement with students outside of the classroom.





# ACCELERATED TRAINING

## Vision:

*Valencia College creates opportunity for economic advancement within Central Florida by training unemployed and underemployed individuals for high-wage, high-demand positions.*

## Goals:

### **1. Expand accelerated skill training**

#### *Objectives:*

- Open new training facilities.
- Expand program offerings.

### **2. Create opportunities for underemployed, underrepresented and unemployed populations to participate in accelerated trainings**

#### *Objectives:*

- Develop an enrollment plan.
- Create a recruitment and placement program.
- Collaborate with community partners to recruit students and provide wrap-around services.

# TECH EXPRESS TO VALENCIA

## Vision:

*Students attend career and technical courses early in their high school careers that could lead to employment upon graduation.*

## Goals:

### **1. Develop accelerated pathways to both early employment and placement in college-level A.S. degree programs**

#### *Objectives:*

- Enroll students in career and technical courses early in their high school programs.
- Align student learning outcomes, program learning outcomes, and assessments with the technical colleges.
- Articulate with the technical colleges to award credit for dual enrollment courses.
- Deliver Valencia programs on technical college campuses.
- Develop additional Academies and Collegiate Academies at high schools and expand existing programs.

### **2. Develop an accelerated pathway to a \$10,000 baccalaureate degree at Valencia**

#### *Objectives:*

- Develop programming that will allow students to graduate from high school with an A.S. degree.
- Guarantee placement of A.S. graduates in select Valencia B.S. or B.A.S. degree programs.



### 3. Expand collaboration efforts to support career and workforce programming at both institutions

*Objectives:*

- Create new positions for Career and Workforce Education coaches at technical colleges.
- Develop joint marketing and communication plans.
- Pursue joint state, federal, and private funding.
- Share and analyze data about student characteristics, achievements, and behaviors across the ecosystem.



# WORK-BASED LEARNING

Vision:

*Students receive credit for authentic experiences, and are motivated to complete credentials or degrees.*

Goals:

**1. Create an infrastructure to award credit for prior learning to post-traditional students to achieve work-based learning credit**

*Objectives:*

- Design new process for applying credit for prior learning.
- Develop a marketing and communication plan for awarding of credit.

**2. Increase the number of opportunities for students to participate in internships and work-based experiences**

*Objectives:*

- Increase the number of internship experiences available.
- Develop new models for work-based learning experiences.



# KNOWLEDGE AND INNOVATION ECONOMY

## Vision:

*All students are prepared to compete in an economy that is increasingly globalized and entrepreneurial.*

## Goals:

### 1. Foster an entrepreneurial spirit to encourage business growth

#### *Objectives:*

- Create certificates, programs or institutes in entrepreneurship.
- Provide continuing education courses for evolving industries.
- Develop new programming, degrees and certifications that integrate entrepreneurial skills.

### 2. Entice business relocations by aligning educational programs to company needs

#### *Objectives:*

- Conduct job task and skill-gap analyses with businesses and educational partners to track modern-day needs and tailor programs appropriately.
- Hold collaboration summits to encourage cross-sector collaboration.
- Identify emerging career pathways and career progression in Central Florida.

### 3. Create new pathways to well-paying careers

#### *Objectives:*

- Create opportunities for students to interact with a wider cross-section of business leaders in sector summits.
- Connect Valencia College's students with CareerSource and other community partners for higher job placement rates.
- Expand students' understanding of multiple careers available within industries.
- Explore with industry partners new sectors that respond to emerging training and educational needs.





# QUALITY OF LIFE: ARTS, HEALTH AND CIVIC ENGAGEMENT

Vision:

*Valencia has a positive impact on the quality of life beyond the classroom.*

Goals:

## **1. Explore and develop partnerships with the community to enhance programming**

*Objectives:*

- Convene arts organizations to build synergies and enhance arts programming.
- Foster connections and develop opportunities for community engagement.
- Develop programs to help healthcare workers respond to the needs of a diverse community.

## **2. Bring education and training to underserved communities**

*Objectives:*

- Enrich art opportunities for Central Florida youth through arts camps and internships.
- Expand opportunities for tutoring and mentorships for Central Florida youth.
- Educate the community about health and wellness.

# SAFETY

## Vision:

*Public safety and service programs at the college are responsive to immediate and unaddressed safety concerns in the community.*

## Goals:

### **1. Develop a process for reviewing community public safety needs**

#### *Objectives:*

- Conduct assessments in collaboration with public safety leaders to determine public safety training and education needs.
- Gather input from public safety leaders and partners for the development of the School of Public Safety master plan.
- Participate on local community and public safety related boards, groups, and initiatives.

### **2. Determine Valencia's role in being responsive to unmet community public safety needs**

#### *Objectives:*

- Enhance collaboration with high school career specialists and counselors to promote public safety programs and careers.
- Work with partners to develop and implement hospitality and private security programming.
- Develop fire protection programming.



### 3. Develop educational enrichment public safety programs for the community

*Objectives:*

- Develop and implement fire and law enforcement academy “track” programs.
- Enhance fire command and tactical law enforcement simulations.
- Enhance partnerships with UCF’s Criminal Justice and Public Administration departments.
- Coordinate high school and camp visits.





# THIS IS OUR PLAN.

It's a plan that continues to evolve and we want you to be involved.

Weigh in with your thoughts and ideas at [valenciacollege.edu/strategicplan](http://valenciacollege.edu/strategicplan)

Approved by the Valencia College Board of Trustees on December 7, 2016.

# FEBRUARY 2017

Valencia College provides equal opportunity for educational opportunities and employment to all. Contact the Office of Human Resources and Diversity for information.

# **Appendix II**

## **Bridges to Success**

## Bridges to Success

**Purpose:** Close achievement gaps among low income, first generation in college and minority students by providing mentoring, academic and financial support, and leadership development beginning the summer after high school graduation.

**Profile of current students:**

Total enrolled (Fall 2017) 1039  
 Pell Grant eligible (Fall 2016) 839 80.7%

New in summer 2017 325

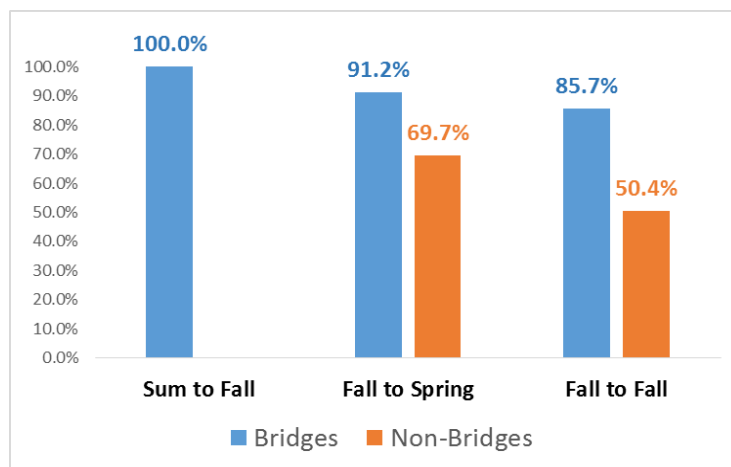
**College Readiness for Summer 2017 Cohort:**

College ready	70	21.5%
Light Prep (1)	81	24.9%
Moderate Prep (2)	82	25.2%
Heavy Prep (3)	92	28.3%
Total	325	100%

**Gender/Ethnicity**

	Male	Female	Unkn	Total
Caucasian	34	62	0	96
African American	123	210	0	333
Hawaiian	3	6		9
Asian	20	24		44
Hispanic	170	327		4977
Indian	2	2		4
Multi-Race	5	20		25
Unknown	12	14		26
Total	369	665		1034

**Retention of African American and Hispanic Males in Bridges Summer 2017  
 Versus FTIC, Degree-seeking African American and Hispanic Males not in Bridges.**



N's are below:

	Total Cohort	Sum to Fall	Fall to Spring	Fall to Fall
Bridges	91	90	81	80
Non-Bridges	2048		1452	1174

# **Appendix III**

## **New Student Experience**



# NSE Updates

---

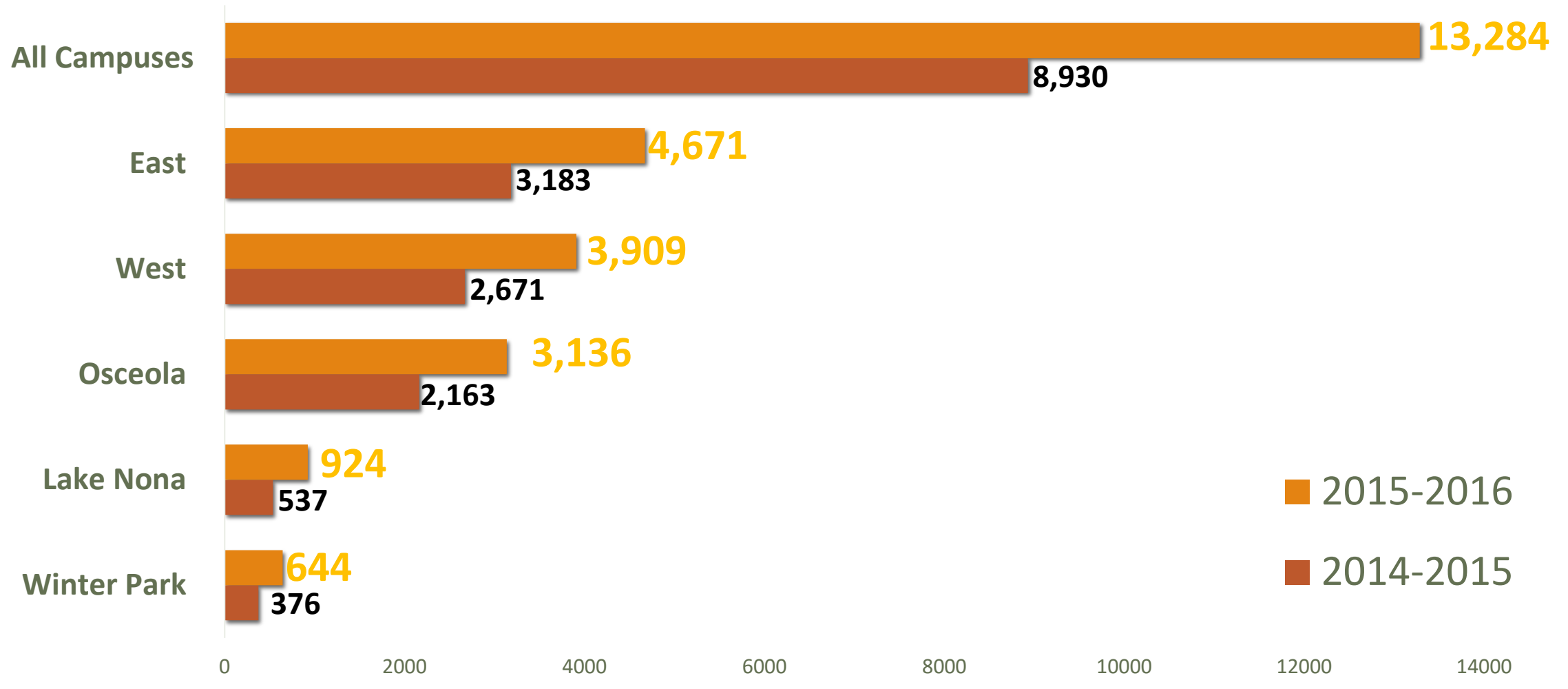
JANUARY 20, 2017





# GROWTH

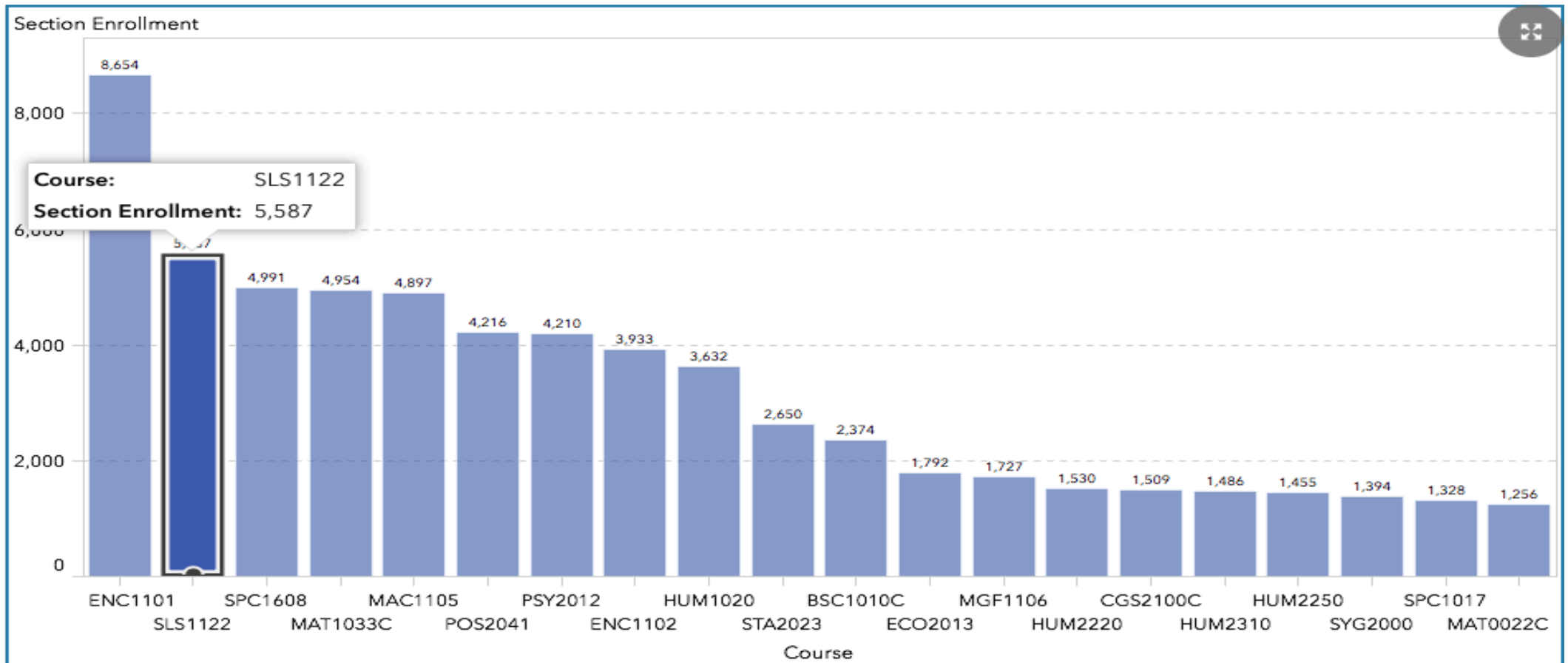
Student Enrollment in SLS1122 increased by 50%



SLS 1122- New Student Experience

# Gen Ed Impact (2nd highest enrolled course)

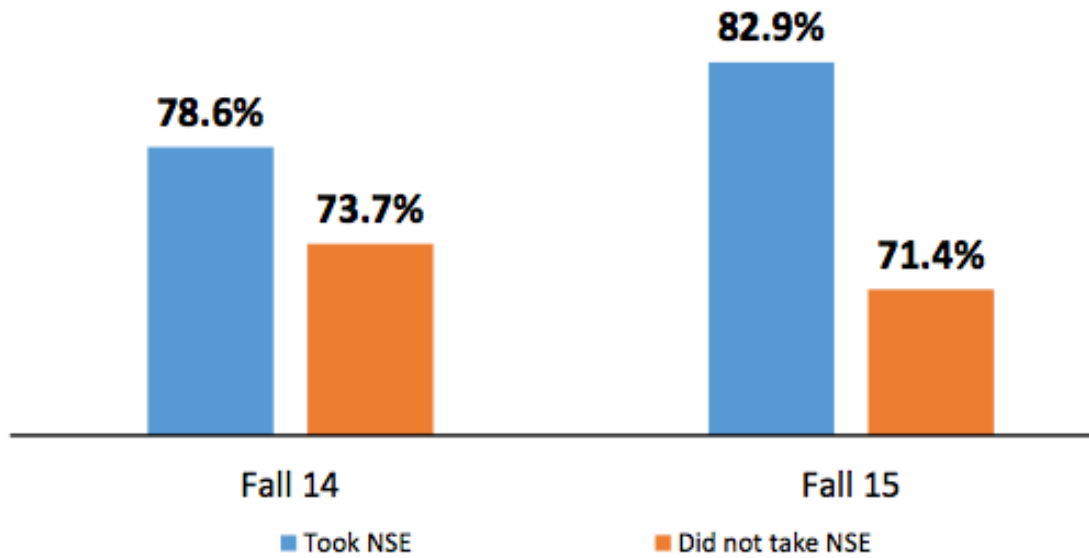
The top 20 most enrolled courses will change based on the parameters selected to the left of the chart. The default selection shows term 201610 and includes Hybrid, Online, and Onsite.





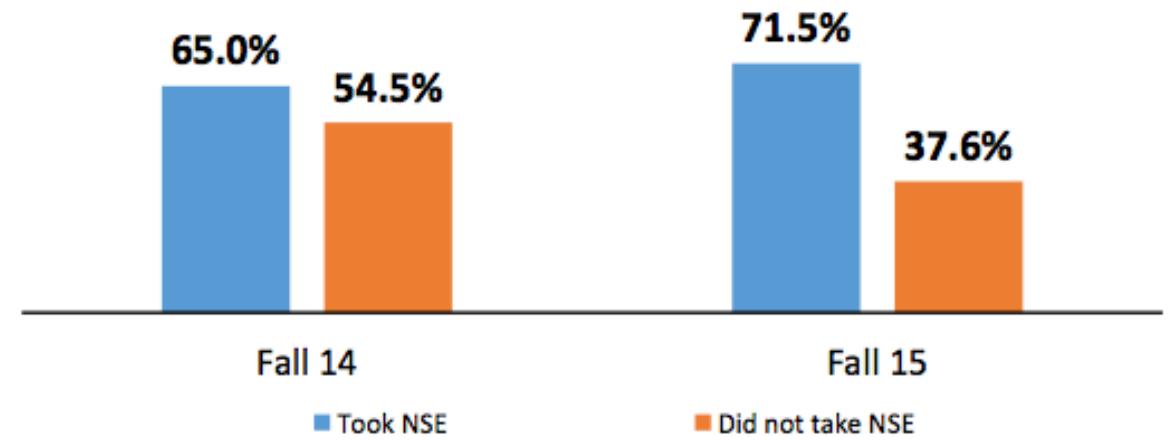
# PERSISTENCE RATES

### Fall to Spring Persistence for students who took NSE in first term



\* ftic degree-seeking students

### Fall to Fall Persistence for students who took NSE in first academic year

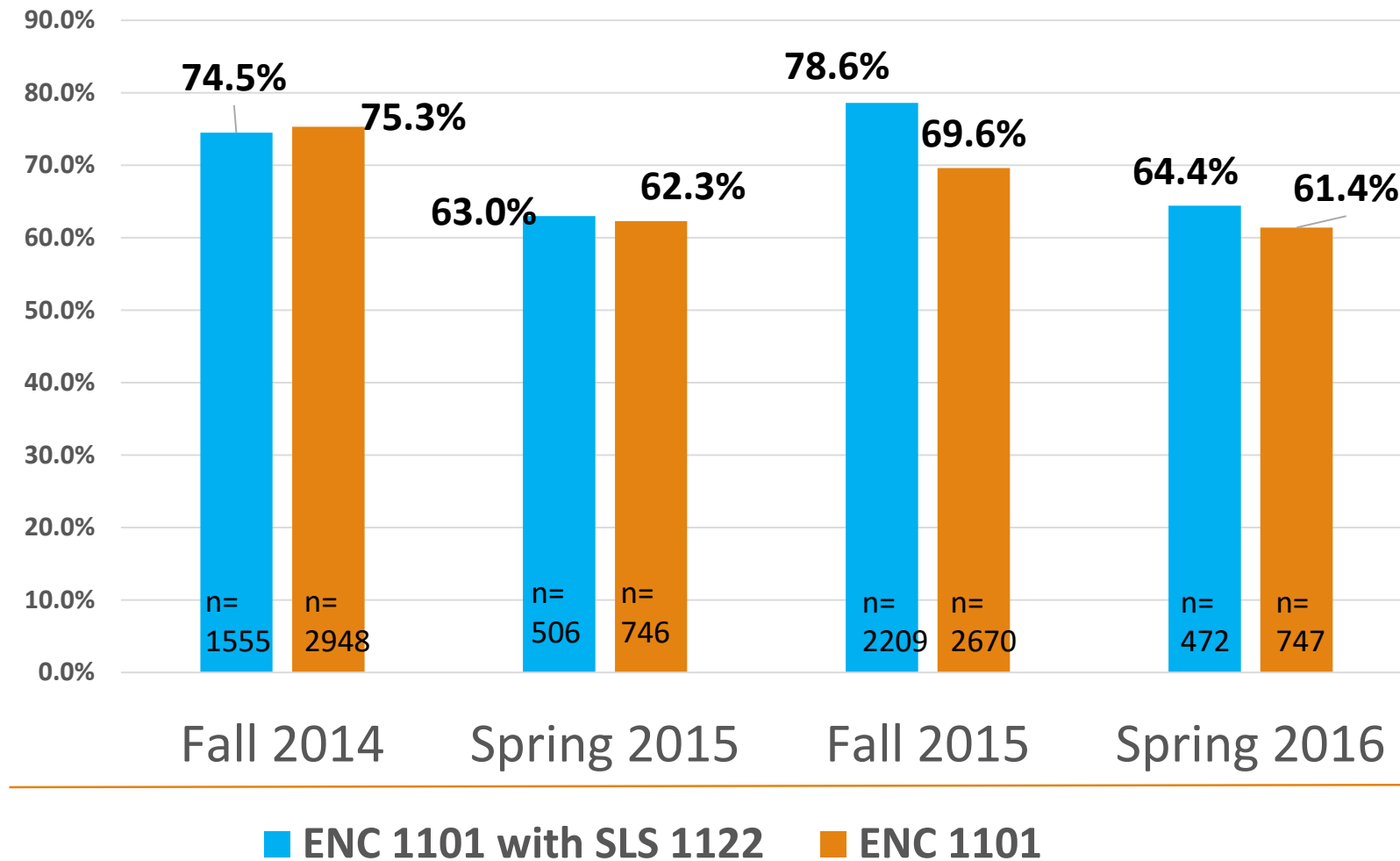


\* ftic degree-seeking students



# IMPACT – ENC 1101 College-wide

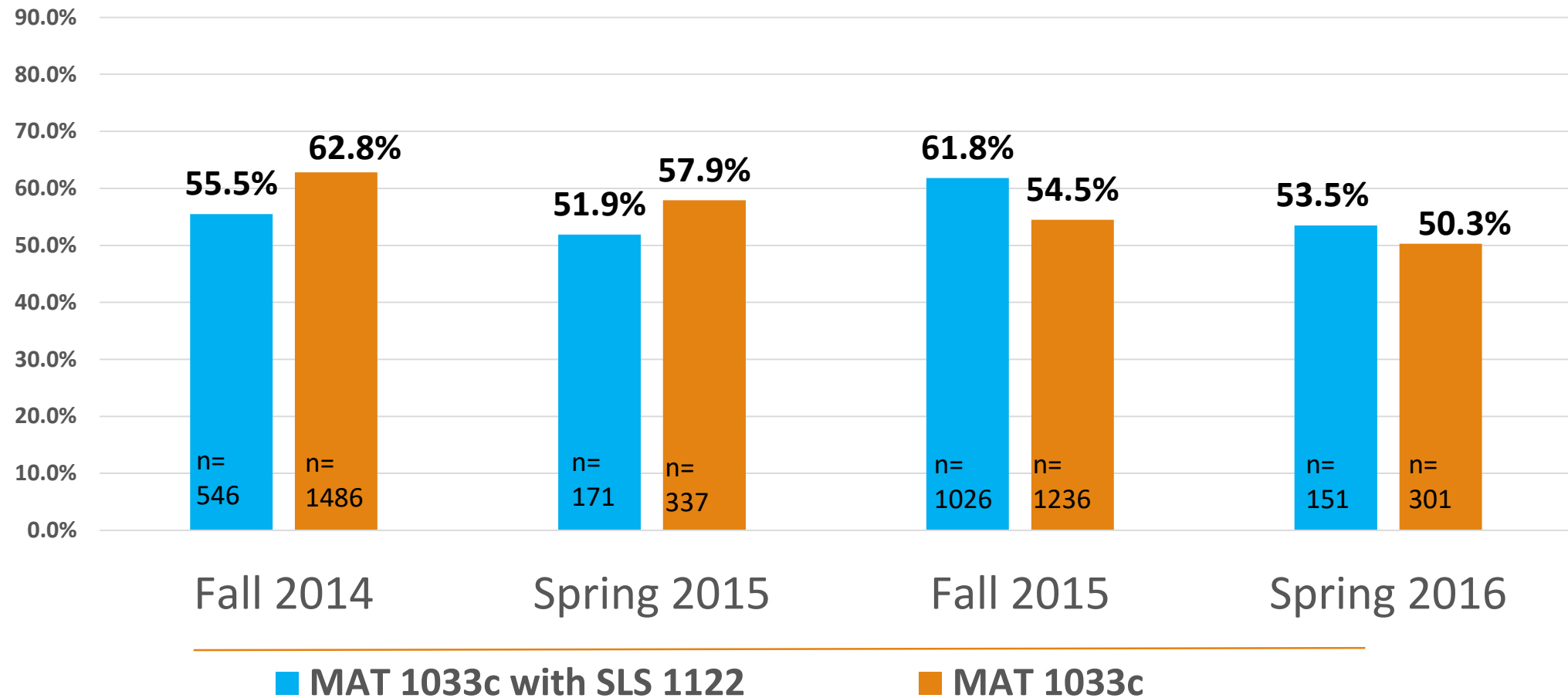
## FTIC Success Rates When Taken Solo and When Paired with SLS 1122



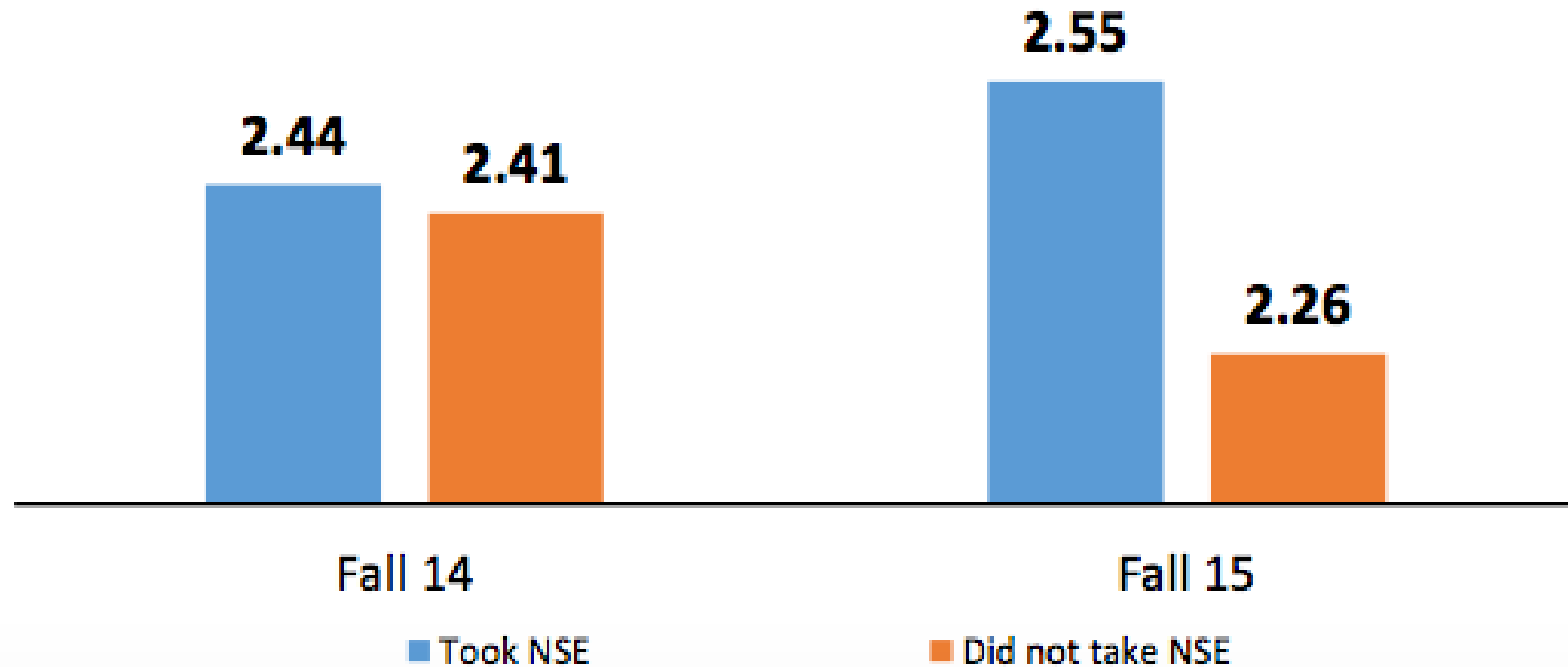


# IMPACT - MAT 1033c

## FTIC Success Rates When Taken Solo and When Paired with SLS 1122



# Average GPA Earned during 1st Term

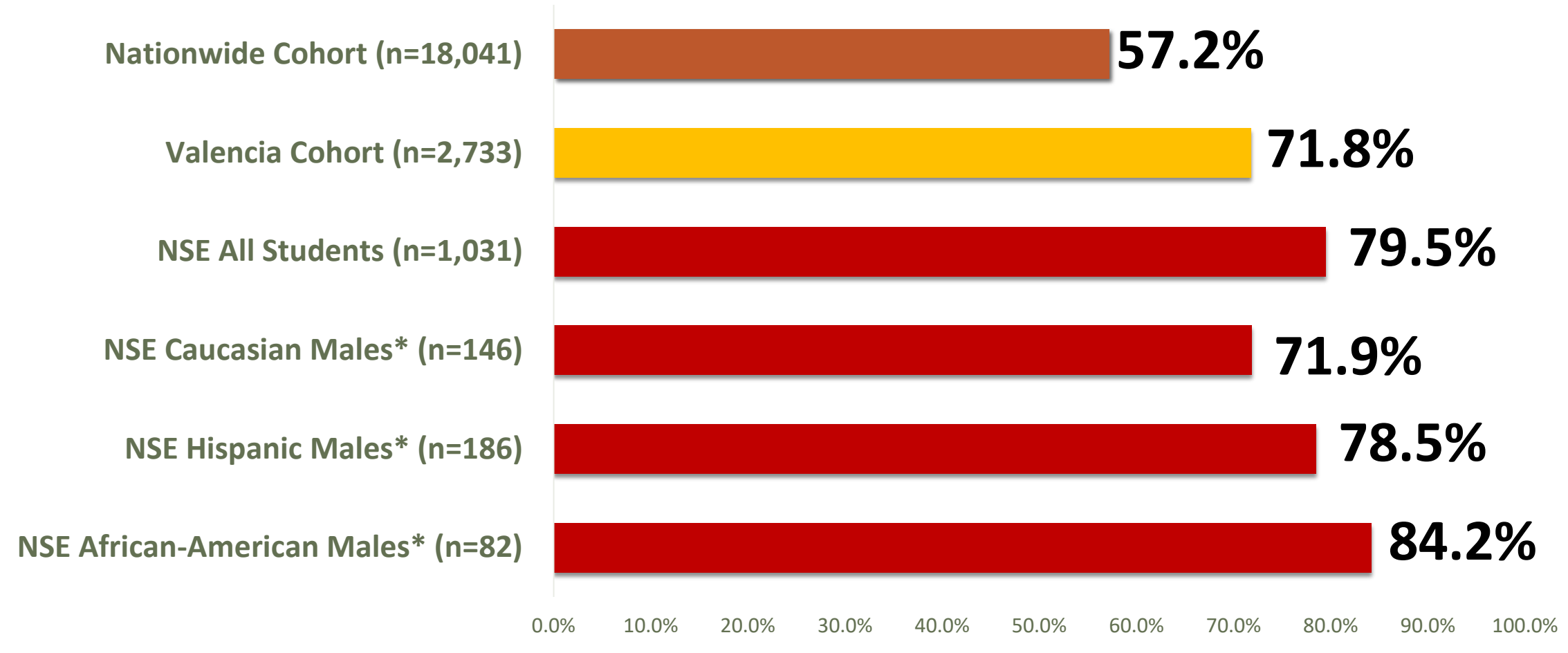


\* ftic degree-seeking students



# IMPACT – Career Goals

## NSE Students Report They Develop Clearer Career Goals



**\* Typically female responses are higher than their male counterparts by race/ethnicity.**

# **Appendix IV**

## **Camino a UCF Grove Article**



MAY

19

Share

## First Camino a UCF Students Graduate from Valencia



*A Message from Kathleen Plinske, President, Osceola, Lake Nona and Poinciana Campuses*

Fourteen students who joined the Camino a UCF (Una Comunidad Fuerte) program in fall 2015 graduated from Valencia in spring 2017. Students who joined the original Camino cohorts intended to complete an associate degree from Valencia and then transfer to the University of Central Florida (UCF) to major in business or psychology. They had a guaranteed schedule for the entire length of their degree program and took all of their classes together in a learning community format. In addition, students had the opportunity to engage in special co-curricular activities — including [attending UCF's Spirit Splash](#) and [athletic events](#), as well as hearing from special guest speakers related to their intended major.

It is incredibly encouraging that 14 of the 44 students who joined the original Camino a UCF cohort completed their associate degree in two years, and that six more are on track to graduate this summer. It is very likely that the three-year graduation rate for our first cohort of Camino students will exceed 50 percent, which would represent a remarkable success. The Camino a UCF program has since been expanded to include students who plan to major in criminal justice and hospitality management.

Our Camino a UCF program is directly aligned with Objective 1.3 of our Campus Plan, which states: "By 2019, the Osceola, Lake Nona and Poinciana Campuses will develop and offer thoughtfully scheduled 'course packages' that allow students to complete degree programs with a guaranteed schedule, allowing them to effectively plan for work obligations, childcare needs and public transportation."

Special thanks to our faculty who teach in the Camino program, each of whom demonstrates an incredible commitment to the success of our students.

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Nov  
Oct  
Sep  
August 2017  
July 2017  
June 2017  
May 2017

Camino a UCF  
Students Enjoy  
Football Outing  
Support Teams  
CRLA Certification  
for Learning  
Opportunities for  
Students  
Synchronized  
Learning Opens  
Opportunities for  
Students  
Biotech Students  
Hit the Road in  
Search of  
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Synchronized  
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intense debate

WordPress.com

twitter

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Not displayed publicly.

Website (optional)

If you have a website, link to it here.

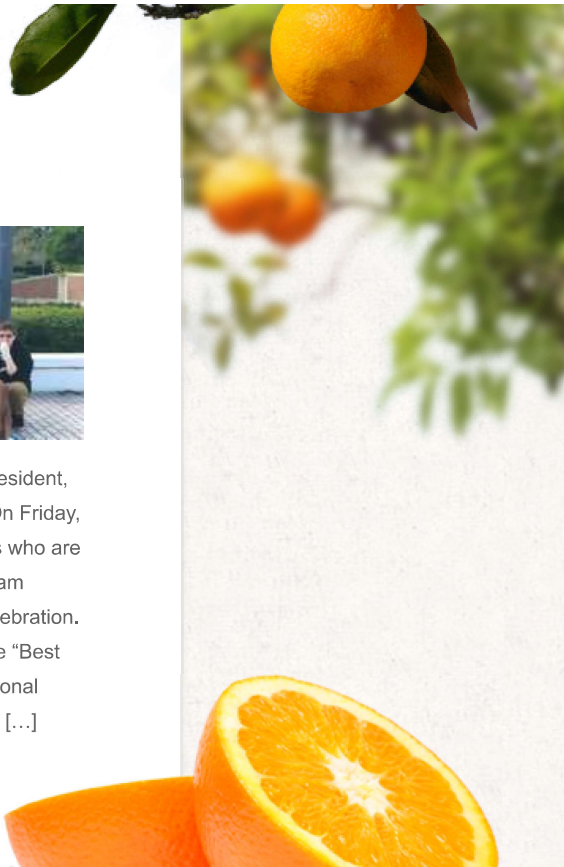
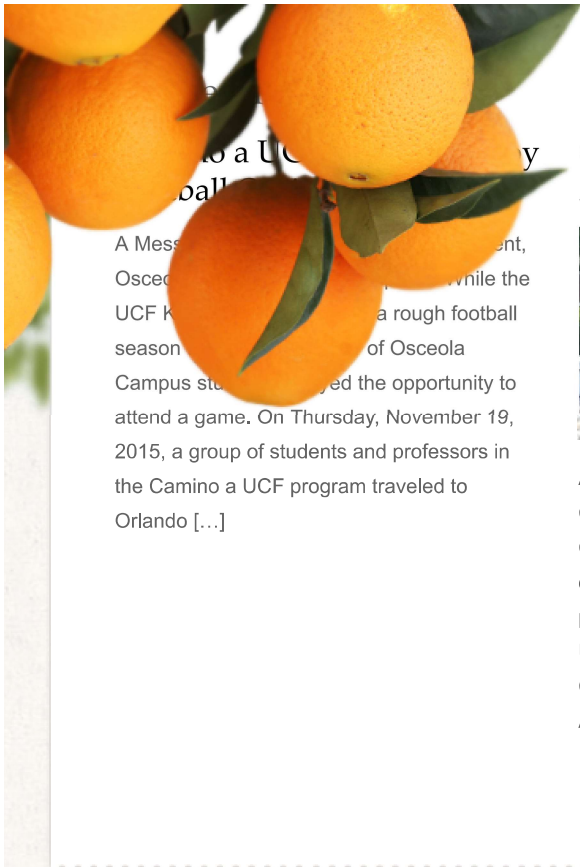
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Comments by intense debate



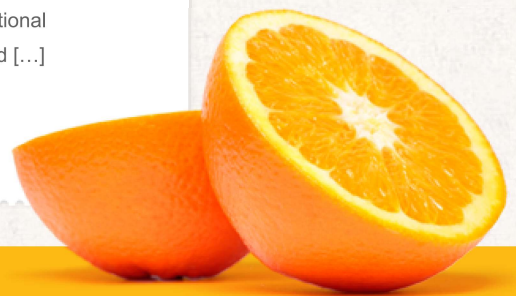


to a UCF Spirit Splash celebration. The event was held at the UCF K... while the UCF K... a rough football season... of Osceola Campus st... the opportunity to attend a game. On Thursday, November 19, 2015, a group of students and professors in the Camino a UCF program traveled to Orlando [...]

## Camino a UCF Students Attend "Spirit Splash"



A Message from Kathleen Plinske, President, Osceola and Lake Nona Campuses On Friday, October 23, 2015, a group of students who are enrolled in our "Camino a UCF" program participated in UCF's Spirit Splash celebration. UCF's Spirit Splash was named as the "Best Campus Tradition" in 2011 by the National Association for Campus Activities and [...]








# VALENCIA

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**Appendix V**

**Mathematics and Foreign  
Language Course Substitution  
List**

## Math Course Substitutions

<b>COURSE TITLE</b>	<b>MATH or QUANTITATIVE COMPONENT</b>	<b>COB STATUS</b>
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
EVR 1001 Introduction to 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

## Foreign Language Course Substitution List Proposal

<b>COURSE TITLE</b>	<b>CULTURAL COMPONENT</b>	<b>COB STATUS</b>
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 VI**

## **Talent Acquisition and Recruitment Strategies**

## **Talent Acquisition 2017-2018 new initiatives:**

### **Recruitment Re-Branding Campaign**

- Web-page and Job ads redesign.
- Collateral redesigned and rebranding material.

**Local Outreach / Job Fairs Osceola County** – Valencia College recruitment actively participated in various events and initiatives in partnership with Osceola County in support people in in Puerto Rico and the Virgin Islands following the devastation caused by Hurricane Maria.

- November 3, 2017 – Osceola County Job Fair – Heritage Park.
- November 11, 2017 - Operation Maria Jobs hiring event – A WKMG Ch. 6/Univision/City of Orlando/CareerSource Central Florida Partnership.

### **Local Job Fairs -University and Diversity:**

- May 9, 2017 - Florida Career Centers- 2017 Statewide Job Fair
- November 17, 2017 – Career Expo and Diversity Job Fair
- February 2, 2018 – UCF Job Fair
- March 1, 2018 – Rollins Career & Internship Expo
- May 11, 2018 – Osceola County Job Fair

### **New Diversity Job Boards Partnership:**

Part of our recruiting strategy includes the direct contact with graduate students, faculty and key institutions. This involves building relationship with Universities and Colleges nationwide to increase the Valencia's brand awareness, cultivate and attract talent. Part of the strategy also includes building stronger relationships with schools that graduate Master / Ph.D from underrepresented groups to cultivate and attract diverse talent to build an inclusive education ecosystem.

To achieve this goal this year we expanded our partnership and added two large diversity job boards where all our staff and faculty position will be advertised.

- **HBCUconnect:** As of last December 2017 we partnered with HBCUconnect (**Historical Black Colleges and Universities**). HBCUconnect is the first and largest community for students, alumni, and supporters of Historically Black Colleges and Universities (HBCU). It maintains one of the largest online diversity resume databases. This site is one of the most fruitful recruiting websites for African-American professionals.
- **LatinosinHigherEd:** On January 24, 2018 we have partnered with an additional diversity HigherEd job board – A Latino professional employment web site designed specifically for the higher education community. The decision of partnering with LatinosinHigherEd was based on an analytic evaluation (Avg. clicks per posting nationwide, cost and relative conversion rate) and a review of the strong relationships they have developed with leading organization that share a commitment to increasing the Latino representation in the workforce and higher education.



**Handshake:** largest university management system available in USA for vacancies announcement to colleges and Universities. We increased our partnership from 152 (last year) to 355 colleges and universities.

**Additional sources used 2017 -2018 not included in 2016 -2017 report**

Diversity Highered:

- HERC
- JBHE
- WIA
- Prospanica
- NSBP

Professional:

- RID
- ANA
- FNA
- ECEDHA
- AMS
- MAA
- EIMS
- NCTM
- IASSAS
- CASE
- NAFSA
- ATD
- ASLTA
- PLASE
- SMPTE

**Sources from 2016-2017 stopped using in 2017-2018:**

The Chronicle of Higher Education

# **Appendix VII**

## **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	Multi-Racial Female	Unknown Male	Unknown Female	White Male	White Female	Total
<b>Occupation Category</b>	<b>Salary Range</b>												
<b>Management Occupations</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	1	0	0	0	0	1	0	2	1	5
<b>Business And Financial Operations</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	0	0	0	1	0	0	0	0	1	2
	<b>35,000 To 40,000</b>	0	0	1	1	0	2	0	0	1	2	6	13
	<b>40,000 To 45,000</b>	0	0	0	2	0	3	0	0	0	2	1	8
	<b>45,000 To 55,000</b>	0	2	1	1	3	1	1	0	0	2	6	17
	<b>55,000 To 65,000</b>	0	0	0	1	1	1	0	0	0	2	1	6
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	1	1
	<b>Above 75,000</b>	0	0	0	0	0	0	0	1	1	2	0	4
<b>Computer Engineering And Science</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	0	0	1	0	0	0	0	0	0	1
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	1	0	0	0	1
	<b>45,000 To 55,000</b>	0	0	0	0	0	1	0	0	0	0	0	1
	<b>55,000 To 65,000</b>	0	1	0	0	0	0	0	0	0	1	0	2
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	1	0	0	1
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	2	2
<b>Community Service,Legal,Arts,And Media</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	2	2
	<b>30,000 To 35,000</b>	0	0	0	0	1	1	1	0	0	0	0	3
	<b>35,000 To 40,000</b>	0	0	0	2	0	1	0	0	0	0	1	4
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	2	0	2
	<b>45,000 To 55,000</b>	0	0	0	1	0	0	0	0	0	1	1	3
	<b>55,000 To 65,000</b>	0	0	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	Multi-Racial Female	Unknown Male	Unknown Female	White Male	White Female	Total	
<b>Occupation Category</b>	<b>Salary Range</b>													
<b>Community Service,Legal,Arts,And Media</b>	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Instruction</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>45,000 To 55,000</b>	0	0	2	1	0	0	0	0	0	0	1	2	6
	<b>55,000 To 65,000</b>	1	0	0	1	1	0	0	0	0	0	0	5	8
	<b>65,000 To 75,000</b>	0	0	0	1	0	0	0	0	0	0	2	1	4
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Librarians</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
		<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
		<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>35,000 To 40,000</b>		0	0	0	0	0	0	0	0	0	0	0	0	
<b>40,000 To 45,000</b>		0	0	0	0	0	0	0	0	0	0	0	0	
<b>45,000 To 55,000</b>		0	0	0	0	0	0	0	0	0	0	0	0	
<b>55,000 To 65,000</b>		0	0	0	0	0	0	0	0	0	0	0	1	1
<b>65,000 To 75,000</b>		0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Above 75,000</b>		0	1	0	0	0	0	0	0	0	0	0	0	1

(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	Multi-Racial Female	Unknown Male	Unknown Female	White Male	White Female	Total
<b>Occupation Category</b>	<b>Salary Range</b>												
<b>Non-Postsecondary Teaching</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	1	0	1	0	0	0	2
	<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	1	2	3
	<b>35,000 To 40,000</b>	0	0	0	0	2	0	0	0	0	0	3	5
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	1	0	1
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	1	0	0	1
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Service Occupations</b>	<b>Below 25,000</b>	1	0	3	0	5	1	0	0	0	4	0
<b>25,000 To 30,000</b>		0	0	0	0	0	1	0	0	0	1	0	2
<b>30,000 To 35,000</b>		0	0	0	0	2	0	0	0	0	0	0	2
<b>35,000 To 40,000</b>		0	0	0	1	0	0	0	0	0	0	0	1
<b>40,000 To 45,000</b>		0	0	0	0	0	0	0	0	0	1	0	1
<b>45,000 To 55,000</b>		0	0	0	0	0	0	0	0	0	0	0	0
<b>55,000 To 65,000</b>		0	0	0	0	0	0	0	0	0	0	0	0
<b>65,000 To 75,000</b>		0	0	0	0	0	0	0	0	0	0	0	0
<b>Above 75,000</b>		0	0	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	Multi-Racial Female	Unknown Male	Unknown Female	White Male	White Female	Total
<b>Occupation Category</b>	<b>Salary Range</b>												
<b>Sales And Related Occupations</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	1	1
	<b>25,000 To 30,000</b>	0	0	0	1	0	0	0	0	0	0	1	2
	<b>30,000 To 35,000</b>	0	0	1	0	0	0	0	0	0	0	0	1
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Office And Administrative Support Occupations</b>	<b>Below 25,000</b>	0	0	1	0	0	0	0	0	0	1	0
<b>25,000 To 30,000</b>		0	1	0	3	3	5	1	0	2	0	10	25
<b>30,000 To 35,000</b>		1	1	0	1	0	4	1	0	0	3	1	12
<b>35,000 To 40,000</b>		0	0	0	1	0	1	0	0	0	0	1	3
<b>40,000 To 45,000</b>		0	1	0	0	0	0	0	0	0	0	0	1
<b>45,000 To 55,000</b>		0	0	0	0	0	0	0	0	0	0	1	1
<b>55,000 To 65,000</b>		0	0	0	0	0	0	0	0	0	0	0	0
<b>65,000 To 75,000</b>		0	0	0	0	0	0	0	0	0	0	0	0
<b>Above 75,000</b>		0	0	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	Multi-Racial Female	Unknown Male	Unknown Female	White Male	White Female	Total
<b>Occupation Category</b>	<b>Salary Range</b>												
<b>Natural Resources,Construction And Maintenance Occup</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	1	0	1	0	0	0	0	0	0	2
	<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	1	0	0	0	0	0	0	1
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>		3	7	11	18	21	24	4	4	6	31	52

# **Appendix VIII**

## **Existing Staff Data**



**Florida College System  
Equity Fall Staff Survey  
Fall 2016-17  
College: 28 Valencia**

**Full-Time Faculty  
Salary Ranges By Terms, Employed, Ethnicity and Gender**

		Asian		Black		Hispanic		Indian		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
<b>Terms Employed</b>	<b>Salary Range</b>													
<b>Less Than 9 Month</b>	<b>Below 25,000</b>	2	0	0	0	2	1	0	0	5	3	0	0	13
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	2	1	0	0	3
	<b>40,000 To 45,000</b>	1	0	0	0	0	1	0	0	2	4	0	0	8
	<b>45,000 To 55,000</b>	3	2	5	5	4	4	0	0	31	31	2	1	88
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>9-10 Month</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>45,000 To 55,000</b>	1	2	2	5	1	2	0	0	31	9	2	1	56
	<b>55,000 To 65,000</b>	7	3	15	4	7	7	1	1	62	39	5	3	154
	<b>65,000 To 75,000</b>	6	4	5	4	13	7	0	1	64	55	0	1	160
	<b>Above 75,000</b>	0	1	3	6	3	2	1	0	32	29	0	0	77
<b>11-12 Month</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	3	1	0	1	0	0	6	0	1	0	12
	<b>65,000 To 75,000</b>	0	0	4	0	0	0	0	0	4	1	0	0	9
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	3	2	0	0	5
<b>Total</b>		20	12	37	25	30	25	2	2	242	174	10	6	585

**Florida College System  
Equity Fall Staff Survey  
Fall 2016-17  
College: 28 Valencia**

**Other Full-Time Employees  
Salary Ranges By Ethnicity and Gender**

		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	
<b>Occupation Activity</b>	<b>Salary Range</b>																			
<b>Management Occupations</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	1	2	2	4	1	0	0	0	1	0	0	0	0	37	22	0	1	71
<b>Business And Financial Operations</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	1	0	3	1	0	0	0	0	0	0	0	0	4	0	0	0	9
	<b>35,000 To 40,000</b>	1	0	7	2	16	0	0	0	1	0	0	1	1	0	18	5	2	0	54
	<b>40,000 To 45,000</b>	2	0	19	5	18	6	0	0	0	0	0	0	0	0	31	8	2	0	91
	<b>45,000 To 55,000</b>	7	0	18	8	15	11	0	0	1	0	0	0	0	0	37	18	1	3	119
	<b>55,000 To 65,000</b>	1	0	5	0	6	3	0	0	0	0	0	1	0	0	20	12	1	0	49
	<b>65,000 To 75,000</b>	1	0	7	3	3	1	0	0	0	0	0	0	0	0	10	10	2	0	37
	<b>Above 75,000</b>	0	0	2	0	5	5	0	0	1	0	0	0	0	0	23	18	2	1	57
<b>Computer Engineering And Science</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	1	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0	5
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	<b>40,000 To 45,000</b>	0	0	0	1	2	7	0	0	0	0	0	0	0	0	1	6	0	1	18
	<b>45,000 To 55,000</b>	1	2	0	2	2	3	0	0	0	0	0	0	0	0	2	8	1	1	22
	<b>55,000 To 65,000</b>	1	1	1	3	0	3	0	0	0	0	0	0	0	0	1	9	0	0	19
	<b>65,000 To 75,000</b>	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	2	1	0	7
	<b>Above 75,000</b>	0	2	0	2	1	3	0	0	0	0	0	0	0	0	3	10	0	1	22

(Continued)

**Florida College System  
Equity Fall Staff Survey  
Fall 2016-17  
College: 28 Valencia**

**Other Full-Time Employees  
Salary Ranges By Ethnicity and Gender**

		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	
<b>Occupation Activity</b>	<b>Salary Range</b>																			
<b>Community Service, Legal, Arts, And Media</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0	4
	<b>30,000 To 35,000</b>	0	0	4	1	5	1	0	0	1	0	0	0	0	0	2	0	0	0	14
	<b>35,000 To 40,000</b>	0	0	3	4	10	6	0	0	0	0	0	0	0	0	9	2	0	0	34
	<b>40,000 To 45,000</b>	1	0	6	1	3	0	0	1	0	0	0	0	0	0	3	4	0	1	20
	<b>45,000 To 55,000</b>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	4	0	0	6
	<b>55,000 To 65,000</b>	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2
	<b>65,000 To 75,000</b>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2
	<b>Above 75,000</b>	0	0	0	0	3	1	0	0	0	0	0	0	0	0	3	3	0	0	10
<b>Librarians</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>30,000 To 35,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>35,000 To 40,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>40,000 To 45,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	4
	<b>65,000 To 75,000</b>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	6
	<b>Above 75,000</b>	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3
<b>Non-Postsecondary Teaching</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>25,000 To 30,000</b>	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	3
	<b>30,000 To 35,000</b>	1	0	2	0	0	0	0	0	0	0	0	0	0	7	1	0	0	11	
	<b>35,000 To 40,000</b>	1	0	2	1	2	5	0	0	0	1	0	0	0	12	0	2	2	28	
	<b>40,000 To 45,000</b>	3	0	0	0	5	4	0	0	0	0	0	0	0	8	10	3	0	33	
	<b>45,000 To 55,000</b>	1	0	0	0	2	2	0	0	0	0	0	0	0	3	11	2	0	21	
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>Above 75,000</b>	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 2016-17  
College: 28 Valencia**

**Other Full-Time Employees  
Salary Ranges By Ethnicity and Gender**

		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	
<b>Occupation Activity</b>	<b>Salary Range</b>																			
<b>Service Occupations</b>	<b>Below 25,000</b>	0	1	1	3	3	6	0	0	0	0	0	0	0	0	0	6	0	1	21
	<b>25,000 To 30,000</b>	5	12	8	18	25	35	0	0	0	1	0	0	0	0	4	10	0	4	122
	<b>30,000 To 35,000</b>	0	1	1	1	0	7	0	0	0	0	0	0	0	0	1	7	0	0	18
	<b>35,000 To 40,000</b>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	5
	<b>40,000 To 45,000</b>	0	0	0	0	1	2	0	0	0	0	0	0	0	0	1	1	0	0	5
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Sales And Related Occupations</b>	<b>Below 25,000</b>	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	3
	<b>25,000 To 30,000</b>	0	0	3	0	2	1	0	0	0	0	0	0	0	0	4	0	0	0	10
	<b>30,000 To 35,000</b>	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	1	0	0	5
	<b>35,000 To 40,000</b>	1	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	5
	<b>40,000 To 45,000</b>	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Office And Administrative Support Occupations</b>	<b>Below 25,000</b>	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	3
	<b>25,000 To 30,000</b>	2	0	10	1	17	11	0	0	1	0	0	0	0	0	21	5	2	0	70
	<b>30,000 To 35,000</b>	5	2	11	3	37	5	0	0	1	0	0	0	0	0	22	7	3	1	97
	<b>35,000 To 40,000</b>	4	1	11	2	24	3	1	0	0	0	1	0	0	0	19	6	1	0	73
	<b>40,000 To 45,000</b>	1	0	1	0	3	2	0	0	0	0	0	0	0	0	4	1	0	0	12
	<b>45,000 To 55,000</b>	1	0	1	0	1	0	0	0	0	0	0	0	0	0	9	1	0	0	13
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	<b>Above 75,000</b>	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 2016-17  
College: 28 Valencia**

**Other Full-Time Employees  
Salary Ranges By Ethnicity and Gender**

		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	
<b>Occupation Activity</b>	<b>Salary Range</b>																			
<b>Natural Resources,Construction And Maintenance Occup</b>	<b>Below 25,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	<b>25,000 To 30,000</b>	0	0	0	1	0	3	0	0	0	0	0	0	0	0	0	1	0	0	5
	<b>30,000 To 35,000</b>	0	3	0	2	0	8	0	0	0	0	0	0	0	0	0	2	0	2	17
	<b>35,000 To 40,000</b>	0	0	0	1	0	6	0	0	0	0	0	0	0	0	0	0	0	0	7
	<b>40,000 To 45,000</b>	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	0	4
	<b>45,000 To 55,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>55,000 To 65,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>65,000 To 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Above 75,000</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total</b>		42	27	134	70	226	160	1	1	6	3	1	2	1	0	336	228	26	20	1,284

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