June 22, 2011

Lynda J. Earls
Director, Equity & Civil Rights Compliance
Division of Community Colleges
Florida Department of Education
325 West Gaines Street, Rm. 1532B
Tallahassee, Florida   32399-0400

Dear Ms. Earls:

Pursuant to applicable statutory requirements, please find enclosed, Part 2, Policies, Procedures and Student Programs Activities of The Florida College System Annual Equity Update Report 2010-11 for Valencia Community College. Part 2 contains the College's plan for: [a] description of plan development; [b] policies and procedures prohibiting discrimination; [c] strategies to overcome underrepresentation of students; [d] substitution waivers for admissions and course substitutions for students with disabilities; and [e] other information as discussed below.

Description of Plan Development

Understanding that this report not only provides a critical analysis of the College's efforts to achieve equity in the workplace as well as the classroom, but also is an effort that should garner college-wide support, the Vice President of Human Resources and Diversity (also the Equity Officer) established the Equity Report Taskforce. This taskforce is comprised of various administrators and professionals representing academic and student services and human resources from the major campuses, i.e., department directors, deans, assistant vice presidents, vice presidents, etc. Their responsibilities include, but are not limited to: reviewing and analyzing the data; identifying goals and time lines; recommending methods and strategies to increase completions and achieving goals; and implementing suggested strategies. The taskforce meets in the fall term to review new Equity Update Report procedures and prepares a draft report which is discussed with the President. Upon the President's approval, the report is then presented to the District Board of Trustees for their approval.   The Annual Equity Update Report was included on the District Board of Trustees' agenda on June 21, 2011 and was approved.   Later this summer, the Vice President of Human Resources will distribute the report college-wide. In addition, the Vice President of Human Resources will discuss the report with the College's Black Advisory Committee (comprised of citizens who represent various groups in the district, students, and college personnel) at their annual retreat.   The Vice President of Human Resources and Diversity is

responsible for monitoring progression toward accomplishing goals and time lines as provided by the report each year.

Policies and Procedures Prohibiting Discrimination

The process used to review policies and procedures used by Valencia Community College to assure compliance with pertinent and prevailing statutes and rules is fully described in the report.   As discussed, the District Board of Trustees is specifically authorized to adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education and Florida Board of Education, related to its mission and responsibilities as set forth in law. In addition, the College utilizes a shared governance process wherein various policies and rules are within the purview of these areas in order to consistently review and recommend any policy changes to the District Board of Trustees for consideration and adoption. Once the policy revision or update has been approved, formal consideration and recommendation to the District Board of Trustees is sought. Upon adoption, the revised or new policy is promulgated through the Office of the Vice President for Policy and General Counsel.

As requested, a copy of the College's policy on nondiscrimination is provided in the report along with examples of sites containing the identity of the Equity Officer and other information regarding the procedures.

There were no revisions made to the College policies and procedures during this reporting period as it related to the following: policy prohibiting discrimination; student and/or employee grievance procedures; student and/or employee harassment policy and procedures for reporting claims of harassment; and AIDS/HIV infectious disease policy/procedure.

Strategies of Overcome Underrepresented Students

<u>Student Enrollments</u>

A. FTIC
The data shows that the total Black FTIC enrollment greatly increased from 2007-08 (1,352) to 2008-09 (1,632) and increased further in 2009-10 to (1,862). The projected enrollment goal for 2010-11 was met. Although the projected total Hispanic FTIC enrollment growth goal was not met, there is a notable progression towards attaining the goal. Their enrollment increased from 2,626 to 3,030 showing an additional increase of 404 students. Likewise, the goal was not met as it relates to Other FTIC enrollment growth; however, the data shows an increase in enrollment from 348 to 355. The College is very pleased to note progression made towards the goal each year. The total Female FTIC enrollment growth data reveals that the goal was met and the number of students significantly increased from 3,851 in 2008-09 to 4,435 in 2009-10.

B. Total Enrollment

The College is pleased to report that the Total Black Overall Enrollment rose from 7,200 (17.63%) in 2007-08 to 8,011 (18.22%) in 2008-09 and increased to 9,197 (18.85%) in 2009-10, nearly achieving the projected 1% goal. Additionally, the projected goal for the Total Hispanic Overall Enrollment in 2009-10 was met. The data shows that the Total Hispanic Overall Enrollment increased from 10,980 (26.89%) in 2007-08 to 12,613 (28.68%) in 2008-09 and increased to 14,787 (30.31%) in 2009-10. Although, the projected goal for the Total Other Enrollment student growth was not met, the data shows that we are making progress. There was an increase in the number of Total Other Overall Enrollment students from 2,461 (6.03%) in 2007-08 to 2,616 (5.95%) in 2008-09 and further increased to 2, 851 (5.84%) in 2009-10. While the College is not completely satisfied with the slow progression towards goal achievement for the Total Other Overall enrollment, the data support that the strategies we have employed are worthwhile.   Although the goal projection increase of 1% was not met, the data shows that Female Overall Enrollment of 23,480 (57.51%) in 2007-08 increased to 25,228 (57.36%) in 2008-09 and increased to 27,793 (56.98%) in 2009-10.

Based on the data, we have modified our goals for 2011-12 and 2012-13. We are anticipating a conservative goal increase of 1% to 2% for Black FTIC and Overall Enrollment as well as Female FTIC and Overall Enrollment and for Hispanic FTIC and Overall Enrollment along with Others FTIC and Overall Enrollment we are projecting a 2% - 3% achievement of goals.   We attribute much of the success we have enjoyed in this area to the accomplishments of the Bridges to Success Program, and the tremendous work by our Student Services personnel.

Student Completions

A review of the data reporting AA Degree completions shows that there was an increase in the number of completers for all ethnicities: Black AA Degree completers increased from 417 (11.55%) in 2008-09 to 652 (14.23%) in 2009-10; Hispanic AA Degree completers rose from 897 (25.93%) in 2008-09 to 1,243 (27.12%) in 2009-10; Other AA Degree completers increased from 233 (6.46%) in 2008-09 to 208 (6.72%) in 2009-10; and Female AA Degree completers increased from 2,223 (61.60%) in 2008-09 to 2,671 (58.28%) in 2009-10. We are pleased with the advancements we are making in this area. This was also true of the LEP and DIS total completers; both showed increases in each reporting year. LEP completers increased from 208 in 2008-09 to 278 in 2009-10; and DIS completers increased from 120 in 2008-09 to 167 in 2009-10.

The goal for Black AS Degree completers was met and the number of those successfully completing the AS Degree increased from 124 (14.04%) in 2008-09 to 163 (16.93%) in 2009-10. For Hispanics, the data shows a slight dip in the number of successful completions from 229 (25.93%) to 227 (23.57%) in 2009-10 and although the projection was not met, the percentage of successful completers did not fall below the percentage of those enrolled in the first year of base-line data (2007-08). The goal for other AS Degree completed was not met; however, the data reveals a slight increase from 55 (6.23%) in 2008-09 to 57 (5.92%) in 2009-10. Female AS Degree completers increased from 546 (61.83%) in 2008-09 to 571 (59.29%) in 2009-10. A slight decline in the number of LEP AS Degree and

DIS AS Degree completers were shown in 2009-10: LEP had 56 completers in 2009-10 compared to 75 completers in 2008-08; and DIS had 46 completers in 2009-10 compared to 48 in 2008-09.

Data showing completion of Certificate programs shows that while the total number of certificate program degrees dipped for Black, Hispanic and Female student completers, the projected goal was met and the total number of Other students increased from 136 (4.68%) in 2008-09 to 166 (5.50%) in 2009-10. The number of Black completers dipped from 479 (16.47%) in 2008-09 to 468 (15.51%) in 2009-10. The number of Hispanic completers also dipped from 876 (30.11%) in 2008-09 to 810 (27.14%) in 2009-10. The number of Female completers slipped from 1,431 (49.19%) in 2008-09 to 1,413 (46.82%) in 2009-10, but this decrease was not lower than the number of completers in the base-line data of 2007-08. The LEP completers increased from 169 in 2008-09 to 218 in 2009-10 and the number of DIS completers increased from 106 in 2008-09 to 121 in 2009-10.

Based on the data, we have modified our goals for 2011-12 and 2012-13. We are anticipating a conservative increase of 1% to 2% across the board.   We are encouraged by the strategies that we have used to increase the number of completers in each area; therefore, we are recommending no additional strategies for the coming reporting year.

Student Retention by Race and Gender

Under this section of the Report, Colleges were required to analyze methods and strategies used to increase persistence and retention of full-time and part-time FTIC students by race and gender and identify areas by race and gender where the retention rates have not improved.   A review of the data shows less improvement in the retention rates of Other full-time FTIC students. For this Report, Other students were identified as Non-Resident Alien; American Indian/Alaskan Native and Pacific Islander. There was a slight decrease from 282 in fall beginning of term 2008-09 to 255 in fall beginning of term 2009-10. Retention rates for Other female full-time FTIC students fell from 144 in fall beginning of term 2008-09 to 110 in fall beginning of term 2009-10.

The College is very pleased to report that based on the data presented, there were no areas by race or gender where the retention rates for part-time FTIC students had not improved from the previous year. The Taskforce will monitor progress in this area and continue working with SGA and Student Services personnel to discuss student identified needs concerning transportation, housing, and child care issues and work closely with faculty and staff who are consultants to the new USA Funds Access to College Education grant (refer to Appendix 6).

Student Success Rates in Gatekeeper Mathematic Courses by Race

Our overall objective is to enroll more students and increase the percentage of those who are successful, irrespective of their ethnicity. Progress has been shown in all groups; Hispanic students have maintained a more positive gap than Black students. However, progress has been shown in each math

course for both. For each group, about 60% to 65% (on average) are successful in any course. The analysis below discusses the progress made in MAT0024; MAT1033; MAT1105; and MGF1106:

- In MAT0024, improvement was shown by each group. Although a gap exists, the percentage of Black students who successfully complete this course has been increasing over the past three years. There is no gap as it relates to Hispanics student success rate to that of white students' success rates; but, the positive gap percentages of successful completion by Hispanic students is not as large as it has been in the past two years.

- The gap continues to widen in MAT1033, but not at the same rate as that shown in MAT0024 for Black students; however, the number of successful completers continues to improve from 273 to 299 to 344 with nearly 60% of those students who took MAT1033 in 2009-10 were successful. Comparatively, 65% of the white and Hispanic students were successful. A very small negative gap (-0.21%) was shown by Hispanics in 2009-10 compared to 2008-09.

- In MAT1105, each group shows positive improvement over the number of students who successfully complete this course. However, a negative gap in the success rate of Hispanic students in 2009-10 resulting in (-2.12%) diminished the positive gain shown by Hispanics from 2007-08 to 2008-09.

- As it relates to MGF1106, the data shows that for Black students the gap decreased by more than 50% from 2008-09 to 2009-10: progress towards diminishing the gap (-12.43%) in 2008-09 to (-6.56%) in 2009-10. Hispanic students closed the gap in 2008-09 and progressed more significantly in 2009-10.

As you will note, the data shows a positive trend, one in which we have noted improvement; but, we want to raise the percentage rate of all students enrolled in this courses. The success shown was due in large measure to the services of a "success coach" strategy, a collaborative effort with Student Services personnel and faculty. We believe with the assistance of the Carnegie Foundation Grant specifically for developmental mathematics, the WalMart Grant which targets developmental college prep students and at-risk students (granted for one year), and the Gates Foundation Grant which basically extends the work begun in ATD (see Appendix 6), we will see marked improvement over the next two years.

Substitution Waivers for Admissions and Course Substitutions
for Students With Disabilities

The College is in compliance with applicable policy, law, and statutes concerning persons with disabilities relating to graduation, study program admission, and upper-division entry; and substitute requirements and exemptions provisions. For additional information, please refer to Appendices 3 and 4 in the Report.

As mentioned in our earlier report, inclusiveness is essential and vital to meeting the needs of the twenty-first century students. This remains at all levels an integral focus at Valencia Community

College.   Based upon the above, it is evident that our commitment to close gaps is attainable; a challenge that we continually embrace. In many areas we have noted considerable improvement and will continue to monitor our overall progress and align our strategies for success.

Sincerely,

Dr. Stanley H. Stone, Vice President
Human Resources and Diversity

Cc: Dr. Sanford C. Shugart
          Dr. Martha W. Williams