

**2010-2011**

**Valencia Community College  
Annual Equity Update Plan, Part 2**



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The Division of Florida Colleges  
2010-11 Annual Equity Update Report, Plan 2

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## **A. Description of Plan Development**

The college should provide an executive summary that describes the process used to prepare the report, the persons involved in the development of the report, a description of the participation of any advisory groups or persons, and the date of the report's adoption by the governing board. *Reference to a cover letter that includes this information may satisfactorily address part A.*

Please note that we have included this information in our executive summary and cover letter which accompanies our report.

## **B. Policies and Procedures Prohibiting Discrimination**

### **1. Describe the process used by the college's governing board to review policies and procedures used by the institution to assure compliance with the requirements of Section 1000.05, Florida Statutes, and Rules 6A-19.001-010.**

The District Board of Trustees is specifically authorized by Florida law 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, its governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property. These rules may supplement those prescribed by the State Board of Education and the Florida Board of Education if they contribute to the more orderly and efficient operation of the Florida College System.

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. The Executive Council is mandated to attend to the day to day operational governance of the College. In addition, their membership has been broadened to include faculty leadership and a dean. The College Learning Council, which is also co-chaired by a faculty leader as well as the Chief Learning Officer (Vice President for Academic Affairs), has the responsibility for the governance of curriculum, teaching and learning. The College Planning Council, also co-chaired by a faculty leader and the Chief Planning Officer (Vice President for Institutional Advancement) is responsible for strategic planning and annual budgeting as well as institutional effectiveness accountability. Finally, the Faculty Association Board is defined as a Governing Council of the College, with leadership responsibilities for issues such as faculty performance feedback, faculty academy and tenure, compensation review, and other matters. Human Resources & Diversity officials are responsible for the review and update of policies governing employment, health/benefits and compensation, and compliance matters.

In addition, the Career Staff Association and the Professional Staff Association are two integral partners within the shared governance process. Each association may recommend policy revisions or additions which are then reviewed by the appropriate Council as described above for action. 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.

## **2. Policy and Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator**

The college must provide notification that discrimination on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)

### **NEW!**

The U. S. Equal Employment Opportunity Commission enforces the Genetic Information Act (GINA) of 2008. Under Title II of GINA, it is illegal to discriminate against employees or applicants, including student employees, based on genetic information. Title II of GINA prohibits the use of genetic information in making employment decisions, restricts employers and other entities covered by Title II (employment agencies, labor organizations and joint labor-management training and apprenticeship programs - referred to as "covered entities") from requesting, requiring or purchasing genetic information, and strictly limits the disclosure of genetic information. It is recommended that colleges include "genetic information" in nondiscrimination policies or in nondiscrimination policies related to employment, if it is not currently included.

The college shall identify a person or persons to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures. The college shall notify all its students and employees of the name, office address and telephone number of the person designated as the equity officer or coordinator (Title IX, Section 106.8). The identity of the equity coordinator shall be included in the regular notification of the policy of nondiscrimination (Rule 6A-19.010(g)).

Submit a copy of the college's notice of nondiscrimination as APPENDIX 1. This notice should be a copy of the college's policy of nondiscrimination as presented annually in publications, posters, or on the college's web site; and it should include the identity of the equity coordinator(s) designated to comply and carry out its responsibilities to prohibit discrimination. Please include the citing and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2010-2011").

As requested, a copy of Valencia Community College's policy of nondiscrimination is attached in APPENDIX 1a. Provided in APPENDIX 1b are examples of sites containing the identity of the equity coordinator and other information regarding the procedures.

### **3. Revised Policies and Procedures**

Submit as APPENDIX 2 any policies and procedures related to civil rights for which revisions have been made since submission of the college's last Annual Equity Update Report. List the titles of any revised policies and/or procedures in this space. If no revisions have been made over the past year, disregard this section. Policies and procedures covered in this section include:

- a. Policy Prohibiting Discrimination
- b. Student and/or Employee Grievance Procedures
- c. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
- d. AIDS/HIV Infectious Disease Policy/Procedures

**Note:** Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, they should be submitted in final form as approved and dated by the governing board and/or President of the college.

\*\*No revisions were made to the policies and procedures during this reporting period.

## C. Strategies to Overcome Underrepresented Students

### Plan for Diversity in Student Participation

The Florida Educational Equity Act, Section 1000.05, F.S., states that discrimination against students and employees in the Florida K-20 public education system is prohibited and equality of access is required. Part (4) requires that, “Public schools and community colleges shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.”

### 1. Student Enrollments

Colleges will continue to examine trends in the representation of students by race and gender for First-Time-In-College (FTIC) and Overall Enrollment; however, this year’s report includes students who have self-reported a disability and national origin minority students with limited-English-Language skills. The reporting period is from 2007-08 through 2009-10. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next) and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

#### 1.a. Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System									
College: Valencia									
Student Participation-Enrollments									
RACE	GENDER	Rpt Year	FTIC			Total Enrollments			
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%	
Black	Female	2007-08	777	6,492	11.97	4,404	40,831	10.79	
		2008-09	926	7,249	12.77	4,951	43,980	11.26	
		2009-10	1,069	8,228	12.99	5,644	48,778	11.57	
	Male	2007-08	575	6,492	8.86	2,796	40,831	6.85	
		2008-09	706	7,249	9.74	3,060	43,980	6.96	
		2009-10	793	8,228	9.64	3,553	48,778	7.28	
	TOTAL	2007-08	1,352	6,492	20.83	7,200	40,831	17.63	
		2008-09	1,632	7,249	22.51	8,011	43,980	18.22	
		2009-10	1,862	8,228	22.63	9,197	48,778	18.85	

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 Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Valencia								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Hisp.	Female	2007-08	1,270	6,492	19.56	6,504	40,831	15.93
		2008-09	1,444	7,249	19.92	7,400	43,980	16.83
		2009-10	1,684	8,228	20.47	8,668	48,778	17.77
	Male	2007-08	935	6,492	14.40	4,476	40,831	10.96
		2008-09	1,182	7,249	16.31	5,213	43,980	11.85
		2009-10	1,346	8,228	16.36	6,119	48,778	12.54
	TOTAL	2007-08	2,205	6,492	33.96	10,980	40,831	26.89
		2008-09	2,626	7,249	36.23	12,613	43,980	28.68
		2009-10	3,030	8,228	36.83	14,787	48,778	30.31

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Valencia								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Other	Female	2007-08	151	6,492	2.33	1,290	40,831	3.16
		2008-09	160	7,249	2.21	1,408	43,980	3.20
		2009-10	163	8,228	1.98	1,525	48,778	3.13
	Male	2007-08	191	6,492	2.94	1,171	40,831	2.87
		2008-09	188	7,249	2.59	1,208	43,980	2.75
		2009-10	192	8,228	2.33	1,326	48,778	2.72
	TOTAL	2007-08	342	6,492	5.27	2,461	40,831	6.03
		2008-09	348	7,249	4.80	2,616	43,980	5.95
		2009-10	355	8,228	4.31	2,851	48,778	5.84

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Valencia								
Student Participation-Enrollments								
RACE	GENDER	Rpt Year	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
White	Female	2007-08	1,327	6,492	20.44	11,282	40,831	27.63
		2008-09	1,321	7,249	18.22	11,469	43,980	26.08
		2009-10	1,519	8,228	18.46	11,956	48,778	24.51
	Male	2007-08	1,266	6,492	19.50	8,908	40,831	21.82
		2008-09	1,322	7,249	18.24	9,271	43,980	21.08
		2009-10	1,462	8,228	17.77	9,987	48,778	20.47
	TOTAL	2007-08	2,593	6,492	39.94	20,190	40,831	49.45
		2008-09	2,643	7,249	36.46	20,740	43,980	47.16
		2009-10	2,981	8,228	36.23	21,943	48,778	44.99

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System								
College: Valencia								
Student Participation-Enrollments								
GENDER	Rpt Year	Total	FTIC			Total Enrollments		
			Total	FTIC Overall Enrollment	%	Total	Overall Enrollment	%
Female	2007-08	3,525	6,492	54.30	23,480	40,831	57.51	
	2008-09	3,851	7,249	53.12	25,228	43,980	57.36	
	2009-10	4,435	8,228	53.90	27,793	48,778	56.98	
Male	2007-08	2,967	6,492	45.70	17,351	40,831	42.49	
	2008-09	3,398	7,249	46.88	18,752	43,980	42.64	
	2009-10	3,793	8,228	46.10	20,985	48,778	43.02	
TOTAL	2007-08	6,492	6,492	100.00	40,831	40,831	100.00	
	2008-09	7,249	7,249	100.00	43,980	43,980	100.00	
	2009-10	8,228	8,228	100.00	48,778	48,778	100.00	

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).



Florida College System						
College: Valencia						
Student Participation-Enrollments						
GENDER		Rpt Year	FTIC		Total Enrollments	
GENDER	GENDER		LEP	DIS	LEP	DIS
Female	Female	2007-08	329	64	1,750	530
		2008-09	365	62	2,002	581
		2009-10	339	67	2,201	624
Male	Male	2007-08	212	85	1,046	494
		2008-09	265	75	1,217	503
		2009-10	243	81	1,360	571
TOTAL	TOTAL	2007-08	541	149	2,796	1,024
		2008-09	630	137	3,219	1,084
		2009-10	582	148	3,561	1,195

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Source: Student Data Base (2007-08, 2008-09, AND 2009-10) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**1.b. Indicate changes in enrollment (increases/decreases) by race, gender, and any areas if the analysis indicates improvement is warranted.**

FTIC

Blacks: *Female* FTIC enrollment **increased** from 777 (11.97%) in 2007-08 and **greatly increased** to 926 (12.7%) in 2008-09 and **significantly increased** to 1,069 (12.99%) in 2009-10. *Male* FTIC enrollment increased from 575 (8.86%) in 2007-08 and **greatly increased** to 706 (9.74%) in 2008-09 and **increased further** to 793 (9.64%) in 2009-10. *Total* Black FTIC enrollment showed **great increase** from 1,352 (20.83%) in 2007-08 to 1,632 (22.51%) in 2008-09 and **increased further** to 1,862 (22.63%) in 2009-10. The Total Black FTIC enrollment projected for 2010-11 was met.

Hispanics: *Female* FTIC enrollment **rose** from 1,270 (19.56%) in 2007-08 to 1,444 (19.92%) in 2008-09 and **increased greatly** to 1,684 (20.47%) in 2009-10. *Male* FTIC enrollment **significantly increased** from 935 (14.40%) in 2007-08 to 1,346 (16.31%) and **rose** again to 1,346 (16.36%) in 2009-10. *Total* FTIC enrollment showed **great increase** from 2,205 (33.96%) in 2007-08 to 2,626 (36.23%) **and increased further** to 3,030 (36.83%) in 2009-10. The Total Hispanic FTIC enrollment projection of 2% for 2010-11 was not met; however, the enrollment increased from 2,626 to 3,030 showing an additional increase of 404 students.

Other: *Female* FTIC enrollment in 2007-08 increased from 151 (2.33%) to 160 (2.21%) in 2008-09 and **slightly increased** to 163 (1.98%) in 2009-10. *Male* FTIC enrollment in 2007-08 **dipped** from 191 (2.94%) to 188 (2.59%) in 2008-09 but **rose** to 192 (2.33%) in 2009-10. *Total* FTIC enrollment showed an **increase** from 342 (5.27%) in 2007-08 to 348 (4.80%) in 2008-09 and **increased further** to 355 (4.31%) in 2009-10. The Total Other FTIC enrollment projection of 2% for 2010-11 was not met; however, the enrollment increased very slightly from 348 to 355.

Females: *Female* FTIC enrollment of 3,525 (54.30%) in 2007-08 greatly increased to 3,851 (53.12%) in 2008-09 and significantly increased to 4,435 (53.90%) in 2009-10. The Total *Female* FTIC enrollment nearly met the conservative 1% increase in enrollment but increased from 3,851 to 4,435.

### Overall Enrollment

Blacks: *Female* Overall Enrollment greatly increased from 4,404 (10.79%) in 2007-08 to 4,951 (11.26%) in 2008-09 and significantly increased to 5,644 (11.57%) in 2009-10. Since 2007-08 to 2009-10, the number of *Female* Overall student enrollment has grown by 1,240. *Male* Overall Enrollment greatly increased from 2,796 (6.85%) in 2007-08 to 3,060 (6.96%) in 2008-09 and significantly increased to 3,553 (7.28%) in 2009-10. Since 2007-08 to 2009-10, the number of *Male* Overall student enrollment has grown by 757. The Total Black Overall Enrollment rose from 7,200 (17.63%) in 2007-08 to 8,011 (18.22%) in 2008-09 and significantly increased to 9,197 (18.85%) in 2009-10. The conservative goal of 1% growth was nearly met.

Hispanics: *Female* Overall Enrollment rose from 6,504 (15.93%) in 2007-08 to 7,400 (16.83%) in 2008-09 and increased greatly to 8,668 (17.77%) in 2009-10. Since 2007-8 to 2009-10, the number of *Female* Overall student enrollment has grown by 2,164. *Male* Overall Enrollment greatly increased from 4,476 (10.96%) in 2007-08 to 5,213 (11.85%) in 2008-09 and significantly increased to 6,119 (12.54%) in 2009-10. Since 2007-08 to 2009-10, the number of *Male* Overall student enrollment has grown by 1,643. The Total Hispanic Overall Enrollment greatly increased from 10,980 (26.89%) in 2007-08 to 12,613 (28.68%) in 2008-09 and significantly increased to 14,787 (30.31%) in 2009-10. The goal projection was met.

Other: *Female* Overall Enrollment slightly increased from 1,290 (3.16%) in 2007-08 to 1,408 (3.20%) in 2008-09 and further increased to 1,525 (3.13%) in 2009-10. Since 2007-08 to 2009-10, the number of *Female* Overall student enrollment has grown by 235. *Male* Overall Enrollment modestly increased from 1,171 (2.87%) in 2007-08 to 1,208 (2.75%) in 2008-09 and increased further to 1,326 (2.72%) in 2009-10. Since 2007-08 to 2009-10, the number of *Male* Overall student enrollment has grown by 155. The Total Other Overall Enrollment grew 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. The goal projection was not met.

Females: 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 largely increased to 25,228 (57.36%) in 2008-09 and significantly increased to 27,793 (56.98%) in 2009-10.

**1.c. Achievement of goals and timelines: Based on the data, modify goals for 2011/12 through 2012/13 as necessary. Report goals below.**

Blacks: A conservative 1% - 2% increase in FTIC and Total Enrollment is projected for each year for 2011-12 and 2012-13.

Hispanics: A conservative 2% - 3% increase in FTIC and Total Enrollment is projected for each year for 2011-12 and 2012-13.

Others: An aggressive effort to increase FTIC and Total Enrollment by 2% is projected for each year for 2011-12 and 2012-13.

Females: A conservative 1% - 2% increase in FTIC and 2% - 3% increase in Total Enrollment is project for each year for 2011-12 and 2012-13.

**1.d. Based on the analysis and goals, list the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.**

- ✓ Continue Bridges to Success, Dual Enrollment, Tech Prep, College Goal Sunday, Go Higher and Get Accepted Programs.
- ✓ Continue utilizing Valencia's comprehensive and intentional communication system to assist students who have applied.
- ✓ Institute College Transition Programs aimed at middle and high school students to increase awareness of college choice and preparation to apply for college.
- ✓ Continue the new student orientation to further prepare them for first term emphasizing educational planning.
- ✓ Maintain co-curricular programs and activities for students who seek support groups of peers.
- ✓ Continue to celebrate and appreciate diversity.
- ✓ Distribute special information flyers targeting other minority populations in business areas, special needs schools in the district.
- ✓ Continue developing partnership with the Asian American Chamber of Commerce.
- ✓ Conduct on-going review of literature and brochures that are sent to prospective students.
- ✓ Continue working with the Other (Asian) students who are encountering problems as a result of the earth-quake disaster affecting them.

## 2. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2007-08 to 2009-10 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2011/12 through 2012/13.

### 2.a. Charts reflecting Program Completions by AA and AS Degrees and by Certificates

Florida College System										
College: Valencia										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Black Female	2007-08	254	2,951	8.61	84	830	10.12	185	2,491	7.43
	2008-09	267	3,609	7.40	85	883	9.63	269	2,909	9.25
	2009-10	417	4,583	9.10	108	963	11.21	261	3,018	8.65
Black Male	2007-08	118	2,951	4.00	35	830	4.22	202	2,491	8.11
	2008-09	150	3,609	4.16	39	883	4.42	210	2,909	7.22
	2009-10	235	4,583	5.13	55	963	5.71	207	3,018	6.86
Black Total	2007-08	372	2,951	12.61	119	830	14.34	387	2,491	15.54
	2008-09	417	3,609	11.55	124	883	14.04	479	2,909	16.47
	2009-10	652	4,583	14.23	163	963	16.93	468	3,018	15.51

CCTCMIS - CCEE0192 03/02/2011 14:43:37 Source: AA1A2008, AA1A2009, AA1A2010  
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
 2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Valencia										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Hisp. Female	2007-08	438	2,951	14.84	103	830	12.41	278	2,491	11.16
	2008-09	594	3,609	16.46	143	883	16.19	465	2,909	15.98
	2009-10	752	4,583	16.41	131	963	13.60	370	3,018	12.26
Hisp. Male	2007-08	278	2,951	9.42	72	830	8.67	363	2,491	14.57
	2008-09	303	3,609	8.40	86	883	9.74	411	2,909	14.13
	2009-10	491	4,583	10.71	96	963	9.97	449	3,018	14.88
Hisp. Total	2007-08	716	2,951	24.26	175	830	21.08	641	2,491	25.73
	2008-09	897	3,609	24.85	229	883	25.93	876	2,909	30.11
	2009-10	1,243	4,583	27.12	227	963	23.57	819	3,018	27.14

CCTCMIS - CCEE0192 03/02/2011 14:43:37 Source: AA1A2008, AA1A2009, AA1A2010  
 DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
 Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
 2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Valencia										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Other Female	2007-08	122	2,951	4.13	28	830	3.37	51	2,491	2.05
	2008-09	127	3,609	3.52	30	883	3.40	63	2,909	2.17
	2009-10	161	4,583	3.51	27	963	2.80	85	3,018	2.82
Other Male	2007-08	103	2,951	3.49	25	830	3.01	72	2,491	2.89
	2008-09	106	3,609	2.94	25	883	2.83	73	2,909	2.51
	2009-10	147	4,583	3.21	30	963	3.12	81	3,018	2.68
Other Total	2007-08	225	2,951	7.62	53	830	6.39	123	2,491	4.94
	2008-09	233	3,609	6.46	55	883	6.23	136	2,909	4.68
	2009-10	308	4,583	6.72	57	963	5.92	166	3,018	5.50

CCTCMIS - CCEE0192 03/02/2011 14:43:37 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Valencia										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
White Female	2007-08	967	2,951	32.77	293	830	35.30	543	2,491	21.80
	2008-09	1,235	3,609	34.22	288	883	32.62	634	2,909	21.79
	2009-10	1,341	4,583	29.26	305	963	31.67	697	3,018	23.09
White Male	2007-08	671	2,951	22.74	190	830	22.89	797	2,491	32.00
	2008-09	827	3,609	22.91	187	883	21.18	784	2,909	26.95
	2009-10	1,039	4,583	22.67	211	963	21.91	868	3,018	28.76
White Total	2007-08	1,638	2,951	55.51	483	830	58.19	1,340	2,491	53.79
	2008-09	2,062	3,609	57.13	475	883	53.79	1,418	2,909	48.75
	2009-10	2,380	4,583	51.93	516	963	53.58	1,565	3,018	51.86

CCTCMIS - CCEE0192 03/02/2011 14:43:37 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Valencia										
Student Participation/Completions										
		AA Degrees			AS Degrees			Certificates		
Class	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	2007-08	1,781	2,951	60.35	508	830	61.20	1,057	2,491	42.43
	2008-09	2,223	3,609	61.60	546	883	61.83	1,431	2,909	49.19
	2009-10	2,671	4,583	58.28	571	963	59.29	1,413	3,018	46.82
Male	2007-08	1,170	2,951	39.65	322	830	38.80	1,434	2,491	57.57
	2008-09	1,386	3,609	38.40	337	883	38.17	1,478	2,909	50.81
	2009-10	1,912	4,583	41.72	392	963	40.71	1,605	3,018	53.18
Total	2007-08	2,951	2,951	100.00	830	830	100.00	2,491	2,491	100.00
	2008-09	3,609	3,609	100.00	883	883	100.00	2,909	2,909	100.00
	2009-10	4,583	4,583	100.00	963	963	100.00	3,018	3,018	100.00

CCTCMIS - CCEE0192 03/02/2011 14:43:37 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System										
College: Valencia										
Student Participation/Completions										
		AA Degrees		AS Degrees		Certificates				
Class	Rpt Year	LEP	DIS	LEP	DIS	LEP	DIS	LEP	DIS	
Female	2007-08	98	44	31	20	67	49			
	2008-09	143	77	43	28	95	43			
	2009-10	178	100	27	26	89	47			
Male	2007-08	51	49	20	14	82	68			
	2008-09	65	43	32	20	74	63			
	2009-10	100	67	29	20	129	74			
Total	2007-08	149	93	51	34	149	117			
	2008-09	208	120	75	48	169	106			
	2009-10	278	167	56	46	218	121			

CCTCMIS - CCEE0192 03/02/2011 14:43:37 Source: AA1A2008, AA1A2009, AA1A2010  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).  
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.  
2011 data is not available. LEP = Limited English Proficiency and DIS = Disabled

**2.b. Identify areas of disproportionate completions and any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.**

Completions by AA and AS Degrees and by Certificates for 2010-11 Annual Equity Report

AA Degrees: **Black total actual completers** rose from 372 (112.61%) in 2007-08 to 417 (11.55%) in 2008-09 and significantly increased to 652 (14.23%) in 2009-10. **Hispanic total actual completers** rose greatly from 716 (24.26%) to 897 (25.93%) in 2008-09 and significantly increased to 1,243 (27.12%) in 2009-10. **Other total actual completers** slightly rose from 225 (7.62%) in 2007-08 to 233 (6.46%) in 2008-09 and increased further to 308 (6.72%) in 2009-10. The projection was not met, but the total enrollment increased nonetheless. **Female total actual completers** greatly increased from 1,781 (60.35%) in 2007-08 to 2,223 (61.60%) in 2008-09 and significantly increased to 2,671 (58.28%) in 2009-10. The **LEP total actual completers** rose from 149 in 2007-08 to 208 in 2008-09 and largely increased to 278 in 2009-10. **DIS total actual completers** increased from 93 in 2007-08 to 120 2008-09 and increased further to 167 in 2009-10.

AS Degrees: **Black total actual completers** rose from 119 (14.34%) in 2007-08 to 124 (14.04%) in 2008-09 and increased to 163 (16.93%) in 2009-10. The projection was met. **Hispanic total actual completers** increased from 175 (21.08%) in 2007-08 to 229 (25.93%) in 2008-09 but dipped very, very slightly to 227 (23.57%) in 2009-10. The projection was not met, but did not fall below the percentage of those enrolled in 2007-08. **Other total actual completers** slightly rose from 53 (6.39%) in 2007-08 to 55 (6.23%) in 2008-09 and showed a very slight increase to 57 (5.92%) in 2009-10. The projection was not met, but the total enrollment increased nonetheless. **Female total actual completers** increased from 508 (61.20%) in 2007-08 to 546 (61.83%) in 2008-09 and largely increased to 571 (59.29%) in 2009-10. The **LEP total actual completers** grew from 51 in 2007-08 to 75 in 2008-09 but decreased to 56 in 2009-10. **DIS total actual completers** increased from 34 in 2007-08 to 48 in 2008-09 and dipped very, very slightly to 46 in 2009-10.

Certificates: **Black total actual completers** largely increased from 387 (15.54%) in 2007-08 to 479 (16.47%) in 2008-09 and dipped very slightly to 468 (15.51%) in 2009-10. **Hispanic total actual completers** greatly increased from 641 (25.73%) in 2007-08 to 876 (30.11%) in 2008-09 but dipped slightly to 810 (27.14%) in 2009-10. **Other total actual completers** increased from 123 (4.94%) in 2007-08 to 136 (4.68%) in 2008-09 and largely increased to 166 (5.50%) in 2009-10. The projection was met. **Female total actual completers** grew increased greatly from 1,057 (42.43%) in 2007-08 to 1,431 (49.19%) in 2008-09, but dipped very, very slightly to 1,413 (46.82%) in 2009-10. The projection was not met but the enrollment did not decrease significantly but was greater than the baseline data of 2007-08. The **LEP total actual completers** increased from 149 in 2007-08 to 169 in 2008-09 and increased further to 218 in 2009-10. **DIS total actual completers** decreased from 117 in 2007-08 to 106 in 2008-09 but increased in 121 in 2009-10.

**2.c. Achievement of goals and timelines: Based on the data, modify goals for 2011/12 through 2012/13 as necessary. Report goals below.**

Blacks: A conservative 1% -2% increases for Certificates in 2011-12 and 2012-13.

Hispanics: A modest 1% - 2% increase for AS Degrees and Certificates in 2011-12 and 2012-13.

Other: A conservative 1%-2% increase for AA Degrees and AS Degrees in 2011-12 and 2012-13.

Female: A conservative 1%-2% increase for Certificates in 2011-12 and 2012-13.

**2.d. Based on the analysis and goals, list the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.**

- √ Partner with the Dean of Students on each campus to use the Early Alert Program.
- √ Increase the number of LinC courses with Student Success to assist students in developing a graduation/completion plan prior to earning 15 credits.
- √ Continue intervention program designed to reassess students who are on academic probation.
- √ Continue program to reengage students who earned at least 50% of their degree prior to leaving the College.
- √ Work with community business partners to develop certificate programs.
- √ Continue to partner with the Valencia Enterprises and the Work Force Development Department.



### 3. Student Retention by Race and Gender

The College 2010-11 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2008-09 FTIC students returning Fall 2009-10 and Fall 2009-10 FTIC students returning Fall 2010-11.

#### 3.a. FULL-TIME STUDENTS

Florida College System																	
College: Valencia																	
Full-Time Student Retention (FTIC) 2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian / Alaska Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	48	41	38	55	6	6	127	97	72	97	82	95	244	258	2,357	2,882	5,239
Num. Retained	39	30	24	36	4	2	102	78	49	72	56	69	168	194	1,606	2,091	3,697
% Retained	81	73	62	67	67	33	80	80	68	75	69	73	69	75	68	73	71
CCTCMIS - Retention 03/02/2011 9:26:24 Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

Florida College System																	
College: Valencia																	
Full-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian / Alaska Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	64	70	30	50	10	4	99	97	63	79	75	84	234	278	2,101	2,579	4,680
Num. Retained	51	56	18	34	6	2	81	86	45	58	52	63	158	221	1,459	1,933	3,392
% Retained	80	80	60	70	60	50	82	89	72	75	70	75	68	79	69	75	72
CCTCMIS - Retention 03/02/2011 9:26:25 Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

### **3.b. Identify areas by race and gender where the retention rates have not improved from the previous year.**

Race: retention rates have not improved for Other full-time FTIC students as defined by: Non-Resident Alien; American Indian/Alaskan Native; Asian or Pacific Islander which very slightly decreased from 282 in fall beginning of term 2008-09 to 2009-10 fall beginning of term to 255 in fall beginning of term 2009-10 to 2010-11 fall beginning of term. This represents only a 11.0% loss of retention.

Gender: retention rates have not improved for Other female full-time FTIC students as defined by: Non-Resident Alien; American Indian/Alaskan Native; Asian or Pacific Islander which decreased from 144 in fall beginning of term 2008-09 to 2009-10 fall beginning of term to 110 in fall beginning of term 2009-10 which represents a 31% loss of retention.

### **3.c. Identify methods and strategies the college will implement in efforts to increase the retention rates.**

- √ Continue to assist students in developing a career/education plan.
- √ Continue to utilize the LifeMap tools suite.
- √ Continue Bridges to Success Program.
- √ Expand co-curricular programs and activities for students who seek support of peer groups.
- √ Continue LinC courses providing peer support and tutoring.
- √ Continue other co-curricular programs that are specifically targeted for minority groups.
- √ Continue providing scholarship opportunities for minorities and women.
- √ Continue working with SGA to discuss student transportation, housing, and child care issues.
- √ Continue to expand SLS Program by hiring full-time tenure track faculty.

#### 4.d. PART-TIME STUDENTS

Florida College System																	
College: Valencia																	
Part-Time Student Retention (FTIC) 2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	10	17	16	27	2	1	37	34	27	31	33	36	121	90	94	1,093	2,033
Num. Retained	8	13	76	14	2	1	26	28	14	18	16	22	67	55	49	653	1,143
% Retained	80	76	47	53	100	100	70	82	53	60	50	61	55	61	52	60	56
CCTCMIS - Retention 03/02/2011 9:26:25 Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

Florida College System																	
College: Valencia																	
Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term																	
	Non-Resident Alien		Black		Amer. Indian / Alaskan Native		Asian or Pacific Islander		Hispanic		White		Race/Ethnicity Unknown		All Students		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
FTIC	16	13	14	18	4	2	31	27	25	33	30	30	113	97	86	96	1,824
Num. Retained	9	8	73	97	3	0	21	15	13	18	15	19	54	58	45	56	1,019
% Retained	56	62	50	52	75	0	68	56	54	56	53	66	48	60	53	59	56
CCTCMIS - Retention 03/02/2011 9:26:24 Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment																	

**4.e. Identify areas by race and gender where the retention rates have not improved from the previous year.**

Based on the data presented, there were no areas by race or gender where the retention rates had not improved from the previous year.

**4.f. Identify methods and strategies the college will implement in efforts to increase the retention rates.**

\*\*Not applicable.

#### 4. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2010-11 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2007-08 through 2009-10. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps between success rates for white students compared to black students and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

##### Notes regarding the Disparity reports:

1. Success is defined as grades of A, B, C, and S
2. Grades of X, P, PR, and Z are not included in the data chart.
3. Grades of WP and WF are considered the same as W.
4. In the Gap Comparison Table, a **negative gap** indicates that the percentage of black or Hispanic students successfully completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for White Students at Valencia Fall End-of-Term									
	2007-08			2008-09			2009-10		
Course	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
MAT0024	528	1,074	49.16	576	1,040	55.38	642	1,091	58.85
MAT1033	727	1,186	61.30	661	1,090	60.64	739	1,136	65.05
MAC1105	1,007	1,619	62.20	990	1,565	63.26	988	1,534	64.41
MGF1106	213	310	68.71	244	316	77.22	253	318	79.56

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:43  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for Black Students at Valencia Fall End-of-Term									
	2007-08			2008-09			2009-10		
Course	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
MAT0024	268	593	45.19	343	727	47.18	394	816	48.28
MAT1033	273	470	58.09	299	532	56.20	344	576	59.72
MAC1105	239	447	53.47	307	535	57.38	273	541	50.46
MGF1106	49	73	67.12	46	71	64.79	73	100	73.00

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:43  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System									
Part III Student Participation									
Gatekeeper Courses: Disparity Gaps									
Success Rates for Hispanic Students at Valencia Fall End-of-Term									
Course	2007-08			2008-09			2009-10		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
MAT0024	502	894	56.15	544	944	57.63	722	1,185	60.93
MAT1033	469	741	63.29	557	865	64.39	627	967	64.84
MAC1105	553	891	62.07	647	986	65.62	664	1,066	62.29
MGF1106	76	113	67.26	104	132	78.79	113	135	83.70

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:43  
DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System						
Part III Student Participation						
Gatekeeper Courses: Disparity Gaps						
Gap Comparison in Percentage Successful at Valencia Fall End-of-Term						
Course	2007-08		2008-09		2009-10	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-3.97	6.99	-8.20	2.25	-10.57	2.08
MAT1033	-3.21	1.99	-4.44	3.75	-5.33	-0.21
MAC1105	-8.73	-0.13	-5.88	2.36	-13.95	-2.12
MGF1106	-1.59	-1.45	-12.43	1.57	-6.56	4.14

Source: SDB2007 - SDB2010 Community College Office of Evaluation 03/03/11 14:43  
DOE collection years begin with the summer term.  
(Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

**4.a. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2007-08 through 2009-10.**

**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. Provided in Appendix 5 is a chart depicting this trend.

**MAT1033:** Each group is improving. The gap between Black and White students who successfully complete this course has widened but not as rapidly as that shown in MAT0024. A very small negative gap was shown by Hispanic students who successfully completed this course in 2009-10. (Please refer to Appendix 5)

MAC1105: Again each group continues to improve; however, there was a negative gap shown by Black students. Unlike 2008-09, there was a negative gap of -2.12 shown by Hispanic students in 2009-10 as shown in Appendix 5.

MGF1106: A more positive trend was demonstrated by each group. Although there was a negative gap for Black students, the data shows that gap was decreased by 50% which shows a very positive upward trend for diminishing the gap (see Appendix 5). A similar trend was shown by Hispanic students who widen the positive gap significantly.

**4.b. Continuous Improvement Process: Based on the analysis of the college's data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the mathematics gatekeeper courses.**

- √ Use of Supplemental Instruction (peer student support) along with tutoring.
- √ Use of Support Centers on each campus and continue outreach efforts via AtD.
- √ Continue to offer LinC course in MAC1105 paired with SLS courses which is seemingly very successful.
- √ Continue to services of a "success coach" from the Student Affairs team with faculty.
- √ Use of Portfolio Assessment in addition to practice quizzes before major tests.
- √ Continue exploring teaching strategies for math curriculum and ancillary materials from AtD.
- √ Explore the possibility of offering LinC course with MAT 0024, MAT1033 and MAC1105.

## **D. Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities**

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: and §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: Applies to any student with a disability, except those students who have been documented as having intellectual disabilities, and their eligibility for admission, graduation and/or admission into a program of study or upper division.

This section applies to all colleges offering any of the following programs:

- Associate in Science (A.S.)
- Associate in Arts (A.A.)
- Associate in Applied Science (A.A.S.)
- Career Technical Education (CTE) Certificate
- College and Vocational Preparation

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Sections 1007.264 and 1007.265, Florida Statutes, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

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

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

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

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



**3. Rule 6A-10.041(2)** requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program. **Please refer to and complete APPENDIX 3, Course Substitution Information. In the rule, this template is specifically mentioned. Equity and disability services should work on this together.**

\*\*Please note the information as requested in contained in APPENDIX 3, Course Substitution Information.

**4. For the 2010/2011 Equity Update Report, colleges should submit copies of the policies and procedures developed for compliance with Section 1007.264, F.S., and Section 1007.265, F.S. and in accordance with Rules 6A-10.041(1)(2). Reference as APPENDIX 4.**

\*\* As required, the policies and procedures are referenced in APPENDIX 4.

**FLORIDA EDUCATIONAL EQUITY ACT  
2010-11 ANNUAL EQUITY UPDATE REPORT  
*Signature Page***

\_\_\_\_\_  
Valencia Community College  
(Name of Institution)

The college ensures that Section 1000.05, 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, ethnicity, national origin, gender, disability, age, or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission, and upper-division entry for eligible students with disabilities as required by Sections 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, Section 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)

\_\_\_\_\_  
Dr. Stanley H. Stone (Equity Officer)

Date

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

Date

\_\_\_\_\_  
Mr. Raymer Maguire, III (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2010/2011.

APPENDIX 1a

Copy of the College's Notice of Nondiscrimination

Two examples where the identity of the Equity Officer is listed: (1) The Human Resources and Diversity web page. Only the first page is provided in this appendix; and (2) Listed in the College-wide Faculty Handbook

# Human Resources & Diversity

## Contact HR

Feel free to email your questions, comments, and/or suggestions to any one of the representatives in this section by clicking on the desired name listed below. To directly access a phone extension from outside of the college, dial (407) 582 plus the corresponding extension.

### Administration

HR Representative	Email	407-582-XXXX
Vice President Human Resources and Diversity Designated Equity Officer for <i>Valencia Community College</i> 8600 Valencia College Lane Orlando, FL 32825	<a href="#">Dr. Stanley Stone</a>	X8088 or X8075
Executive Assistant	<a href="#">Carmen Perez</a>	x8088
Assistant Vice President, Human Resources	<a href="#">Joe Livingston</a>	x8069
Administrative Assistant	<a href="#">Vicki Pipkin</a>	x8017
Director, Employment & Development	<a href="#">Jennifer Page</a>	x8032
Assistant Vice President, Office of Compliance, Diversity and Equity	<a href="#">Dr. Martha Williams</a>	x8090

## VALENCIA FACULTY HANDBOOK

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### Provost, Osceola Campus - Silvia C. Zapico

The Osceola Campus provost is the chief academic and operating officer of the Osceola Campus responsible for providing academic, administrative, and fiscal leadership through the implementation of quality programs and campus activities in accordance with institutional plans, priorities, and policies.

### Provost, West Campus – Jared Graber

The West Campus provost is the chief academic and operating officer of the West Campus responsible for providing academic, administrative, and fiscal leadership through the implementation of quality programs and campus activities in accordance with institutional plans, priorities, and policies.

**Provost, Winter Park Campus - Ruth L. Prather**

The Winter Park Campus executive dean is the chief academic and operating officer of the Winter Park Campus responsible for providing academic, administrative, and fiscal leadership through the implementation of quality programs and campus activities in accordance with institutional plans, priorities, and policies.

**General Counsel - William J. Mullooney**

The general counsel is responsible to the president for management and coordination of the legal affairs of the college and promulgation and revision of college policies. The general counsel reviews college contracts and assists the president with other duties as assigned. Under the direction of the vice president, resource development and governmental relations, the general counsel conducts liaison activities with governmental agencies and assists in preparation of reports to governmental agencies.

**Vice President, Human Resources and Diversity - Stanley H. Stone**

The vice president is responsible for all areas of Human Resources, including employment, employee development, benefits and compensation, human resource information system, and employee relations and diversity. The vice president is also the college's EA/EO officer.

APPENDIX 1b

A copy of the College's Notice of Nondiscrimination is attached to this appendix.  
It is found on the college's website.

**Policy:** 6Hx28: 2-01

**Responsible Official:** Vice President of Human Resources and Diversity

**Specific Authority:** 1001.64; 1001.65 FS.

**Law Implemented:** 1001.64; 1001.65 FS.

**Effective Date:** 12-21-04

**Policy:** 6Hx28:02-01

**Responsible Official:** Vice President of Human Resources and Diversity

**Specific Authority:** 1001.64; 1001.65 FS.

**Law Implemented:** 1001.64; 1001.65 FS.

**Effective Date:** 12-21-04



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## Nondiscrimination and Equal Opportunity

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**Policy Statement:**

- A. Valencia Community College strives to be a learning community in which all members can participate fully and equally in an atmosphere free from all forms of harassment, including sexual harassment, discrimination, or intimidation. Valencia Community College is an equal opportunity institution, and it is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students, and others affiliated with the College without regard to race, color, national origin, age, religion, disability, marital status, gender, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations ("the Protected Categories").
- B. Respect for the rights and privileges of each other is essential in preserving the learning environment at the College. Actions that make the atmosphere intimidating, threatening, or hostile to individuals are, therefore, regarded as serious offenses. Valencia Community College prohibits discrimination and harassment on the basis of the Protected Categories in educational services and activities and in employment policies and practices. Additionally, no member of the Valencia Community College community will be retaliated against, intimidated, or coerced for making a good faith report of alleged discrimination or harassment or for participating in an investigation, proceeding or hearing conducted

by the College or by a state or federal agency.

- C. Socially and economically disadvantaged businesses, and local developing businesses, as defined in this Policy, shall have an opportunity to participate in College contracts in a non-discriminatory environment. All employees involved in College procurement activities shall adhere to this policy of nondiscrimination. Similarly, all vendors and/or contractors who do business with the College shall do so subject to this policy, to the extent that it requires that vendors and/or contractors do not discriminate against or harass members of the College community.
- D. Any employee, student, student organization, business entity or person privileged to work or study in or for the Valencia Community College community who violates this policy will be subject to disciplinary action up to and including periodic or permanent exclusion from the College or College business. The College shall implement grievance procedures for filing a complaint regarding discrimination or harassment in violation of this policy which may be found on the College website, in any Learning Resource Center, or in the office of any Dean, Provost, or Vice President.
- E. The person designated for general coordination and compliance with this policy is the Vice President for Human Resources and Diversity who can be contacted at Valencia Community College, Post Office Box 3028, Orlando, Florida 32802, 407-582-5000.
- F. Applicants for employment, employees, applicants for admission, and students shall be notified of this policy in appropriate College publications, documents and the College website.

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**Procedures:**

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**Related Documents and Policies:**

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**History:**

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



APPENDIX 2

There were no revisions to the College's policies or procedures during this reporting period.

APPENDIX 3

Course Substitution Information

**Policy:** 6Hx28:02-07

**Responsible Official:**

**Specific Authority:** 1001.64; 1001.65 FS.

**Law Implemented:** 1001.64; 1001.65 FS.

**Effective Date:** 12-21-04



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Substitute Admission and Graduation Requirements for Students with Disabilities

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**Policy Statement:**

A. Admission to the College

Any student who is documented as having a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia, shall be eligible for a reasonable substitution for any requirement for admission to the College where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

B. Admission to a Program of Study and Graduation

Any student who is documented as having a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia, shall be eligible for reasonable substitution for any requirement for graduation, or for admission into a program of study where documentation can be provided that the person's failure to meet the requirement is related to the disability and where the failure to meet the graduation requirement or

program admission requirement does not constitute a fundamental alteration in the nature of the program.

C. The College will provide a mechanism:

1. to identify students eligible for reasonable substitutions;
2. for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, or graduation related to each disability;
3. for making substitutions known to affected persons;
4. for making substitution decisions on an individual basis; and
5. for a student to appeal denial of a substitution or a determination of eligibility.

D. Articulation with Other State Institutions

In order to provide articulation with other state institutions, Valencia College shall accept all substitutions previously granted by other state postsecondary institutions as they may relate to admission to the College, admission to a program of study, or graduation from Valencia College.

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**Procedures:**

I. Mechanism for Considering Course Substitution Requests

- A. The College has created the Collegewide Course Substitution Committee as the mechanism for students with disabilities to request reasonable course substitutions in the areas of admission to the college, admission to a program of study, graduation, or entry into upper division courses where appropriate. The Committee will evaluate all substitution requests made by eligible students with disabilities; make substitution recommendations; and forward substitutions granted under this policy to the Assistant Vice President of Admissions and Records for inclusion in the students permanent record.
- B. The Substitution Committee shall be a collegewide body. With the exception of the Chairperson and other positions with no alternate, new committee members will be appointed every two years. The Committee will consist of nine voting members; alternates are trained to fill in if assigned members can not meet: Committee Chairperson (Assistant Vice President, Curriculum and Articulation); one Mathematics faculty member (and alternate); one Foreign Language faculty (and alternate); one English faculty (and alternate); one Student Services representative (and alternate); one Career Center representative (and alternate); one member from Office for Students with Disabilities (and alternate); Director, Office for Students with Disabilities (no

alternate); Director of Standardized Testing (no alternate). All official members of the Substitution Committee shall have one vote.

- C. The Substitution Committee will meet three times during the academic year, once in each of the principal academic terms. Meetings will be scheduled by the Committee Chairperson and held in November, March and June of each year. Committee meetings will be held on a rotating basis among each of the four campuses of Valencia College.

## II. Mechanism for Making Substitutions Known to Affected Persons

The mechanism for the making of designated substitutions shall be made known to affected persons by inclusion in the College catalog, student handbook, and the Office for Students with Disabilities Handbook.

## III. Mechanism for Student Appeal

### A. Appeal Procedure

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

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

### **History:**

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

#### APPENDIX 4

Policies and procedures for compliance with Section 1007.264 and 1007.265, F.S., for eligible students with disabilities and substitution requirements for courses, graduation, and admissions are contained in this Appendix. The attached highlights information on our policies and procedures which is available in our OSD Student Handbook, which is posted on our website:

<http://www.valenciaccc.edu/osd/handbook/default.cfm>

## Course Substitution Requests

Course substitutions will be considered only for those students who have documented disabilities. Documentation must specifically show that the student's failure to meet the requirement is related to the disability and must follow the Valencia Community College guidelines for appropriate documentation.

Course substitutions will only be granted in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or to meet licensing or certification requirements.

*Course substitutions are not guaranteed to any student at Valencia Community College. The College has established a collegewide Substitution/CLAST Waiver Committee that has the responsibility to evaluate and make recommendations to the President for all substitution/CLAST waiver requests made by eligible students with documented disabilities.*

### Eligibility

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

Any student with a disability as defined in s. 1007.02(2), in a public postsecondary educational institution, except those students who have been documented as having mental retardation, shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

[s. 1007.265]

Students who meet eligibility requirements for requesting a course substitution must:

1. Formally request a course substitution(s) by scheduling a conference with an advisor in the Office for Students with Disabilities and complete the Valencia Community College Course Substitution Request Form. The OSD advisor will assist in the completion of the steps listed on the back of the request form.

2. Submit a letter that requests a course substitution and explains why the student feels that he/she requires a course substitution(s), describes prior educational experience in the discipline area for which they are requesting a substitution and describes all support/accommodation efforts used in attempts to complete the requirement (e.g. tutorial support, extended test time, note-taking assistance, individual instructor attention, etc.).
3. Submit evidence that documents utilization of all support/accommodation efforts (e.g. letters from instructors, tutorial records, etc.).

### Appeal of Course Substitution Committee Decision

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

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

### **Substitute Admission and Graduation Requirements for Students with Disabilities**

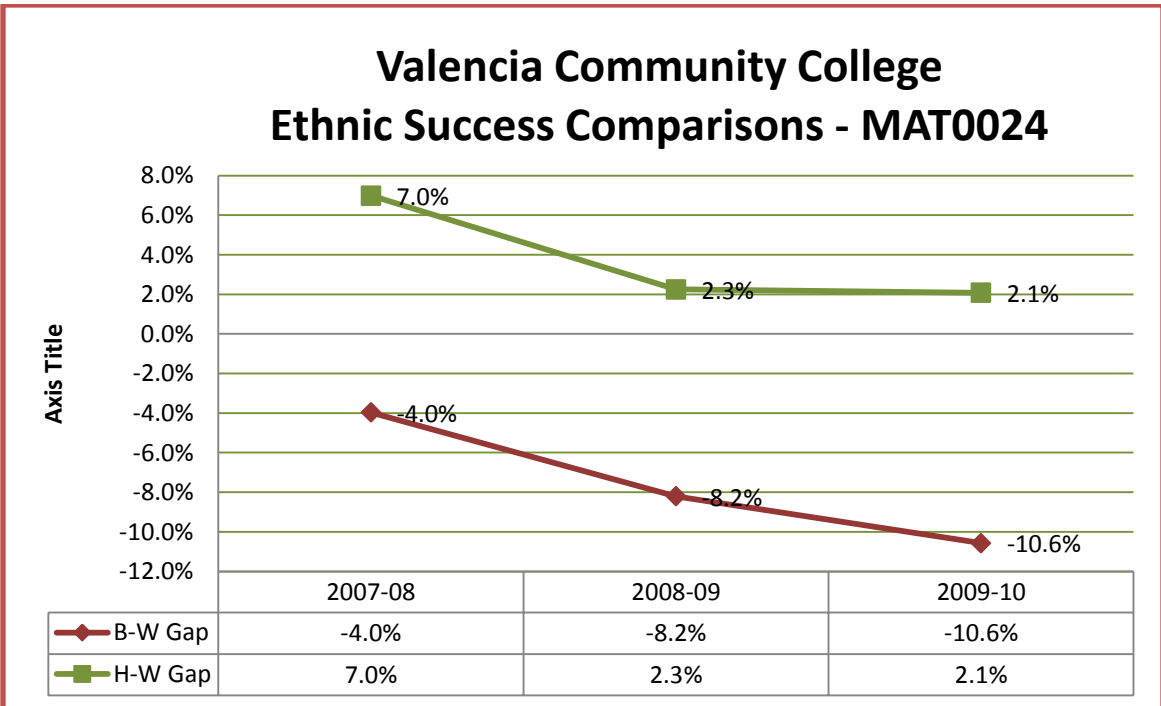
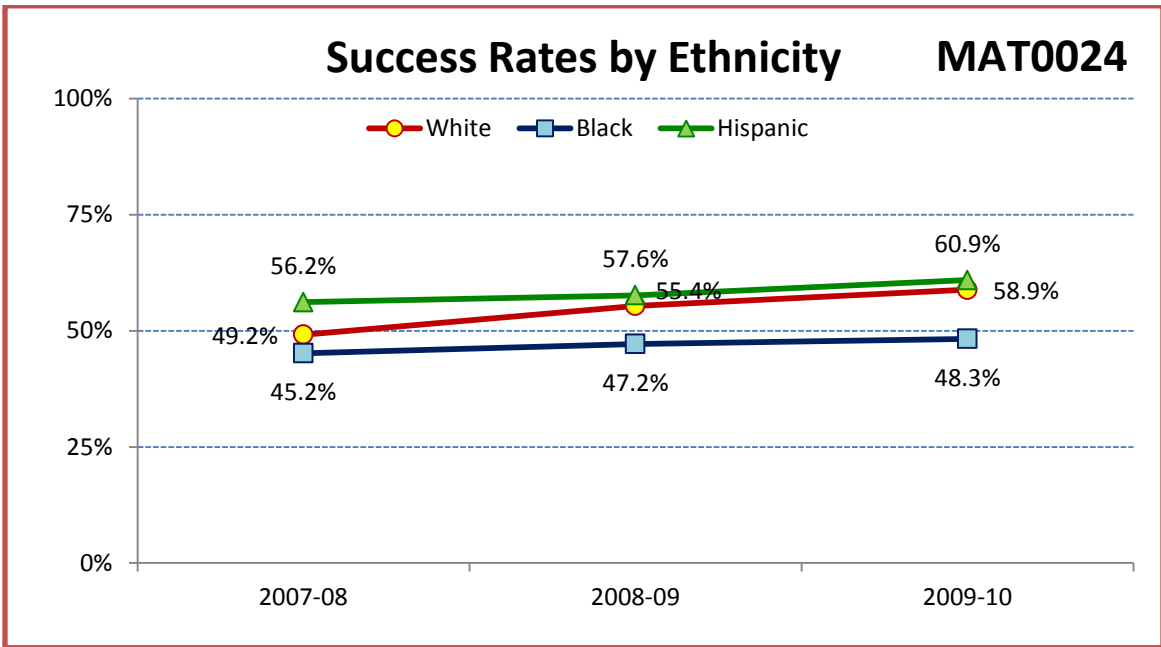
(College Policy: 6Hx28: 02-07 Substitute Admission and Graduation Requirements for Students with Disabilities) This complete policy can be found at [valenciacc.edu/generalcounsel/policies.cfm](http://valenciacc.edu/generalcounsel/policies.cfm). The Board of Trustees of Valencia Community College, in accordance with State Board of Education Rule 6A-10.041, has established policies and procedures for reasonable substitutions of admission and graduation requirements for eligible students. Students seeking substitution must provide appropriate documentation of a disability from a qualified professional that verifies the existence of and the extent to which the disability affects the student's ability to function in a postsecondary academic environment. The requested substitution must not fundamentally alter essential requirements of the student's academic program. In order to request a course substitution, students will need to meet with an Advisor in the Office for Students with Disabilities. Upon determination of eligibility, the Advisor will provide the course substitution packet and assist the student through the process. The final decision regarding the substitution request is determined by the College-wide Course Substitution Committee.

\*\*Note: This is from the general Valencia Catalog (p. 90).

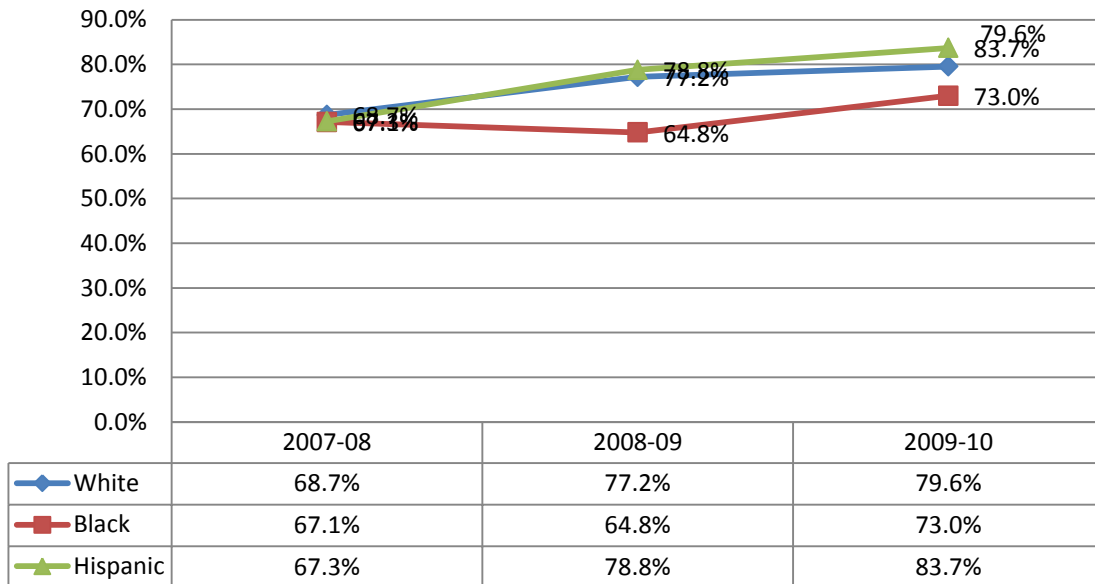


APPENDIX 5

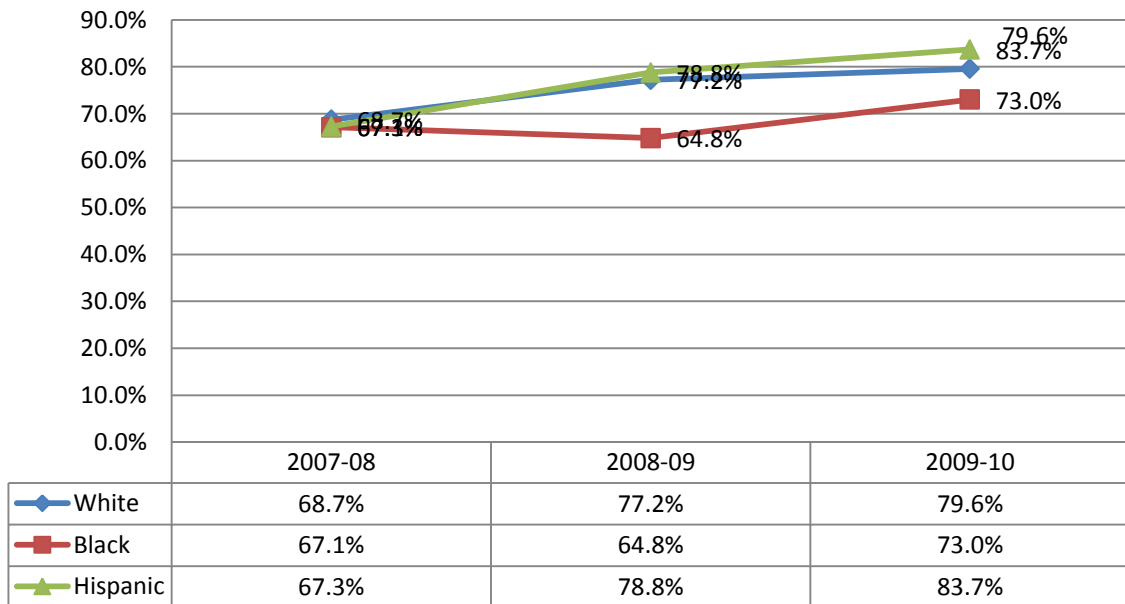
Contained in this Appendix are various graphs depicting Mathematics Gatekeeper Courses Student success rates and trends observations as discussed under Part 4 above.

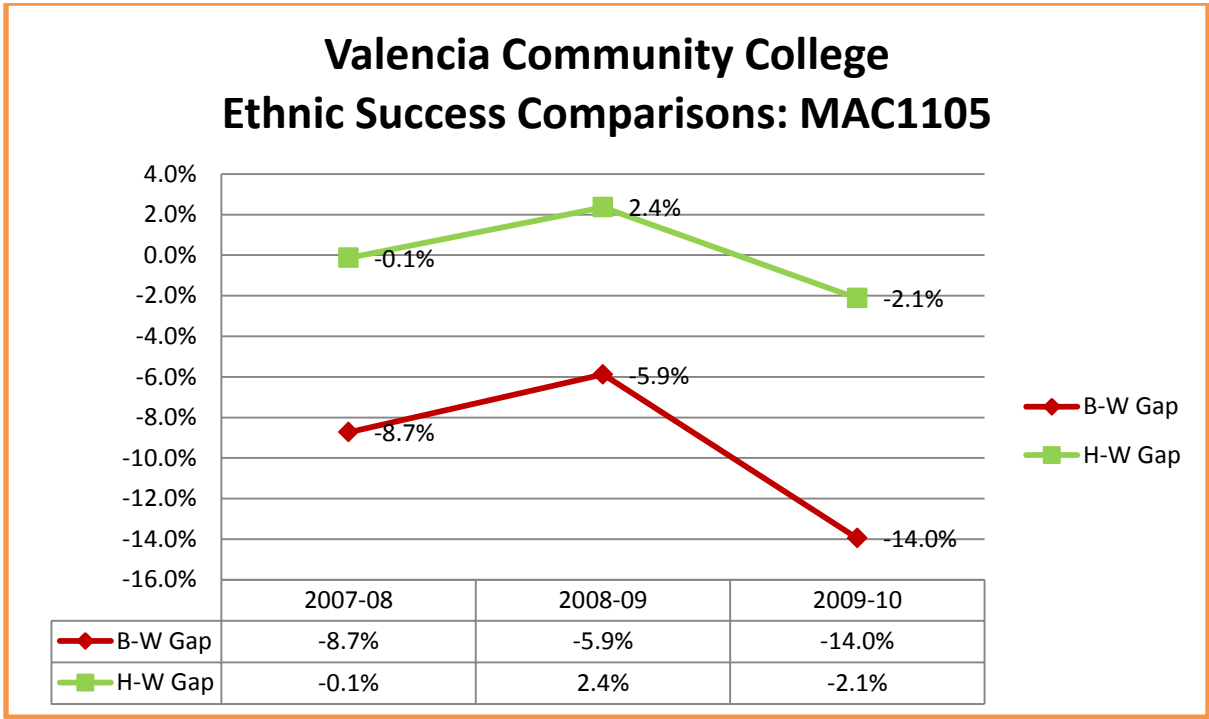
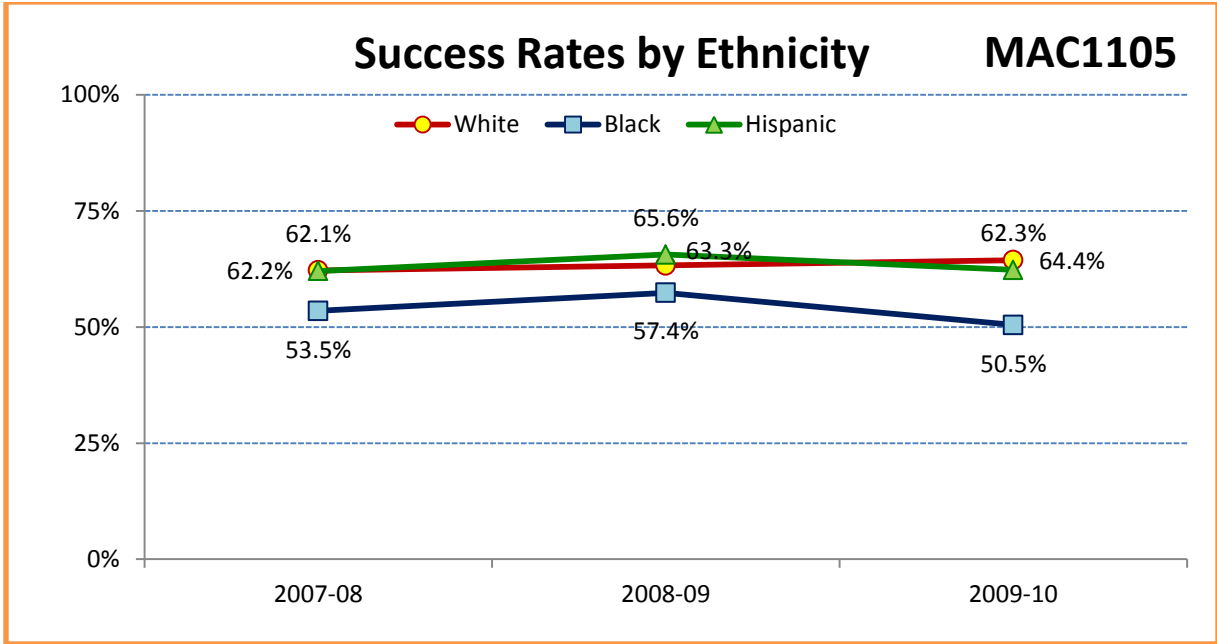


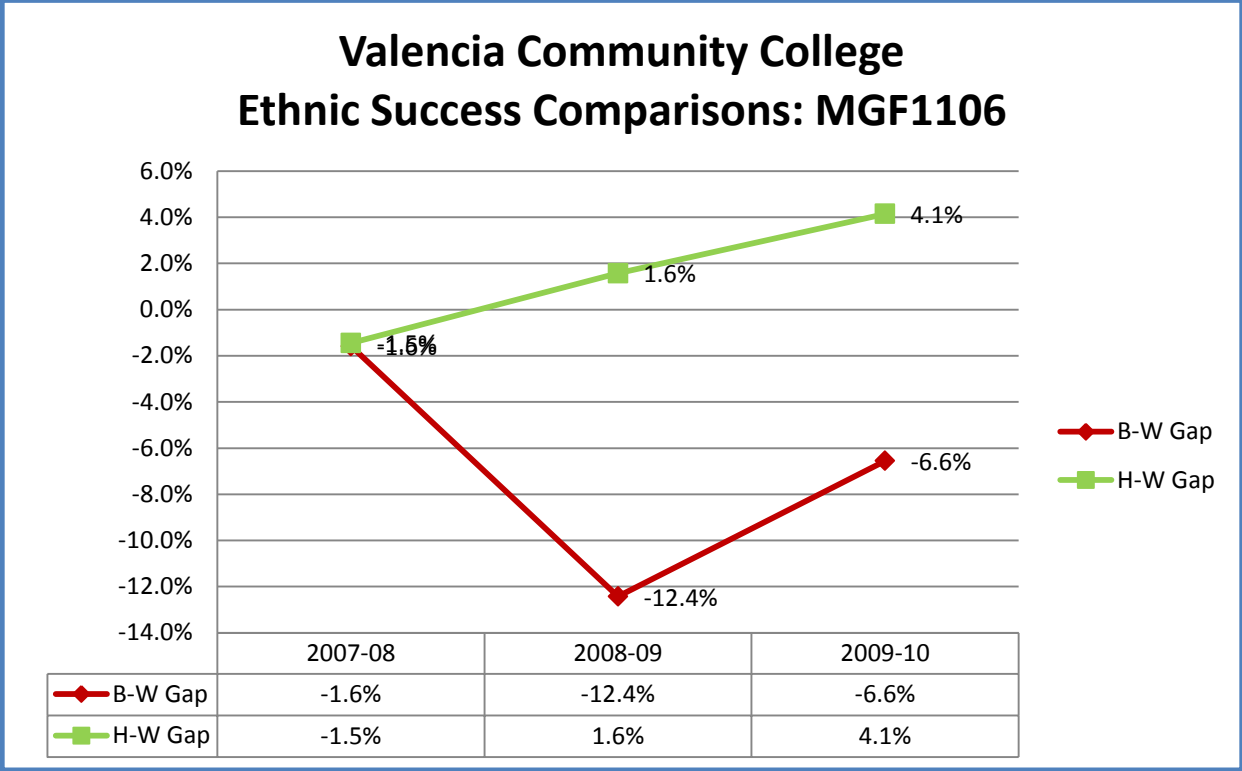
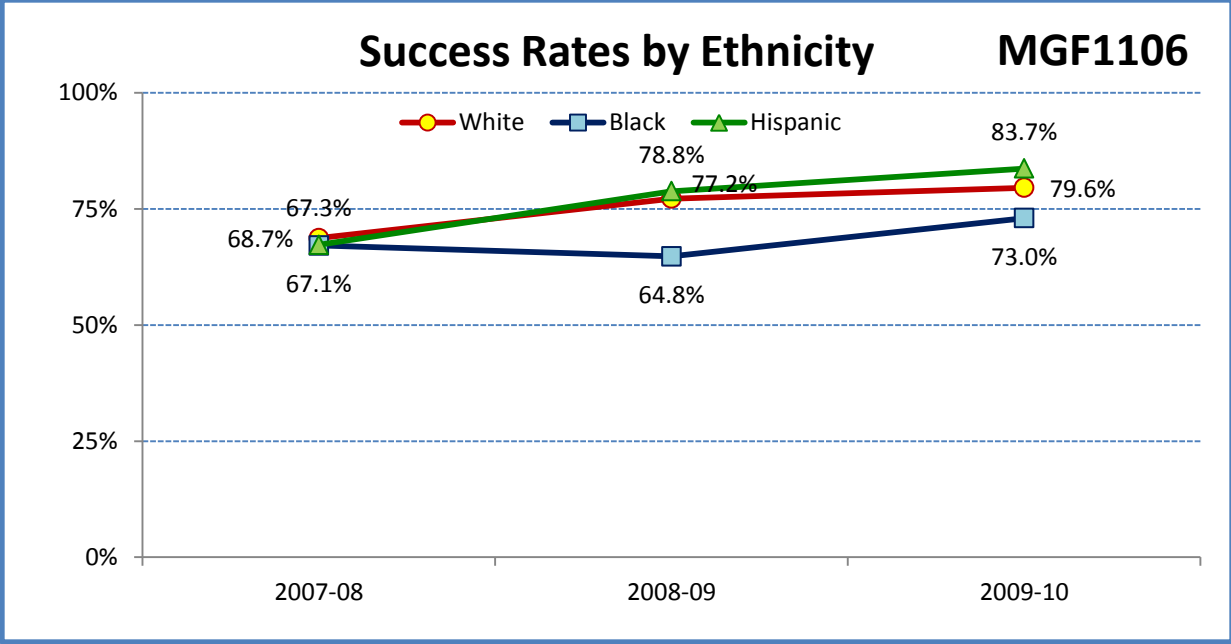
### Valencia Community College Success Rate by Ethnicity: MAT1033



### Valencia Community College Success Rate by Ethnicity: MAT1033







APPENDIX 6

Valencia Community College Grant Summaries:  
Gates Foundation; The Carnegie Foundation for the Advancement of Teaching;  
Walmart Foundation Institute of Higher Education Policy (IHEP); and  
USA Funds Access to College Education

## GRANT SUMMARY

<b>FUNDING AGENCY:</b>	Gates Foundation
<b>DEADLINE:</b>	April 15, 2009
<b>FUNDS AVAILABLE:</b>	\$743,000 over three years may be requested (no match required)
<b>VALENCIA FACULTY AND</b>	
<b>STAFF CONSULTED:</b>	Kaye Walter, Joyce Romano and a planning team of 56 people that met twice in March, and that will be consulted as the proposal is finalized.

### GRANT DEVELOPMENT

<b>TEAM:</b>	Kaye Walter, Joyce Romano, Sonya Joseph, Melissa Pedone, Jean Marie Fuhrman, Liz Gombash, and Susan Kelley
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### SUMMARY OF

<b>PROPOSED REQUEST:</b>	<p>The Gates Foundation will fund up to 15 Round I and Round II Achieving the Dream colleges that are prepared to build on demonstrated results in developmental education innovations</p> <p>at their institutions. The aim of the project is to scale policies and practices that have the potential to increase dramatically positive outcomes for community college students who need developmental education. A significant component involved faculty and staff development in support of the changes, with assistance from grant-funded consultants. The plans are to be designed in a manner that enables continuation of the efforts after the three-year grant ends.</p>
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The project will support Valencia strategic goals by assisting students in transitioning from high school into college-level courses (Goal One - Build Pathways), creating optimal conditions for student learning (Goal Two – Learning Assured); and providing professional development opportunities for faculty and staff (Goal Three – Invest in Each Other).

## GRANT SUMMARY

FUNDING AGENCY: The Carnegie Foundation for the Advancement of Teaching

DEADLINE: This grant summary is being generated after-the-fact based on the Resource Development Office's receipt of a signed Memorandum of Agreement that was fully executed in May 2010.

FUNDS AVAILABLE: \$95,000

VALENCIA FACULTY AND STAFF CONSULTED: Jared Graber, Keith Houck, Kevin Mulholland, Ruth Prather, Kaye Walter, Lisa Armour, Nick Bekas, Joe Bivins, Karen Borglum, Judy Jackson, Melissa Pedone

GRANT DEVELOPMENT TEAM: Lisa Armour and Liz Gombash

SUMMARY OF PROPOSED REQUEST: This three-year grant supports faculty and staff development and implementation of the Statway, an accelerated pathway for developmental mathematics community college students, which enables students to complete transfer-level statistics in a single year. The project team will consist of three full-time faculty members, each of whom will teach at least one section of developmental math in 2010-11, an administrator who will serve as institutional lead, and an institutional researcher. This project supports Valencia's Strategic Plan by: designing effective and efficient pathways to learning and educational progress for students (Goal 1 0 Build Pathways), and establishing learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds (Goal 2 – learning Assured).



## **GRANT SUMMARY**

**FUNDING AGENCY:** Walmart Foundaton  
Institute of Higher Education Policy (IHEP)  
The Walmart Minority Student Success Initiative

**DEADLINE:** November 24, 2009

**FUNDS AVAILABLE:** \$100,000 over a two-year period (\$50,000 each year plus travel for 3 team members to the summer academy in year 1 and for 1 team member in year 2

**VALENCIA FACULTY AND STAFF CONSULTED:** Jared Graber, Keith Houck, Ruth Prather, Kaye Walter, Silvia Zapico  
Nick Bekas, Karen Borglum, Judy Jackson

**DEVELOPMENT TEAM:** Nick Bekas, Karen Borglum, Judy Jackson and Beverlee Andrews

### **SUMMARY OF PROPOSED REQUEST:**

This proposed initiative, led by key faculty leaders across three campuses, will launch a college-wide, multi-cultural curriculum integration model better aligning EAP courses with college-level general education courses for first-generation students. The project will result in the development of a replicable curriculum model that helps cohorts of first-generation EAP college students develop the skills needed to transition more smoothly from initial EAP courses into more advanced degree coursework, achieving success in subsequent semesters through a community building component, cultivation activities, and faculty development.

This project supports Valencia's strategic learning plan by: creating opportunities for first-generation, minority students; (Goal 1 – Build Pathways) and establishing learning opportunities for students (Goal 2 – Learning Assured).

## GRANT SUMMARY

FUNDING AGENCY:	USA Funds Access to College Education
DEADLINE:	December 15, 2010
FUNDS AVAILABLE:	\$5,700.00
VALENCIA FACULTY AND STAFF CONSULTED:	Geraldine Gallagher, Jared Graber, Keith Houck, Kathleen Plinske, Ruth Prather, Joyce Romano Linda Downing, Brad Honious, Judy Jackson
DEVELOPMENT TEAM:	Brad Honious and Beverlee Andrews
SUMMARY OF PROPOSED REQUEST:	<p>Valencia will invite all Orange and Osceola school district high school seniors and their parents to participate in FASFA Frenzy Friday, designed to assist students to complete their FAFSA forms. All current Valencia students will also be invited to attend the event, which will be held on East and West campuses on January 21, 2011, and on Osceola campus on February 18, 2011. In total over 45,000 students and potential students will be invited to attend the event. The financial aid office will be closed on these days to target resources to the event, with over 40 staff members providing assistance. The college will continue to volunteer for College Goal Sunday, but this event will provide a more hands-on approach to FAFSA completion.</p> <p>Funds will be used for printing of posters, light refreshments, t-shirts for volunteers, and nine laptops (three per campus) to be used as giveaway incentives.</p> <p>This project supports Valencia's strategic learning plan by: removing barriers to college, and creating connections that raise personal aspirations of students and enable them to achieve their aspirations (Goal 1 - Build Pathways); and coordinating student needs and College goals with community partners, and actively responding to community needs and goals (Goal 4 – Partner with the Community).</p>