

# Valencia College Annual Equity Update Plan *2011-2012*

2011-2012



VALENCIA COLLEGE

We say you can.

# **The Florida College System Annual Equity Update Report 2011/2012**

For

**Valencia College**

Submitted to

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

Under Section 1000.05, Florida Statutes (F.S.),  
Florida Educational Equity Act and  
Section 1012.86, F.S, Community College Employment  
Equity Accountability Program



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## General Information and Applicable Laws for Reporting

The purpose of the College's Annual Equity Update Report is to provide a current status report of the college's Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment. Required components of the plan are based on Section 1000.05, Florida Statutes (F.S.) and Section 1012.86, F.S., and include:

- a description of the plan's development;
- a review of the college's nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome underrepresentation of students by race, gender, limited English language skills, or disability;
- the college's plan for gender equity in athletics, if the college has athletic programs;
- analysis of the college's employment equity accountability program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college's methods of administration; and
- certification of the report by the college's governing board, including the signature of the college president and/or other college personnel as appropriate.

Applicable federal civil rights laws include the following:

1. Title VI of the Civil Rights Act of 1964;
2. Section 504 of the Rehabilitation Act of 1973;
3. Title IX of the Education Amendments of 1972;
4. Age Discrimination Act of 1975;
5. Title II of the Americans with Disabilities Amendments Act of 2008 and
6. Genetic Information Nondiscrimination Act of 2008.

Additional applicable Florida Statutes include the following:

1. Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: §1007.264, F.S., and Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: §1007.265, F.S.
2. Gender Equity in Intercollegiate Athletics: §1006.71, F.S.

Rules for implementation of the statutes are 6A-19.001-.010 of the Florida Administrative Code (F.A.C.).

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by April 30, 2012. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [lynda.earls@fldoe.org](mailto:lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

**PART I**  
**Description of Plan Development**

The college should provide the following (use space as needed):

A. Describe the **process** used to prepare the report:

Each year the Vice President of Human Resources and Diversity, who is also the College's Equity Officer, appoints a taskforce to assist in the development of the Annual Equity Update Report. This taskforce is comprised of a cross-section of administrators and professionals representing academic affairs, student affairs, and human resources from the major campuses. Their responsibilities include, but are not limited to: reviewing and analyzing the data; identifying goals and time lines; recommending methods and strategies to increase retention, completions and implementing suggested strategies. Upon receipt of the report template, the taskforce meets to review the new or revised report requirements and conducts a general overview of the process as well as an evaluation of the strategies that were proffered in the former report. In addition, a short orientation meeting is held for those members who are new to the taskforce. Members are then assigned to conduct interviews with various departments and compile a list of strategies that are effective. The taskforce also determines which strategies may be recommended for further development and are not included in the report.

Once the report has been completed, a draft copy is then submitted to the Vice President of Human Resources and Diversity for his review. At his discretion, the taskforce may be called upon to answer questions or to make necessary revisions. Upon his approval, the draft report is provided to the President who also has the ability to reconvene the taskforce. The report is presented to the District Board of Trustees when finalized for their approval. Subsequently, the report will be distributed college-wide and to the College's Black Advisory Committee (comprised of citizens who represent various groups in the district, students, and College personnel) at their summer retreat.

B. List the **names and titles of persons involved** in the development of the report:

The 2011-2012 Annual Equity Update Report Taskforce members are:

Dr. Martha Williams  
Asst VP, Diversity & Inclusion Office  
Human Resources & Diversity

Ms. Linda Vance  
Dean of Students

Dr. Dan Dutkofski  
Dean of Fine Arts

Dr. Russell Takashima  
Dean of Mathematics

Ms. Jennifer Page  
Director, Employment & Onboarding  
Human Resources & Diversity

Dr. Nasser Hedayat  
Assistant VP, Career &  
Workforce Development

Mr. Kurt Ewen  
Assistant VP, Assessment  
& Institutional Effectiveness

Ms. Beverlee Andrews  
Coordinator, Grants &  
Contracts

B. Cont.

Ms. Alys Arceneaux  
Manager, Institutional Research

Dr. Deborah Larew  
Director, Students with Disabilities Office

C. Describe the **participation of any advisory groups or persons**:

As previously discussed above, the report is shared with the Black Advisory Committee at their annual planning retreat which is held each summer.

D. Provide the **date of the report's adoption** by the governing board:

The report was presented for the District Board of Trustee's adoption on April 17, 2012.

**PART II**  
**Policies and Procedures Prohibiting Discrimination**

**A. Policy and Procedure Review Process:**

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

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 laws, 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.

**B. Policy of Nondiscrimination:**

Provide the college's **policy/policies** of nondiscrimination as **Appendix 1**. If the college has separate policies for students/applicants and employees/applicants, please provide both policies.

**\*\*Please note information as requested in Appendix 1.**

**C. Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator:**

Provide a copy of the college's notice (statement) as of nondiscrimination as posted in the college's public places (course catalog, handbooks, code of conduct, etc.) as **Appendix 2**. Please include the source and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2011-2012") and address the following questions:



Does your college's policy of nondiscrimination address the following as required by Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8, the Genetic Information Nondiscrimination Act (GINA)? Check all that are in compliance:

1. Discrimination is prohibited against:
  - a. Students:   x
  - b. Employees:   x
  - c. Applicants for admission:   x
  - d. Applicants for employment:   x
  
2. Discrimination is prohibited based on:
  - a. Race:   x
  - b. Ethnicity:   x
  - c. National origin:   x
  - d. Gender or Sex:   x
  - e. Age:   x
  - f. Disability:   x
  - g. Marital status:   x
  - h. Genetic information:   x

3. Inclusion of the following statement or similar wording:

No covered person shall 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.

  x  

4. Is the identity of the equity coordinator included in the regular notification (statement) of the policy of nondiscrimination as required under Rule 6A-19.010(g)?   Yes  

5. Does the nondiscrimination statement include the name, address, and phone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures, including responsibilities as the Title IX Coordinator as required under Title IX, Section 106.8?   Yes  

\*\*Please note this information as requested in Appendix 2.

#### **D. Revised Policies and Procedures – related only to Civil Rights and Grievance Procedures**

Submit as Appendix 3 any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college's last Annual Equity Update Report.

1. Policy(s) Prohibiting Discrimination
  - i. Revisions made: (yes)      (no)   x
  - ii. If yes, name of policy(s) and date of Board approval:

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2. Student and/or Employee Grievance Procedures  
i. Revisions made: (yes) \_\_\_ (no) x  
ii. If yes, name of procedures(s) and date of revision:
- 

3. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment  
i. Revisions made: (yes) \_\_\_ (no) x  
ii. If yes, name of policy(s) and date of Board approval:
- 

4. AIDS/HIV Infectious Disease Policy/Procedures  
i. Revisions made: (yes) \_\_\_ (no) x  
ii. If yes, name of policy and date of Board approval/date of revision:
- 

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

**PART III**  
**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.”

**A. Student Enrollments**

Colleges will continue to examine trends in the representation of students by race, gender, students who have self-reported a disability, and national origin minority students with limited-English-Language skills for First-Time-In-College (FTIC) and Overall Enrollment. 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.

**Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments**

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	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
	2010-11	1,097	9,192	11.93	6,119	52,994	11.55
Male	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
	2010-11	966	9,192	10.51	4,098	52,994	7.73
Total	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
	2010-11	2,063	9,192	22.44	10,217	52,994	19.28

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	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
	2010-11	1,831	9,192	19.92	9,780	52,994	18.45
Male	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
	2010-11	1,595	9,192	17.35	7,021	52,994	13.25
Total	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
	2010-11	3,426	9,192	37.27	16,801	52,994	31.70

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	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
	2010-11	317	9,192	3.45	1,879	52,994	3.55
Male	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
	2010-11	307	9,192	3.34	1,574	52,994	2.97
Total	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
	2010-11	624	9,192	6.79	3,453	52,994	6.52

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	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
	2010-11	1,543	9,192	16.79	12,191	52,994	23.00
Male	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
	2010-11	1,536	9,192	16.71	10,332	52,994	19.50
Total	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
	2010-11	3,079	9,192	33.50	22,523	52,994	42.50

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Valencia

Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	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
	2010-11	4,788	9,192	52.09	29,969	52,994	56.55
Male	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
	2010-11	4,404	9,192	47.91	23,025	52,994	43.45
Total	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
	2010-11	9,192	9,192	100.00	52,994	52,994	100.00

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). 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

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2008-09	365	62	2,002	581
	2009-10	339	67	2,201	624
	2010-11	343	74	2,355	637
Male	2008-09	265	75	1,217	503
	2009-10	243	81	1,360	571
	2010-11	278	69	1,440	565
Total (ALL)	Rpt Year				
	2008-09	630	137	3,219	1,084
	2009-10	582	148	3,561	1,195
	2010-11	621	143	3,795	1,202

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Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

**1. Program Analysis:**

**Provide a summary of the results of analyses of student enrollments.**

**FTIC**

Black: Female FTIC enrollment **increased greatly** from 926 (12.7%) in 2008-09 to 1,069 (12.99%) in 2009-10 and **slightly increased** to 1,097 (11.93%) in 2010-11. Male FTIC enrollment **grew** from 706 (9.74%) in 2008-09 to 793 (9.64%) in 2009-10 and **greatly increased** to 966 (10.51%) in 2010-11. Total Black FTIC enrollment **rose** from 1,632 in 2008-09 to 2,063 in 2010-11 which accounted for approximately 22.44% of FTIC students. The total Black FTIC enrollment projected for 2010-11 was met.

Hispanic: Female FTIC enrollment **rose** from 1,444 (19.92%) in 2008-09 to 1,684 (20.47%) in 2009-10 and **slightly improved** to 1,831 (19.92%) in 2010-11. Male FTIC enrollment **improved** from 1,182 (16.31%) in 2008-09 to 1,346 (16.36%) in 2009-10 and **increased** to 1,595 (17.35%) in 2010-11. Total Hispanic FTIC enrollment **increased** from 2,626 (36.23%) in 2008-09 to 3,030 (36.83%) and **greatly improved** to 3,426 (37.27%) in 2010-11. Total Hispanic FTIC enrollment accounted for 37.27% of FTIC students. The total Hispanic FTIC enrollment projection of 2% was met.

Other: Female FTIC enrollment in 2008-09 **increased** from 160 (2.21%) in 2008-09 to 163 (1.98%) in 2009-10 and **significantly increased** in 2010-11 to 317 (3.45%) in 2010-11. Male FTIC enrollment **increased** from 188 (2.59%) in 2008-09 to 192 (2.33%) in 2009-10 and **rose significantly** to 307 (3.34%) in 2010-11. Total Other FTIC enrollment **increased** from 348 in 2008-09 to 355 in 2009-10 and **grew significantly** to 624 in 2010-11 which accounted for 6.79% of FTIC student enrollment and the projected goal was met.

Females: FTIC enrollment **grew** from 3,851 (53.12%) in 2008-09 to 4,435 (53.90%) in 2009-10 and **increased further** to 4,788 (52.09%) in 2010-11. The projected goal was met.

LEP: The data shows a decline in the number of LEP students who are FTIC from 365 in 2008-09 to 343 in 2010-11. No goals were projected.

DIS: The number of DIS FTIC enrollment increased from 62 in 2008-09 to 74 in 2010-11. No goals were projected.

## **OVERALL ENROLLMENT**

Black: Female Overall Enrollment in 2008-09 **rose greatly** from 4,951 (11.26%) to 5,644 (11.57%) in 2009-10 and **grew** to 6,119 (11.55%) in 2010-11. Male Overall Enrollment **increased greatly** from 3,060 (6.96%) in 2008-09 to 3,553 (7.28%) in 2009-10 and **improved greatly** to 4,098 (7.73%) in 2010-11. Total Overall Enrollment shows a **significant increase** from 8,011 (18.22%) in 2008-09 to 9,197 (18.85%) in 2009-10 and **increased further** to 10,217 (19.28%) in 2010-11. The total enrollment growth as projected was met.

Hispanic: Female Overall Enrollment **rose** greatly from 7,400 (16.83%) in 2008-09 to 8,668 (17.77%) in 2009-10 and **significantly increased** to 9,780 (18.45%) in 2010-11. Male Overall Enrollment **grew** from 5,213 (11.85%) in 2008-09 to 6,119 (12.54%) in 2009-10 and **increased further** to 7,021 (13.25%) in 2010-11. The projected enrollment growth was met, the Total Hispanic Overall Enrollment **increased significantly** from 12,613 to 14,787 in 2009-10 and **increased further** to 16,801 in 2010-11 accounting for 31.70% of total Overall Enrollment.

Other: Female Overall Enrollment in 2008-09 **increased** from 1,408 (3.20%) to 1,525 (3.13%) in 2009-10 and **rose greatly** to 1,879 (3.55%) in 2010-11. Male Overall Enrollment in 2008-09 **increased** from 1,208 (2.75%) in 2008-09 to 1,326 (2.72%) in 2009-10 and **increased further** to 1,574 (2.97%) in 2010-11. Total Overall Enrollment **grew** from 2,616 (5.95%) in 2008-09 to 2,851 (5.84%) in 2009-10 and **increased greatly** to 3,453 (6.52%) in 2010-11. The projected 2% goal was met, the data shows that Other Overall Enrollment accounted for approximately 6.52% of the total Overall Enrollment of students in 2010-11.

Females: The goal projection increase of 1% was met; the Female Overall Enrollment data shows a **great increase** from 25,228 (57.36%) in 2008-09 to 27,793 (56.98%) in 2009-10 and **greatly increased** to 29,969 (56.55%) in 2010-11.

LEP: The data shows a **modest increase** from 2,002 in 2008-09 to 2,201 in 2009-10 and a **slight increase** to 2,355 in 2010-11. No goals projection was set.

DIS: The number of DIS students **grew** from 581 in 2008-09 to 624 in 2009-10 and **grew slightly** to 637 in 2010-11. No goals were projected.

**2. Achievement of goals:**

Based on goals from previous equity reports, identify areas where goals set by the College were achieved. A table is provided to use as appropriate.

Tables are printed below.

FTIC			
Group	2010-11 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	Y	No modification of goal is sought
Hispanic	2%-3%	Y	No modification of goal is sought
Other	2%	Y	No modification of goal is sought
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal is sought
Disabled	No goal projected	-----	1%-2% projected for 2011-12
LEP	No goal projected	-----	1%-2% projected for 2011-12

OVERALL ENROLLMENT			
Group	2010-11 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	Y	No modification of goal is sought
Hispanic	2%-3%	Y	No modification of goal is sought
Other	2%	Y	No modification of goal is sought
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal is sought
Disabled	No goal projected	-----	1%-2% projected for 2011-12
LEP	No goal projected	-----	1%-2% projected for 2011-12

**3. Methods and Strategies**

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

- ▶ Continue Bridges to Success, Dual Enrollment, Career Pathways, Reach Program, Go Higher and Get Accepted Programs, and FAFSA Friday event.
- ▶ Continue utilizing Valencia’s comprehensive and intentional communication system (ATLAS) 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.
- ▶ Increase high school students’ awareness for early preparation for applying to 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 through programming on campuses.
- ▶ Distribute program flyers targeting other minority populations in business areas, special needs in the district.
- ▶ Continue developing partnership with Asian American Chamber of Commerce.
- ▶ Conduct on-going review of literature and brochures that are sent to prospective students.
- ▶ Continue to support the Yo Sí Puedo Program.
- ▶ Continue to support the Take Stock in Children Program.

**B. Student Completions (college degree and certificate programs)**

This year's report evaluates degree and certificate completions from 2008-09 to 2010-11 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.

**Charts reflecting Program Completions by AA and AS Degrees and by Certificates**

Florida College System

College: Valencia

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
Gender	Rpt Year	Num	Total	%	Num	Total	%	Num	Total	%
Female	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
	2010-11	398	4,734	8.41	89	1,054	8.44	283	3,385	8.36
Male	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
	2010-11	247	4,734	5.22	72	1,054	6.83	251	3,385	7.42
Total	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
	2010-11	645	4,734	13.62	161	1,054	15.28	534	3,385	15.78

CCTCMIS = CCEE0192 02/10/2012 15:15:05 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	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
	2010-11	839	4,734	17.72	164	1,054	15.56	488	3,385	14.42
Male	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
	2010-11	554	4,734	11.70	117	1,054	11.10	556	3,385	16.43
Total	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
	2010-11	1,393	4,734	29.43	281	1,054	26.66	1,044	3,385	30.84

CCTCMIS = CCEE0192 02/10/2012 15:15:05 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	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
	2010-11	185	4,734	3.91	40	1,054	3.80	111	3,385	3.28
Male	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
	2010-11	166	4,734	3.51	25	1,054	2.37	116	3,385	3.43
Total	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
	2010-11	351	4,734	7.41	65	1,054	6.17	227	3,385	6.71

CCTCMIS = CCEE0192 02/10/2012 15:15:05 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	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
	2010-11	1,303	4,734	27.52	328	1,054	31.12	664	3,385	19.62
Male	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
	2010-11	1,042	4,734	22.01	219	1,054	20.78	916	3,385	27.06
Total	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
	2010-11	2,345	4,734	49.54	547	1,054	51.90	1,580	3,385	46.68

CCTCMIS = CCEE0192 02/10/2012 15:15:05 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	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
	2010-11	2,725	4,734	57.56	621	1,054	58.92	1,546	3,385	45.67
Male	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
	2010-11	2,009	4,734	42.44	433	1,054	41.08	1,839	3,385	54.33
Total	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
	2010-11	4,734	4,734	100.00	1,054	1,054	100.00	3,385	3,385	100.00

CCTCMIS = CCEE0192 02/10/2012 15:15:05 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Valencia

Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2008-09	143	77	43	28	95	43
	2009-10	178	100	27	26	89	47
	2010-11	182	76	49	28	148	41
Male	2008-09	65	43	32	20	74	63
	2009-10	100	67	29	20	129	74
	2010-11	119	70	46	23	131	55
Total (ALL)	Rpt Year						
	2008-09	208	120	75	48	169	106
	2009-10	278	167	56	46	218	121
	2010-11	301	146	95	51	279	96

CCTCMIS = CCEE0192 02/10/2012 15:15:05 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, handicap, or national origin minority having limited-English-language skills. 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

**AA Degrees:** **Black total actual completers** rose greatly from 417 (11.55%) in 2008-09 to 652 (14.23%) in 2009-10 and slightly dipped to 645 (13.52%) in 2010-11. The projected goal was not met but did not fall below the percentage rate of those enrolled in 2008-09. **Hispanic total actual completers** met goal projections and grew significantly from 897 (24.85%) in 2008-09 to 1,243 (27.12%) in 2009-10 and further increased to 1,393 (29.43%) in 2010-11. **Other total actual completers** met their goal projection of 1%; progression towards goal is shown. Their data shows an increase from 233 (6.46%) in 2008-09 to 308 (6.72%) in 2009-10 and rose further to 351 (7.41%) in 2010-11. **Female total actual completers** increased from 2,233 (61.60%) in 2008-09 to 2,671 (58.28%) in 2009-10 and modestly increased to 2,725 (57.26%) in 2010-11. The projected goal of 1% was met. The **LEP total actual completers** largely increased from 208 in 2008-09 to 278 in 2009-10 and grew to 301 in 2010-11. The **DIS total actual completers** grew from 120 in 2008-09 to 167 in 2009-10 but slightly dipped to 146 in 2010-11.

**AS Degrees:** **Black total actual completers** increased from 124 (14.04%) in 2008-09 to 163 (16.93%) in 2009-10 dipped very slightly to 161 (15.28%) in 2010-11. Although the projected goal was not met, the percentage of completers was above that of 2008-09. **Hispanic total actual completers** showed a very slight dipped in 2008-09 from 229 (25.93%) to 227 (23.57%) but rose greatly to 281 (26.66%) in 2010-11 and therefore met the projection goal of 2%. **Other total actual completers** increased very, very slightly from 55 (6.23%) in 2008-09 to 57 (5.92%) in 2009-10 and increased to 65 (6.17%) in 2010-11. The projection was met. **Female total actual completers**

increased from 546 (61.83%) in 2008-09 to 571 (59.29%) in 2009-10 and grew to 621 (58.92%) 2010-11 and met the projected goal. The **LEP total actual completers** declined from 75 in 2008-09 to 56 in 2009-10 but rose greatly to 95 in 2010-11. The **DIS total actual completers** declined very, very slightly from 48 in 2008-09 to 46 in 2009-10 but rose slightly to 51 in 2010-11.

Certificates: **Black total actual completers** showed a modest decline from 479 (16.47%) in 2008-09 to 468 (15.51%) in 2009-10. In spite of this, 2010-11 brought an increase to 534 (15.78%) and still met the noted projection. **Hispanic total actual completers** dipped from 876 (30.11%) to 819 (27.14%) but increased significantly to 1,044 (30.84%). Their projection was met. **Other total actual completers** increased from 136 (4.68%) in 2008-09 to 166 (5.50%) in 2009-10 and largely increased to 227 (6.71%) in 2010-11 thereby meeting the projected goal. The **Female total actual completers** modestly decreased from 1,431 (49.19%) to 1,413 (46.82%) and rose to 1,546 (45.67%). The goal as projected was met. The **LEP total actual completers** rose from 169 in 2008-09 to 218 in 2009-10 and increased to 279 in 2010-11. The **DIS total actual completers** rose very slightly from 106 in 2008-09 to 121 in 2009-10 and declined to 96 in 2010-11.

## 2. Achievement of goals:

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

AA Degrees			
Group	2010-11 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	N	No modification of goal is sought
Hispanic	1%-2%	Y	No modification of goal is sought
Other	1%-2%	Y	No modification of goal is sought
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal is sought
Disabled	No goal projected	-----	1%-2% projected for 2011-12
LEP	No goal projected	-----	1%-2% projected for 2011-12

AS Degrees			
Group	2010-11 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	N	No modification of goal is sought
Hispanic	1%-2%	Y	No modification of goal is sought
Other	1%-2%	Y	No modification of goal is sought
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal is sought
Disabled	No goal projected	-----	1%-2% projected for 2011-12
LEP	No goal projected	-----	1%-2% projected for 2011-12

Certificates			
Group	2010-11 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	Y	No modification of goal is sought
Hispanic	1%-2%	Y	No modification of goal is sought
Other	1%-2%	Y	No modification of goal is sought
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal is sought
Disabled	No goal projected	-----	1%-2% projected for 2011-12
LEP	No goal projected	-----	1%-2% projected for 2011-12

### 3. Methods and Strategies:

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

- ▶ 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 and/or suspension.
- ▶ Continue program to re-engage 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 Continuing Education and the Work Force Development Department.
- ▶ Graduation officials have auto graduated students without CLAST.
- ▶ Continue to offer Roadmap Scholarships aimed at students who successfully complete prep and skill shops.

### C. Student Retention by Race and Gender

The College 2011-12 Update Report should include analysis of data and identification 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 2009-10 FTIC students returning Fall 2010-11 and Fall 2010-11 FTIC students returning Fall 2011-12.

**Charts for Full-Time Student Retention on the Following Page**

Florida College System

College: Valencia

Full-Time Student Retention (FTIC) 2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	37	33	404	504	6	9	108	115	769	1,038	850	906	82	113	2,256	2,718	4,974
Num. Retained	26	24	242	317	2	5	97	95	504	726	565	665	58	97	1,494	1,929	3,423
% Retained	70	73	60	63	33	56	90	83	66	70	66	73	71	86	66	71	69

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Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

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		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	48	41	388	553	6	6	127	97	724	975	820	952	244	258	2,357	2,882	5,239
Num. Retained	39	30	241	368	4	2	102	78	490	728	562	691	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 02/10/2012 15:17:29

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

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

**Blacks:** There were **fewer** students retained by total number of students and gender; however, there was a **very, very slight increase** in the actual number of Black male FTIC from Fall Beginning-of-Term 2010-11 (241) to Fall Beginning-of-Term 2011-12 (242). The percentage of Black males retained was **smaller** compared to the gap which existed for Black females from one year to the next. The number of Black females FTIC **decreased** from 553 to 504 for the same period. **A gap exists** when comparing Black males and Females to White non-Hispanic males and females.

**Hispanics: No gap exists** when comparing the total number of Hispanic students to that of White non-Hispanic students for the terms reviewed. The total number of Hispanic students retained was **greater** in Fall Beginning-of-Term 2011-12 (1230) than the total number of Hispanic students retained in Fall Beginning-of-Term 2010-11 (1218); there was an **increase** in the actual number of Hispanic males who were retained in Fall Beginning-of-Term 2011-12 (504) from Fall Beginning-of-Term 2010-11 (490). There was a **very, very slight increase** in the number of Hispanic females for the same period.

**Other:** For purposes of reviewing this data, Other is comprised of those students who are American Indian or Alaskan Native, Asian, or Unknown/Not Reported. The data shows that the total number of students retained from Fall Beginning-of-Term 2010-11 to 2011-12 (354) was fewer than those retained from Fall Beginning-of-Term 2009-10 to 2010-11 (548); however, if analyzed according to category, the data shows that a greater number of Asian male and female students were retained as well as a greater number of American Indian or Alaskan Native females and Unknown/Not Reported females. A gap exists when comparing the number of Other students to that of White non-Hispanic students.

## 2. 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 to minority groups.
- ▶ Continue providing scholarship opportunities for minorities and women.
- ▶ Continue working with SGA to discuss student transportation, housing and child care issues.
- ▶ Continue REACH Program (Reach Each Academic Challenge Head-on)
- ▶ Continue the SOS money awards to help students in financial crisis to remain in class.

**Charts for Part-Time Student Retention on the Following Page**



Florida College System

College: Valencia

Part-Time Student Retention (FTIC) 2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	11	6	242	282	6	3	29	41	412	434	369	411	55	63	1,124	1,240	2,364
Num. Retained	6	2	106	149	3	1	17	31	195	252	201	234	38	43	566	712	1,278
% Retained	55	33	44	53	50	33	59	76	47	58	54	57	69	68	50	57	54

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Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

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		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	10	17	162	279	2	1	37	34	278	311	330	361	121	90	940	1,093	2,033
Num. Retained	8	13	76	147	2	1	26	28	146	187	165	222	67	55	490	653	1,143
% Retained	80	76	47	53	100	100	70	82	53	60	50	61	55	61	52	60	56

CCTCMIS - Retention 02/10/2012 15:17:29

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

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

**Blacks:** There were more students retained by total number of students and gender; there was a great increase in the actual number of Black male FTIC from Fall Beginning-of-Term 2010-11 (76) to Fall Beginning-of-Term 2011-12 (106). The percentage of Black females retained from one year to the next remained unchanged. A gap exists when comparing Black males and females to White non-Hispanic males and females.

**Hispanics:** No gap exists when comparing the total number of Hispanic students to that of White non-Hispanic students for the terms reviewed. The total number of Hispanic students retained was greater in Fall Beginning-of-Term 2011-12 (447) than the total number of Hispanic students retained in Fall Beginning-of-Term 2010-11 (333).

**Other:** For purposes of reviewing this data, Other is comprised of those students who are American Indian or Alaskan Native, Asian, or Unknown/Not Reported. The data shows that the total number of students retained from Fall Beginning-of-Term 2010-11 to 2011-12 (133) was fewer than those retained from Fall Beginning-of-Term 2009-10 to 2010-11 (179). A gap exists when comparing Other males and females to White non-Hispanic males and females.

### **4. 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 to minority groups.
- ▶ Continue providing scholarship opportunities for minorities and women.
- ▶ Continue working with SGA to discuss student transportation, housing and child care issues.
- ▶ Continue REACH Program (Reach Each Academic Challenge Head-on)
- ▶ Continue the SOS money awards to help students in financial crisis to remain in class.

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

The College 2011-12 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 2008-09 through 2010-11. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

#### Notes regarding the Disparity reports:

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.

### Charts of Success Rates in Gatekeeper Mathematic Courses by Race

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

White	2008-09			2009-10			2010-11		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT0024	576	1,040	55.38	642	1,091	58.85	698	1,177	59.30
MAT1033	661	1,090	60.64	739	1,136	65.05	729	1,143	63.78
MAC1105	990	1,564	63.30	988	1,534	64.41	1,030	1,498	68.76
MGF1106	244	316	77.22	253	318	79.56	293	365	80.27

CCTCMIS - Disparity Gap 02/10/2012 15:20:39

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Black	2008-09			2009-10			2010-11		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT0024	343	727	47.18	394	816	48.28	372	819	45.42
MAT1033	299	532	56.20	344	576	59.72	321	583	55.06
MAC1105	307	535	57.38	273	541	50.46	312	590	52.88
MGF1106	46	71	64.79	73	100	73.00	91	120	75.83

CCTCMIS - Disparity Gap 02/10/2012 15:20:39

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Hispanic	2008-09			2009-10			2010-11		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT0024	544	944	57.63	722	1,185	60.93	684	1,239	55.21
MAT1033	557	865	64.39	627	967	64.84	669	1,062	62.99
MAC1105	647	986	65.62	664	1,066	62.29	745	1,198	62.19
MGF1106	104	132	78.79	113	135	83.70	115	144	79.86

CCTCMIS - Disparity Gap 02/10/2012 15:20:39

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Course	2008-09		2009-10		2010-11	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-8.20	2.25	-10.57	2.08	-13.88	-4.09
MAT1033	-4.44	3.75	-5.33	-0.21	-8.72	-0.79
MAC1105	-5.92	2.32	-13.95	-2.12	-15.88	-6.57
MGF1106	-12.43	1.57	-6.56	4.14	-4.44	-0.41

CCTCMIS - Disparity Gap 02/10/2012 15:20:39

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

### 1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2008-09 through 2010-11.

MAT0024C (new course number is MAT0028C-Developmental Mathematics II)-Overall there was a slight increase from 08-09 to 09-10, then a slight decrease from 09-10 to 10-11 in success for this course in all groups. Enrollment increased in all groups. The gap as it relates to Hispanic student success rates to that of white students' success rates increased from 09-10 to 10-11 with the number of Hispanics successfully completing decreasing. The gap as it relates to Black student success rates to that of white students' success rates have increased from 08-09 to 10-11. While enrollment has increased the total number of Black students successfully completing decreased.

MAT1033C-The success in each group increased from 08-09 to 09-10, then decreased in 09-10 to 10-11. The gap between Hispanic and White students showed a positive gap for 08-09 but a very small negative gap for 09-10 and again in 10-11. The gap between Black and White students showed a gap increase in the success rates, although there was a slight increase in total Black students completing. The gap for this course was not as wide as that of MAT0024C.

MAC1105-Each individual group is improving. Black students successfully completing the course decreased from 08-09 to 09-10 but increased from 09-10 to 10-11. White students successfully completing the course increased from 08-09 to 10-11. Hispanic students decreased slightly from 08-09 to 10-11. Enrollment decreased for White students while enrollment for Black and Hispanic students increased. The gap between White and Black students increased with a slight increase for White and Hispanic students.

MGF1106-Overall there was a positive trend for this course. There was a negative gap between Black and White students but the gap continued to decrease from 08-09 to 10-11. Black student completion rates increased from 08-09 to 10-11. The increase was greater than that of White students. The gap between Hispanic and White students was positive for 08-09 and 09-10 with a very slight negative gap for 10-11.

## 2. Continuous Improvement Process:

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

- ▶ Use of supplemental Learning, SLS, peer tutoring (student support).
- ▶ Implementation of the REACH program on Osceola campus targeting Hispanic students.
- ▶ Continue scheduling of LinC courses: MAT0028C, MAT1033, MAC1105 with SLS courses. These courses include a "success coach" from the Student Affairs area.
- ▶ Continue partnership with the Bridges to Success Program partnering with LinC and MAT0028C and MAT1033C courses.
- ▶ Use of Support Centers: Specialized Preparation Area, Math Depot, Math Connections and the Hands-On Math Room on each campus and continue outreach efforts through the Developmental Education Initiative (DEI).
- ▶ College-wide end-of-course assessment for MAT0028C. Study workshops are scheduled for specific topics related to the assessment. These workshops are support by Student Development and DEI.
- ▶ Continue to conduct faculty workshops to explore teaching strategies for MAT0028C curriculum and ancillary materials from Valencia's Developmental Math Advisory Group.
- ▶ Implementation of the STATWAY™ initiative. The STATWAY™ initiative is an opportunity for students placed into MAT0028C that takes them "to and through" STA2023-Statistical Methods, in two consecutive terms.
- ▶ Continue to offer "N" courses (in Math Remedial); provides remediation to students who do well in class but can't pass state tests.

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

**This section applies to all college academic programs.**

**Florida Statutes (F.S.)**

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

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

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

**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.

**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.

**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.

**A. Rule 6A-10.041 was revised October 25, 2010 to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. For the 2011/2012 Equity Update Report, colleges should submit as *Appendix 4* copies of the policies and procedures developed for compliance with Rule 6A-10.041(1)(2).**

\*\*Please note this information as requested in Appendix 4.

**B. Rule 6A-10.041(6)** states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

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

\*\*The information as requested is provided on the next page.



**Course Substitution Report, Form CSR01**

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

<b>Disability</b>	<b>Number of students</b>	<b>Required Course(s)</b>	<b>Substituted Course(s)</b>	<b>Discipline Area</b>
Autism Spectrum Disorder	0			
Traumatic Brain Injury	1	Developmental Math	Developmental Math waived. College science required	Math
Hearing Impairment	1	Gordon Rule Math (College Level)	Choice of two (see Appendix 6)	Math
Specific Learning Disabilities	17	Developmental Math	Developmental Math waived. College level Science required	Math
		Gordon Rule Math (College level Math)	Choice of two. (See Appendix 6)	Math
		Foreign Language (two semesters)	Choice of two. (See Appendix 7)	Foreign Language
Emotional or Behavioral Disability	9	Developmental Math	Developmental Math waived. College level Science required	Math
		Gordon Rule Math (College level Math)	Choice of two. (See Appendix 6)	Math
Other Health Impairment	1	Gordon Rule Math	Choice of two (See Appendix 6)	Math
Physical Impairment	2	Gordon Rule Math (College level Math)	Choice of two (See Appendix 6)	Math
Speech Impairment	0			
Visual Impairment	1	Gordon Rule Math (College level Math)	Choice of two. (See Appendix 6)	Math

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

<b>Semester</b>	<b>Number of substitutions requested</b>	<b>Number of substitutions granted</b>
<b>Fall</b>	15	12
<b>Spring</b>	15	11
<b>Summer</b>	11	9

**PART V**  
**ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

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

**A. Data, Analysis and Benchmarks**

**Employment Analysis**

Data to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions are from the Annual Personnel Report (APR) and includes the collection years of 2007-08 through 2011-12.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2010-11 with 2011-12. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

**Benchmarks**

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

**Executive/administrative/managerial Staff:**

Florida College System																		
College: Valencia																		
Historical Track Of College Full-Time Exec/Administrative/Managerial Staff																		
Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)																		
		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2007-08		2008-09		2009-10		2010-11		2011-12		# DIF 2010-11 2011-12	% DIF 2010-11 2011-12
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	5,601	4.3	2,199	3.9	10.54%	4	6.9	4	7.3	4	6.7	4	6.0	4	6.7	0	0.0%
	Male	4,332	3.3	1,754	3.1	6.86%	3	5.2	3	5.5	3	5.0	3	4.5	3	5.0	0	0.0%
	Total	9,933	7.6	3,953	7.0	17.40%	7	12.1	7	12.7	7	11.7	7	10.4	7	11.7	0	0.0%
Hispanic	Female	7,681	5.9	3,011	5.3	15.74%	3	5.2	3	5.5	3	5.0	2	3.0	2	3.3	0	0.0%
	Male	6,027	4.6	3,027	5.3	11.52%	2	3.4	2	3.6	2	3.3	2	3.0	1	1.7	-1	( 50.0%)
	Total	13,708	10.5	6,038	10.7	27.26%	5	8.6	5	9.1	5	8.3	4	6.0	3	5.0	-1	( 25.0%)
Non-Res	Female	0	0	0	0	1.43%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0	0	0	1.15%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	2.58%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	6,675	5.1	2,532	4.5	2.87%	1	1.7	1	1.8	1	1.7	1	1.5	0	0.0	-1	(100.0%)
	Male	5,725	4.4	3,168	5.6	2.55%	0	0.0	0	0.0	0	0.0	1	1.5	0	0.0	-1	(100.0%)
	Total	12,400	9.5	5,700	10.1	5.42%	1	1.7	1	1.8	1	1.7	2	3.0	0	0.0	-2	(100.0%)
White	Female	45,401	34.8	17,765	31.4	24.95%	23	39.7	24	43.6	27	45.0	34	50.7	33	55.0	-1	( 2.9%)
	Male	49,136	37.6	23,137	40.9	22.40%	22	37.9	18	32.7	20	33.3	20	29.9	17	28.3	-3	( 15.0%)
	Total	94,537	72.4	40,902	72.3	47.35%	45	77.6	42	76.4	47	78.3	54	80.6	50	83.3	-4	( 7.4%)
Total	Female	65,358	50.1	25,507	45.1	55.53%	31	53.4	32	58.2	35	58.3	41	61.2	39	65.0	-2	( 4.9%)
	Male	65,220	49.9	31,086	54.9	44.47%	27	46.6	23	41.8	25	41.7	26	38.8	21	35.0	-5	( 19.2%)
	Total	130,578	100.0	56,593	100.0	100.00%	58	100.0	55	100.0	60	100.0	67	100.0	60	100.0	-7	( 10.4%)

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and

Fall of 2008, Winter/Spring 2009).

Population / Total Degree Holding Population Within the Colleges Service Area.

1. Executive/administrative/managerial Staff:

- a. Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:

<b>Executive/Administrative/Managerial Staff: Evaluation of Planned Goals</b>						
	<b>Actual Data (%) 2010-11</b>	<b>Actual Data (%) 2011-12</b>	<b>U.S. Census Data Grad Degree or Higher</b>	<b>Stated Goals 2011-12</b>	<b>Met Goal Yes/No</b>	<b>Goals for 2012-13</b>
<b>Black Employees</b>						
Female	6.0%	6.7%	3.9%	3.9%	Yes	3.9%
Male	4.5%	5.0%	3.1%	3.1%	Yes	3.1%
<b>Hispanic Employees</b>						
Female	3.0%	3.3%	5.3%	5.3%	No	5.3%
Male	3.0%	1.7%	5.3%	5.3%	No	5.3%
<b>White Employees</b>						
Female	50.7%	55.07%	31.4%	N/A	N/A	N/A
Male	29.9%	28.3%	40.9%	N/A	N/A	N/A
<b>Other Employees</b>						
Female	1.5%	0.0%	4.5%	4.5%	No	4.5%
Male	1.5%	0.0%	5.6%	5.6%	No	5.6%
<b>Gender</b>						
Female (Total)	61.2%	65.0%	45.1%	45.1%	Yes	45.1%
Male (Total)	38.8%	35%	54.9%	N/A	N/A	54.9%

b. Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?

Black EAMs: There are **no gaps** when comparing the percent of female or male employees to the Census Data for Grad. Deg. & Higher: 6.0% and 4.5%, respectively.

Hispanic EAMs: Comparing female and male employees to the Census Data for Grad. Deg. & Higher there **are gaps**; the actual number of employees in this group decreased for 2010-11.

White EAMs: No prior review of the statistical data for this group of employees has been required. Data shows that unlike males, **no gap** exists for females.

Other EAMs: There **were gaps** when comparing the percentage of Other female and male employees in 2010-11 to the Census Data for Grad. Deg. & Higher.

Female EAMs: **No gap** was shown when comparing the percentage of Female EAMs (61.2%) in 2010-11 to the Census Data for Grad. Deg. & Higher.

**c. Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities.**

- ▶ There are no current plans to increase the number of EAMs for 2012-13.
- ▶ As indicated above, there are no planned modifications to goals and timelines; the College will continue to use the U.S. Census Data for Graduate Degrees and Higher as a benchmark for success.

**d. List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities.**

- ▶ Develop an inter-active training program for end users to understand the hiring and selection process.
- ▶ Measure and evaluate recruitment activities to determine their effectiveness and the ROI of resources.
- ▶ One cost-effective way to reach potential applicants is through the use of existing technology, particularly the Internet.
- ▶ Use technology (e.g. Twitter, etc.) for recruitment purposes.
- ▶ Enhance the “jobs” page on the Valencia’s website.
- ▶ Advertising Valencia’s website on webcasts of meetings and all recruitment.
- ▶ Participate on social networking websites (Facebook, MySpace, etc.).
- ▶ Identify and participate in recruitment opportunities.
- ▶ Improve job opportunity announcements (simplify, clarify job descriptions; “sell” the position.).
- ▶ List classifications used, minimum qualifications, testing info and vacancies on websites.
- ▶ Use New Employee Survey data to help direct recruitment and outreach efforts.
- ▶ Identify job classifications that require “targeted” outreach/recruitment efforts.
- ▶ Adopt practices that are attractive to different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between exiting staff and their replacements.
- ▶ Develop a recruitment brochure, portfolio, or a series of brochures to market Valencia’s job opportunities.
- ▶ Create mentoring and job rotations programs to improve employee retention levels.
- ▶ Develop clear, “catchier” job descriptions for advertising purposes.

**e. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changes or resolved?**

- ▶ There were no EAM recruitment or retention barriers identified in the 2010-11 Equity Update Report.

## Full-time Instructional Staff:

Florida College System																		
College: Valencia																		
Historical Track Of College Full-Time Instructional Staff																		
Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)																		
Employment																		
		Census																
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2007-08		2008-09		2009-10		2010-11		2011-12			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2010-11 2011-12	% DIF 2010-11 2011-12
Black	Female	5,601	4.3	2,199	3.9	10.54%	14	4.2	15	4.3	15	4.3	17	4.7	17	4.2	0	0.0%
	Male	4,332	3.3	1,754	3.1	6.86%	13	3.9	13	3.7	12	3.4	14	3.9	18	4.5	4	28.6%
	Total	9,933	7.6	3,953	7.0	17.40%	27	8.2	28	8.0	27	7.7	31	8.7	35	8.7	4	12.9%
Hispanic	Female	7,681	5.9	3,011	5.3	15.74%	20	6.0	23	6.6	25	7.1	22	6.1	28	7.0	6	27.3%
	Male	6,027	4.6	3,027	5.3	11.52%	9	2.7	11	3.2	10	2.8	10	2.8	11	2.7	1	10.0%
	Total	13,708	10.5	6,038	10.7	27.26%	29	8.8	34	9.7	35	10.0	32	8.9	39	9.7	7	21.9%
Non-Res	Female	0	0	0	0	1.43%	1	0.3	0	0.0	0	0.0	0	0.0	1	0.2	1	100.0%
	Male	0	0	0	0	1.15%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0	0	0	2.58%	1	0.3	0	0.0	0	0.0	0	0.0	1	0.2	1	100.0%
Other	Female	6,675	5.1	2,532	4.5	2.87%	8	2.4	8	2.3	7	2.0	9	2.5	11	2.7	2	22.2%
	Male	5,725	4.4	3,168	5.6	2.55%	6	1.8	6	1.7	7	2.0	7	2.0	8	2.0	1	14.3%
	Total	12,400	9.5	5,700	10.1	5.42%	14	4.2	14	4.0	14	4.0	16	4.5	19	4.7	3	18.8%
White	Female	45,401	34.8	17,765	31.4	24.95%	145	43.8	151	43.3	154	43.9	160	44.7	180	44.9	20	12.5%
	Male	49,136	37.6	23,137	40.9	22.40%	115	34.7	122	35.0	121	34.5	119	33.2	127	31.7	8	6.7%
	Total	94,537	72.4	40,902	72.3	47.35%	260	78.5	273	78.2	275	78.3	279	77.9	307	76.6	28	10.0%
Total	Female	65,358	50.1	25,507	45.1	55.53%	188	56.8	197	56.4	201	57.3	208	58.1	237	59.1	29	13.9%
	Male	65,220	49.9	31,086	54.9	44.47%	143	43.2	152	43.6	150	42.7	150	41.9	164	40.9	14	9.3%
	Total	130,578	100.0	56,593	100.0	100.00%	331	100.0	349	100.0	351	100.0	358	100.0	401	100.0	43	12.0%

CCTCMIS EQUITY 02/10/12 15:22:56 Source: APR2008 - APR2012 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and

Fall of 2008, Winter/Spring 2009).

Population / Total Degree Holding Population Within the Colleges Service Area.

## 2. Full-time Instructional Staff:

- a. Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:

Full-time Instructional staff: Evaluation of Planned Goals						
	Actual Data (%) 2010-11	Actual Data (%) 2011-12	U.S. Census Data Grad Degree or Higher	Stated Goals 2011-12	Met Goal Yes/No	Goals for 2012-13
<b>Black Employees</b>						
Female	4.7%	4.2%	3.9%	3.9%	Yes	3.9%
Male	3.9%	4.5%	3.1%	3.1%	Yes	3.1%
<b>Hispanic Employees</b>						
Female	6.1%	7.0%	5.3%	5.3%	Yes	5.3%
Male	2.8%	2.7%	5.3%	4.3%	No	4.3%
<b>White Employees</b>						
Female	44.7%	44.9%	31.4%	N/A	N/A	31.4%
Male	33.2%	31.7%	40.9%	N/A	N/A	40.9%
<b>Other Employees</b>						
Female	2.5%	2.7%	4.5%	4.5%	No	4.5%
Male	2.0%	2.0%	5.6%	4.5%	No	4.5%
<b>Gender</b>						
Female (Total)	58.1%	59.1%	45.1%	45.1%	Yes	45.1%
Male (Total)	41.9%	40.9%	54.9%	N/A	N/A	54.9%

- b. Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?

**Blacks:** There are **no gaps** when comparing the percent of female or male employees to the Census Data for Grad. Deg. & Higher: 4.2% and 4.5.9%, respectively. The percentage of males **increased** from 3.9% in 2010-11 to 4.5% in 2011-12.

**Hispanics:** There was an **increase** in the percentage of females from 6.1% in 2010-11 to 7.0% in 2011-12; the projected goal for females was **met**. However, the goal for males was **not met**.



Whites: No prior review of the statistical data for this group of employees has been required. Data shows that unlike males, **no gap exists** for females.

Others: There **were gaps** when comparing the percentage of female and male employees in 2010-11 to the Census Data for Grad. Deg. & Higher; There was a **very slight increase** in the percentage of females.

Females: **No gap** was shown when comparing the percentage of female (59.1%) in 2010-11 to the Census Data for Grad. Deg. & Higher.

**c. Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities.**

- ▶ There are no plans to modify the goals and timelines for the 2012-13 Equity Update Report.
- ▶ The College will continue to use the U.S. Census Date for Graduate Degrees and Higher as a benchmark for success.

**d. List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities.**

- ▶ Develop an inter-active training program for end users to understand the hiring and selection process.
- ▶ Measure and evaluate recruitment activities to determine their effectiveness and the ROI of resources.
- ▶ One cost-effective way to reach potential applicants is through the use of existing technology, particularly the Internet.
- ▶ Use technology (e.g. Twitter, etc.) for recruitment purposes.
- ▶ Enhance the “jobs” page on the Valencia’s website.
- ▶ Advertising Valencia’s website on webcasts of meetings and all recruitment.
- ▶ Participate on social networking websites (Facebook, MySpace, etc.).
- ▶ Identify and participate in recruitment opportunities.
- ▶ Improve job opportunity announcements (simplify, clarify job descriptions; “sell” the position.).
- ▶ List classifications used, minimum qualifications, testing info and vacancies on websites.
- ▶ Use New Employee Survey data to help direct recruitment and outreach efforts.
- ▶ Identify job classifications that require “targeted” outreach/recruitment efforts.
- ▶ Adopt practices that are attractive to different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between exiting staff and their replacements.
- ▶ Develop a recruitment brochure, portfolio, or a series of brochures to market Valencia’s job opportunities.
- ▶ Create mentoring and job rotations programs to improve employee retention levels.
- ▶ Develop clear, “catchier” job descriptions for advertising purposes.

**e. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changes or resolved?**

- ▶ There were no recruitment or retention barriers identified in the 2010-11 Equity Update Report.

**Full-time Continuing Contract Instructional Staff:**

Florida College System																			
College: Valencia																			
Historical Track Of College Full-Time Continuing Contract Instructional Staff																			
Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)																			
Census							Employment												
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2007-08		2008-09		2009-10		2010-11		2011-12		# DIF	% DIF	
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2010-11	2010-11	
																		2011-12	2011-12
Black	Female	5,601	4.3	2,199	3.9	10.54%	11	4.3	11	4.4	11	4.3	10	3.9	10	3.6	0	0.0%	
	Male	4,332	3.3	1,754	3.1	6.86%	11	4.3	11	4.4	10	3.9	8	3.1	9	3.2	1	12.5%	
	Total	9,933	7.6	3,953	7.0	17.40%	22	8.6	22	8.8	21	8.2	18	7.0	19	6.9	1	5.6%	
Hispanic	Female	7,681	5.9	3,011	5.3	15.74%	10	3.9	11	4.4	13	5.1	15	5.8	17	6.1	2	13.3%	
	Male	6,027	4.6	3,027	5.3	11.52%	7	2.7	7	2.8	7	2.7	7	2.7	7	2.5	0	0.0%	
	Total	13,708	10.5	6,038	10.7	27.26%	17	6.7	18	7.2	20	7.8	22	8.5	24	8.7	2	9.1%	
Non-Res	Female	0	0	0	0	1.43%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0	0	0	1.15%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0	0	0	2.58%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	6,675	5.1	2,532	4.5	2.87%	5	2.0	5	2.0	6	2.3	7	2.7	7	2.5	0	0.0%	
	Male	5,725	4.4	3,168	5.6	2.55%	6	2.4	6	2.4	6	2.3	6	2.3	6	2.2	0	0.0%	
	Total	12,400	9.5	5,700	10.1	5.42%	11	4.3	11	4.4	12	4.7	13	5.0	13	4.7	0	0.0%	
White	Female	45,401	34.8	17,765	31.4	24.95%	110	43.1	106	42.4	108	42.2	110	42.6	125	45.1	15	13.6%	
	Male	49,136	37.6	23,137	40.9	22.40%	95	37.3	93	37.2	95	37.1	95	36.8	96	34.7	1	1.1%	
	Total	94,537	72.4	40,902	72.3	47.35%	205	80.4	199	79.6	203	79.3	205	79.5	221	79.8	16	7.8%	
Total	Female	65,358	50.1	25,507	45.1	55.53%	136	53.3	133	53.2	138	53.9	142	55.0	159	57.4	17	12.0%	
	Male	65,220	49.9	31,086	54.9	44.47%	119	46.7	117	46.8	118	46.1	116	45.0	118	42.6	2	1.7%	
	Total	130,578	100.0	56,593	100.0	100.00%	255	100.0	250	100.0	256	100.0	258	100.0	277	100.0	19	7.4%	

CCTCMIS EQUITY 02/10/12 15:25:20 Source: APR2008 - APR2012 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and

Fall of 2008, Winter/Spring 2009).

Population / Total Degree Holding Population Within the Colleges Service Area.

### 3. Full-time Continuing Contract Instructional Staff:

a. Describe the analysis of the employment of females and minorities, comparing the college's data with the benchmark(s). If more than one benchmark is used, explain the analysis:

Full-time Continuing Contract Instructional staff: Evaluation of Planned Goals						
	Actual Data (%) 2010-11	Actual Data (%) 2011-12	U.S. Census Data Grad Degree or Higher	Stated Goals 2011-12	Met Goal Yes/No	Goals for 2012-13
<b>Black Employees</b>						
Female	3.9%	3.6%	3.9%	3.9%	Yes	3.9%
Male	3.1%	3.2%	3.1%	3.1%	Yes	3.1%
<b>Hispanic Employees</b>						
Female	5.8%	6.1%	5.3%	5.3%	Yes	5.3%
Male	2.7%	2.5%	5.3%	4.3%	No	4.3%
<b>White Employees</b>						
Female	42.6%	45.1%	31.4%	N/A	N/A	31.4%
Male	36.8%	34.7%	40.9%	N/A	N/A	40.9%
<b>Other Employees</b>						
Female	2.7%	2.5%	4.5%	4.5%	No	4.5%
Male	2.3%	2.2%	5.6%	4.5%	No	4.5%
<b>Gender</b>						
Female (Total)	55.0%	57.4%	45.1%	45.1%	Yes	45.1%
Male (Total)	45.0%	42.6%	54.9%	N/A	N/A	54.9%

### b. Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?

Blacks: **Relatively small gaps** exist when comparing the percent of female or male employees to the Census Data for Grad. Deg.& Higher: 3.6% and 3.2%, respectively.

Hispanics: There was an **increase** in the percentage of females from 5.8 in 2010-11 to 6.1% in 2011-12; the projected goal for females was **met**. However, the goal for males was **not met**.

Whites: No prior review of the statistical data for this group of employees has been required. Data shows that unlike males, **no gap exists** for females.

Others: There **were gaps** when comparing the percentage of female and male employees in 2010-11 to the Census Data for Grad. Deg. & Higher; there was a **very slight increase** in the percentage of females.

Females: **No gap** was shown when comparing the percentage of female (57.4%) in 2010-11 to the Census Data for Grad. Deg. & Higher.

**c. Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities.**

- ▶ There are no plans to modify the goals and timelines for the 2012-13 Equity Update Report.
- ▶ The College will continue to use the U.S. Census Data for Graduate Degrees and Higher as a benchmark for success.

**d. List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities.**

- ▶ Develop an inter-active training program for end users to understand the hiring and selection process.
- ▶ Measure and evaluate recruitment activities to determine their effectiveness and the ROI of resources.
- ▶ One cost-effective way to reach potential applicants is through the use of existing technology, particularly the Internet.
- ▶ Use technology (e.g. Twitter, etc.) for recruitment purposes.
- ▶ Enhance the “jobs” page on the Valencia’s website.
- ▶ Advertising Valencia’s website on webcasts of meetings and all recruitment.
- ▶ Participate on social networking websites (Facebook, MySpace, etc.).
- ▶ Identify and participate in recruitment opportunities.
- ▶ Improve job opportunity announcements (simplify, clarify job descriptions; “sell” the position.).
- ▶ List classifications used, minimum qualifications, testing info and vacancies on websites.
- ▶ Use New Employee Survey data to help direct recruitment and outreach efforts.
- ▶ Identify job classifications that require “targeted” outreach/recruitment efforts.
- ▶ Adopt practices that are attractive to different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between exiting staff and their replacements.
- ▶ Develop a recruitment brochure, portfolio, or a series of brochures to market Valencia’s job opportunities.
- ▶ Create mentoring and job rotations programs to improve employee retention levels.
- ▶ Develop clear, “catchier” job descriptions for advertising purposes.

**e. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changes or resolved?**

- ▶ There were no recruitment or retention barriers identified in the 2010-11 Equity Update Report.

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

### **1) The college should provide a summary of results as requested in Section 1012.86(3)(a), Florida Statutes, which provides that:**

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

All executive employees are evaluated annually with respect to the College's Strategic goals; one, of which is related to diversity. Generally, the management team members received favorable evaluations. Changes to the procedures of hiring faculty, implementing and refining tenure training initiatives, and early recruitment of faculty and staff continued to be rated satisfactorily for deans and campus presidents. The College's recruitment efforts for the past year remained consistent with that of the previous year; no executive employee was rated unsatisfactory when evaluated.

### **2) The college should provide a summary of results as requested in Section 1012.86(3)(b), Florida Statutes, which provides that:**

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

The college should provide below a response to this section of law, including the most recent month, date, year and summary of the president's performance evaluation.

Each Valencia Board member received a form to be completed for the evaluation of the President. Eight Board members completed and submitted the evaluation form. The Chair of the Board of Trustees reviewed the evaluations with the President on July 20, 2010. The President's performance was evaluated in 22 areas. Item 21 of the evaluation solicits input on the President's leadership toward the achievement of the goals in the College's plans for equity and accountability. All eight Board members unanimously rated the President satisfactory in all respects, including equity. As it relates to this important factor, the Chair pointed to the Board's overall satisfaction with the President's leadership to enhance the goal to diminish disparities as shown by the data and indicated that he had accomplished the goals set forth.

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

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

The Valencia Employee Selection Guide requires that all selection committees, including those for full and part-time employment be representative of the College. A Diversity Representative serves on all committees. Individuals serving as Diversity Representatives must be trained and have successfully completed the College's training program entitled, "Circles of Belonging." The diversity training program was revised to include several changes to applicable state and federal laws and policies.

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

Instructional staff may receive continuing contracts if all of the following Requirements are met: (1) have completed three years of satisfactory service at Valencia College in an established college-funded, tenure earning position during a period not in excess of five successive years with such service being continuous except for leave duty authorized and granted; (2) have been appointed for a fourth year without reservations; and (3) have been recommended by the president for continuing contract based on successful performance of duties and demonstration of professional competence [College Policy 6Hx28:3E-02].

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

Deans evaluate pre-tenure faculty at the end of each semester during their first year of employment. Thereafter, barring specific problems, evaluations are done annually. If performance is not at an acceptable level, deans will continue to evaluate faculty members each semester until an acceptable level of performance is achieved or the faculty member is not recommended for tenure [College Policy 6Hx28:3E-02]

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

Based on staff needs, the president authorizes the establishment of faculty positions

beyond the regularly approved positions for which qualified women and minority candidates have been identified. This serves as an incentive for provosts and deans to vigorously recruit women and minority candidates. The College has budgeted funds to advertise in publications directed to women and minority audiences. Job announcements are sent to minority colleges and staff members are registered to participate in job fairs that reach women and minority candidates.

**1) The following describes how funds are used to increase the number of females and minorities receiving continuing contracts:**

Staff and professional development funds are made available to faculty eligible to earn continuing contracts. College funding supports consultants who are brought to the College to enhance the skills and attributes of faculty as identified through a faculty academy individualized learning plans and through "Circles of Belonging."

**2) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications. (Section 1012.86 (2)(b)(5), F.S.)**

The data below compares the salary ranges of new hires for faculty and administrators for the period of July 1, 2010 to present and that of faculty and administrators for the period of July 1, 2007 to June 30, 2010 as it relates to experience and qualifications. Please refer to Appendix 8 for additional information regarding the data.

**FLORIDA EDUCATIONAL EQUITY ACT**  
**2011-12 ANNUAL EQUITY UPDATE REPORT**  
***Signature Page***

\_\_\_\_\_  
Valencia College  
(name of institution)

The college ensures that Section 1000.05, F.S. and Section 1012.86, F.S. and implementing Rules 6A-19.001-010, F.A.C. referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, 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 college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of Section 1012.86, F.S.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, 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)

\_\_\_\_\_  
Name (Equity Officer) Date

\_\_\_\_\_  
Name (College President) Date

\_\_\_\_\_  
Name (Chair, College Board of Trustees) Date

This concludes the Annual Equity Update Report for 2011/2012.



**APPENDIX 1**

Copy of the College's Notice of Nondiscrimination

**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; 6Hx2t8:05-14 Substitute Admission and Graduation Requirements for Disabled Students; Amended 12-10-02; Amended 12-21-04; Formerly 6Hx28:02-01

## APPENDIX 2

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 - Kathleen Plinske

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. Mallowney**

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.

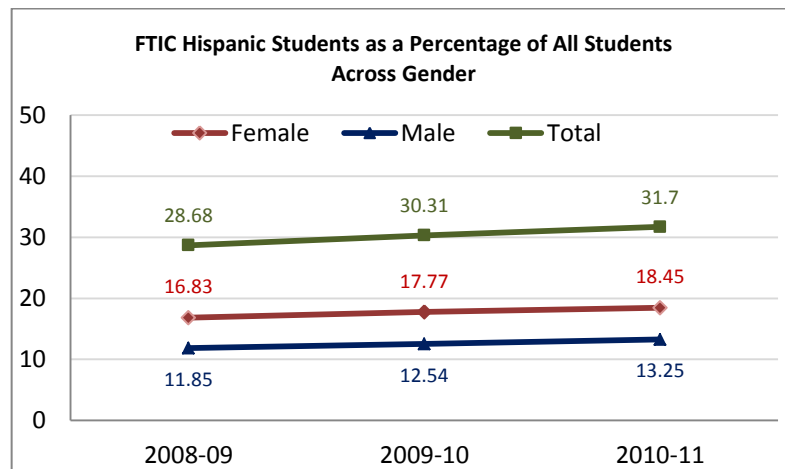
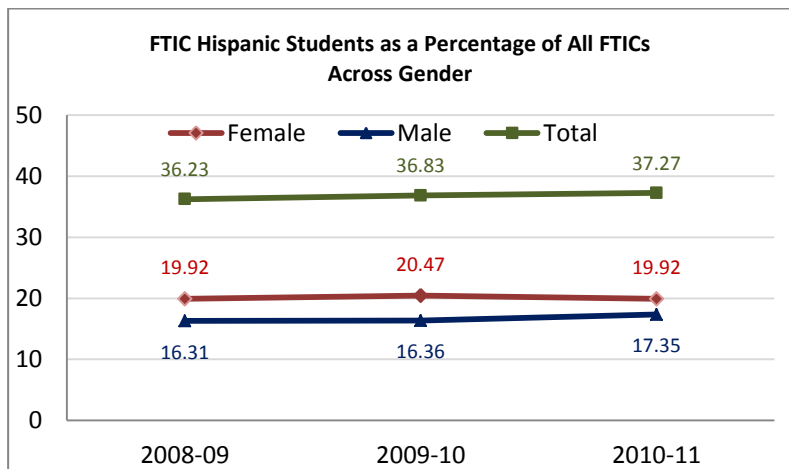
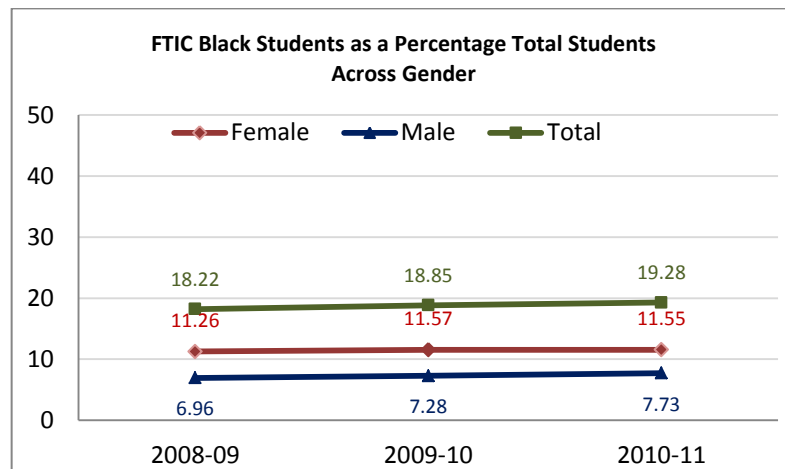
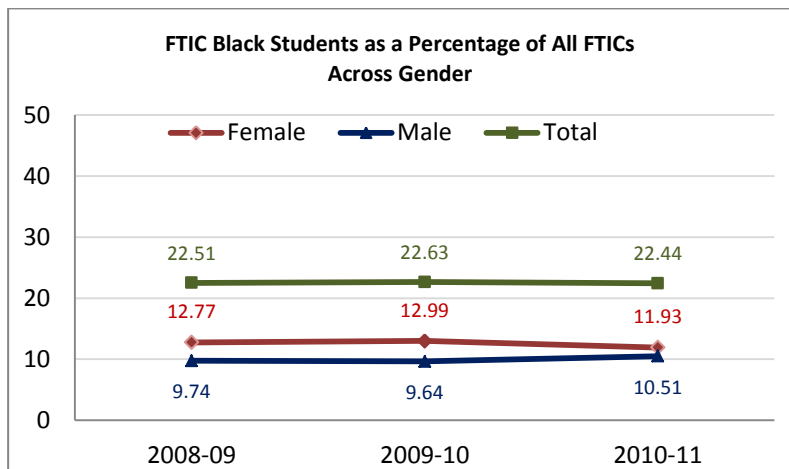
### **APPENDIX 3**

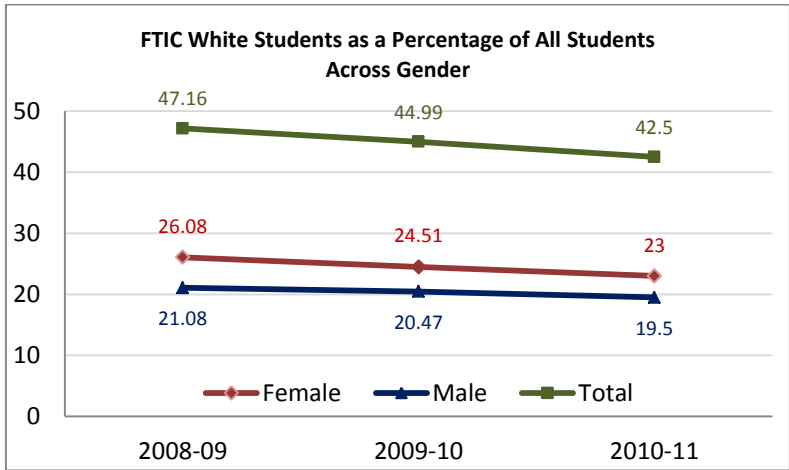
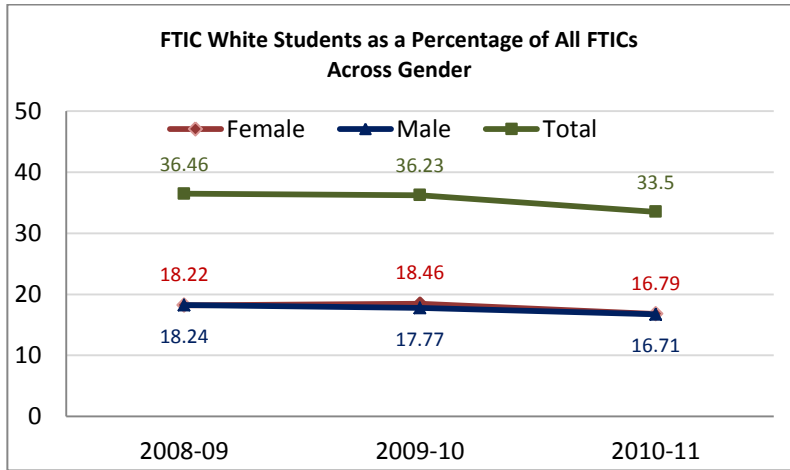
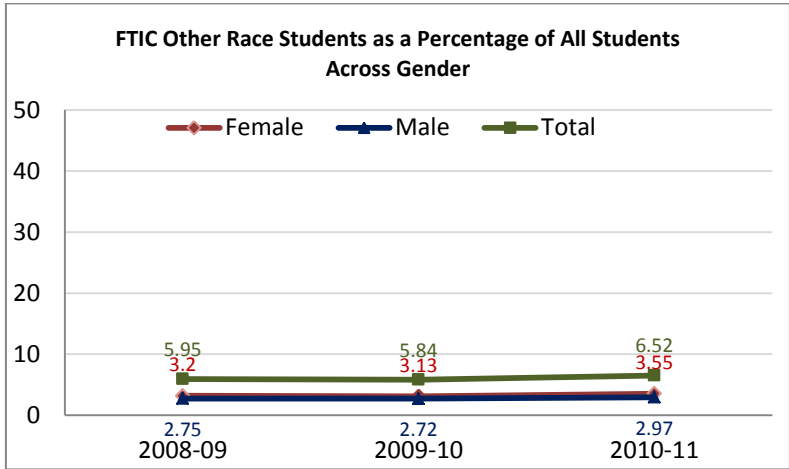
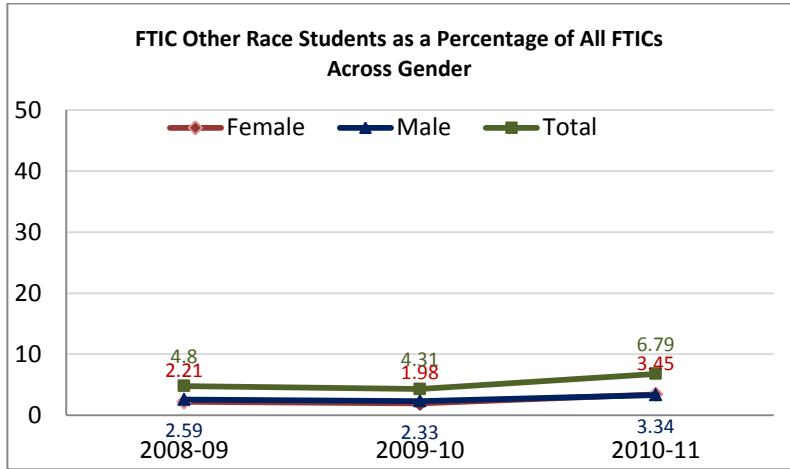
There Were No Revisions to the College's Policies or Procedures Pertaining to Civil Rights and Grievances

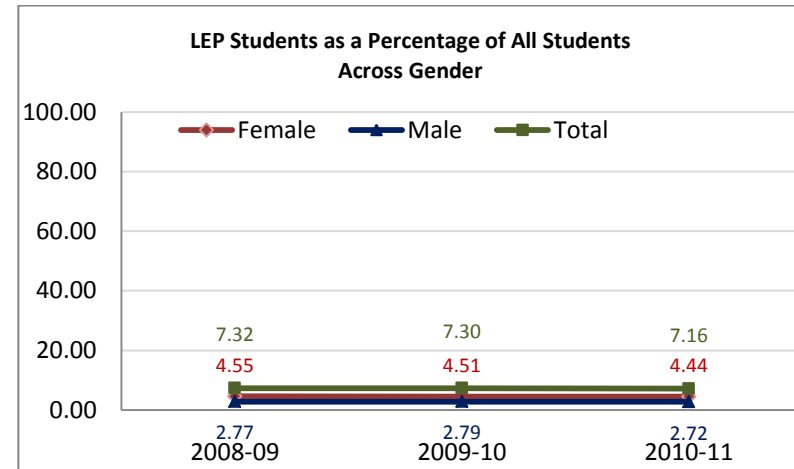
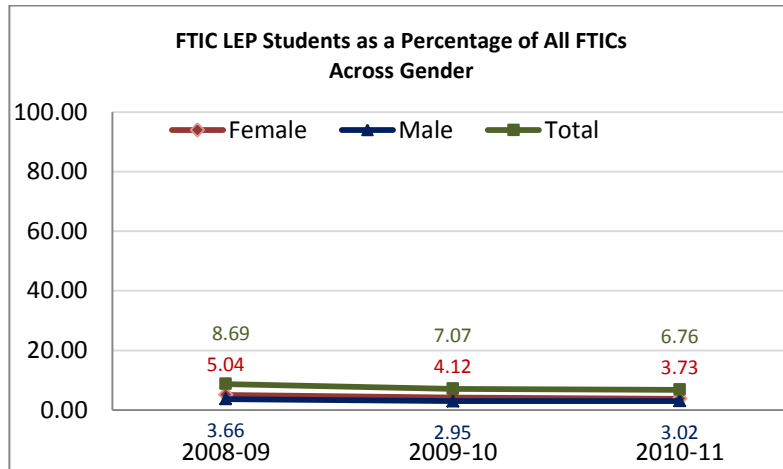
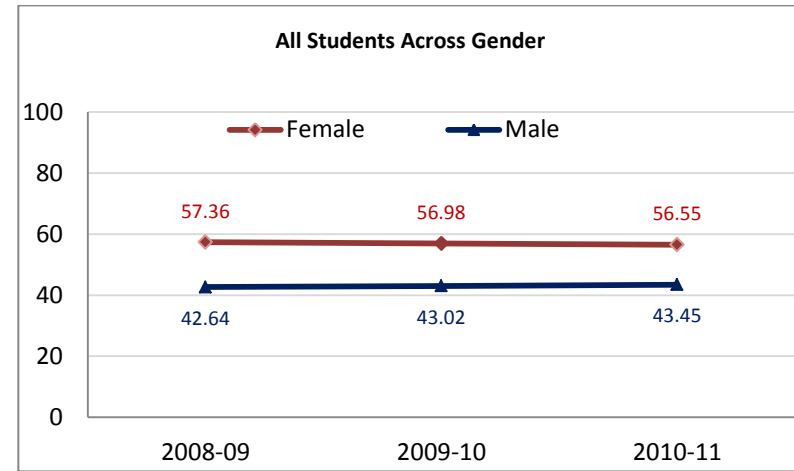
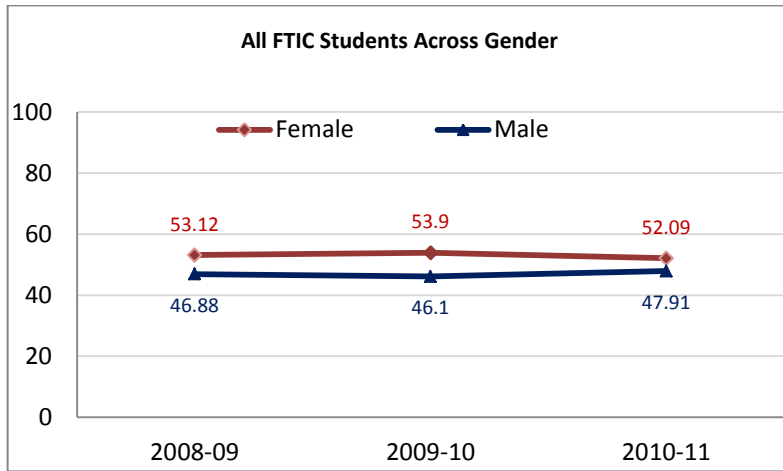
## **APPENDIX 4a**

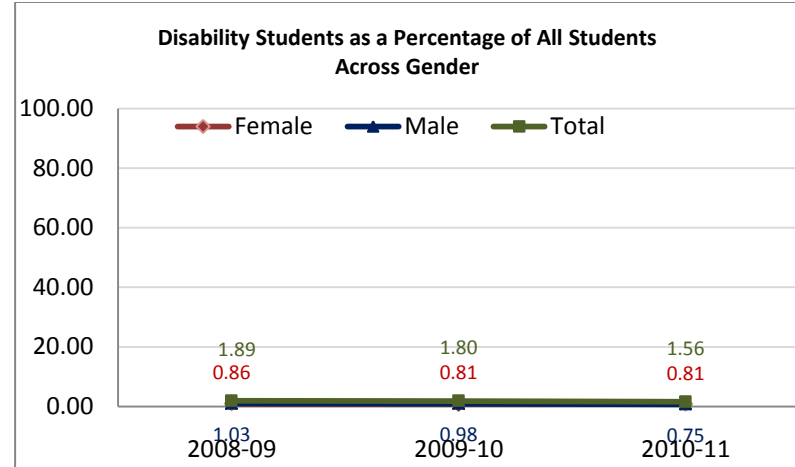
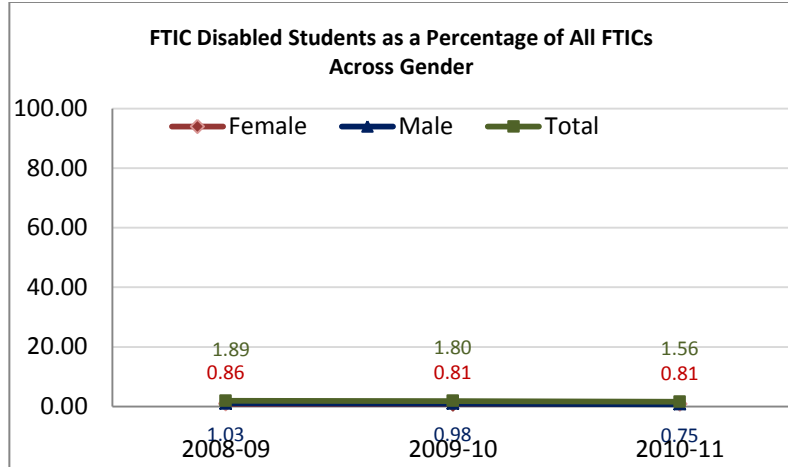
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First-Time-In-College (FTIC) Enrollment trends  
as Discussed in Part III Above





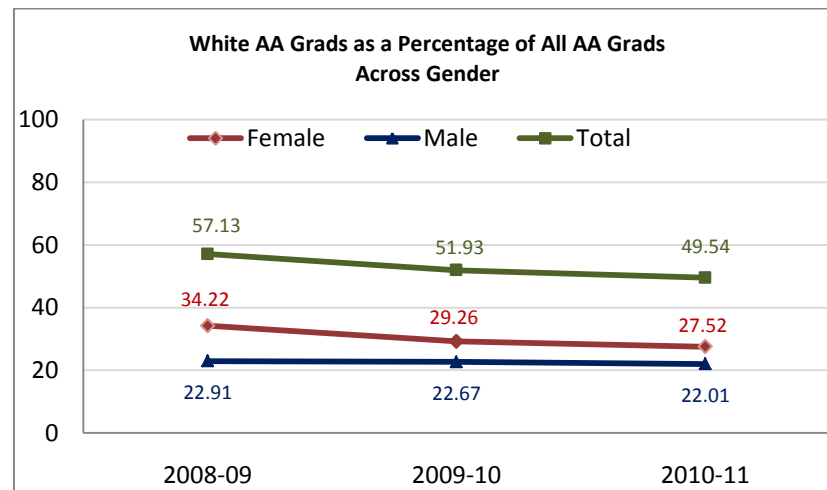
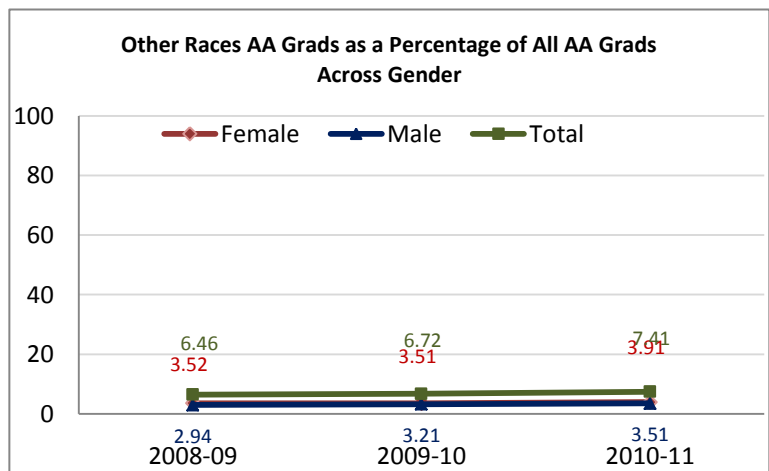
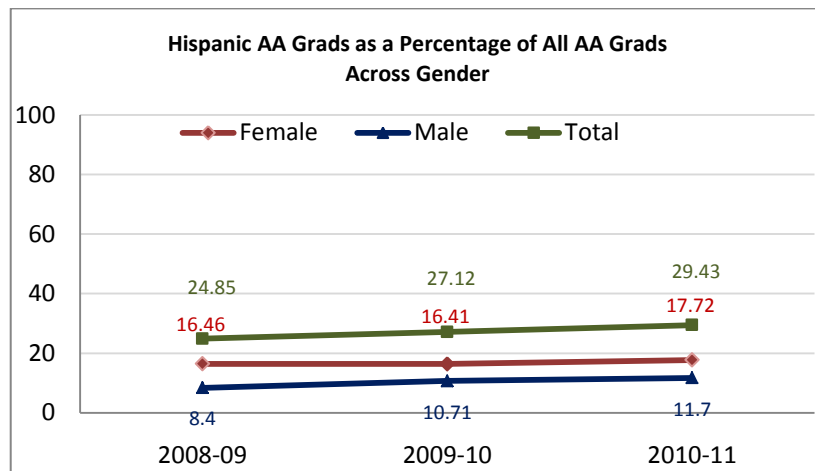
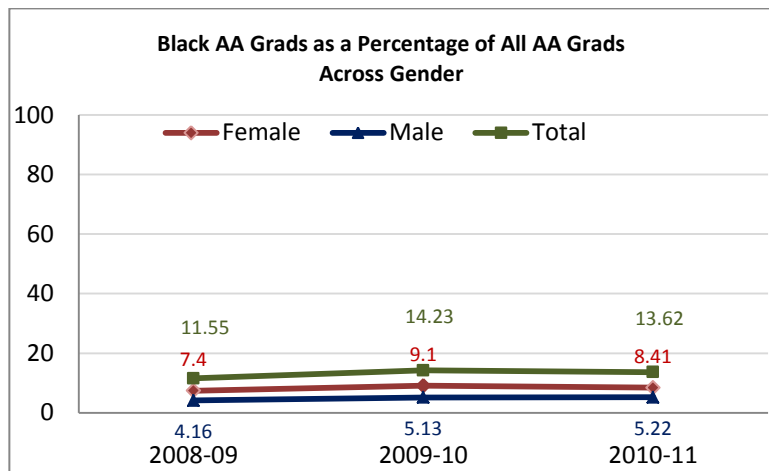


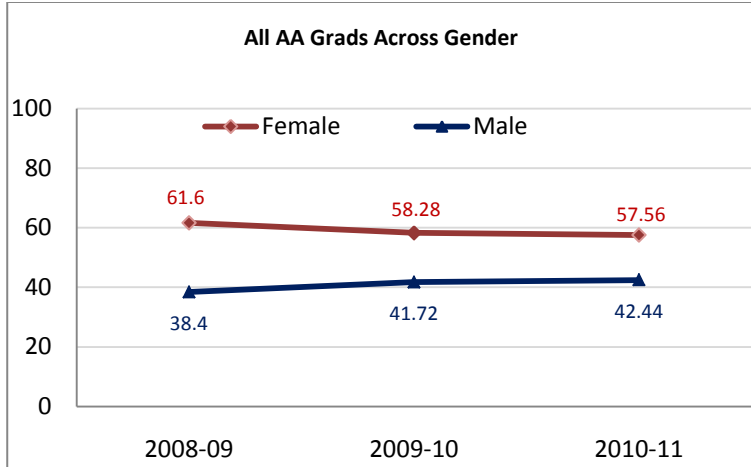


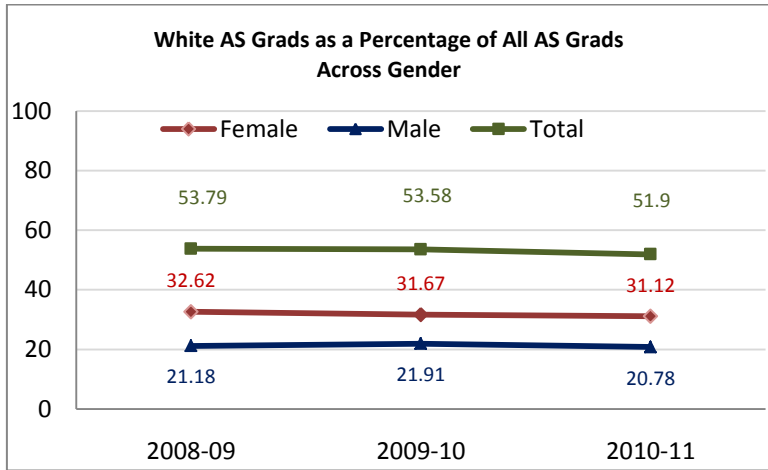
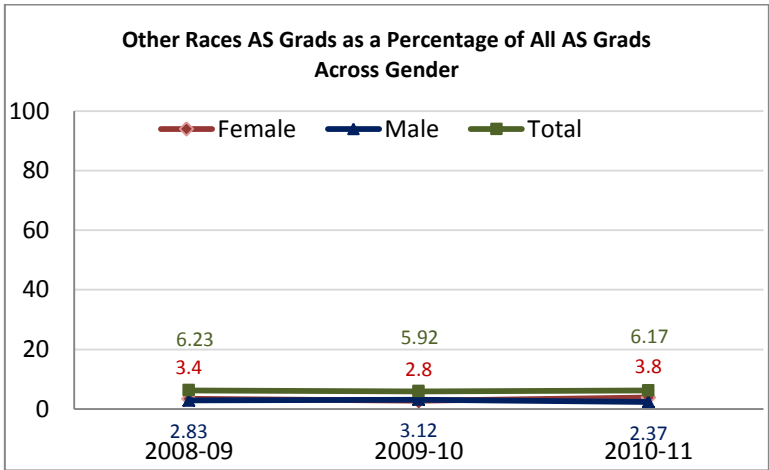
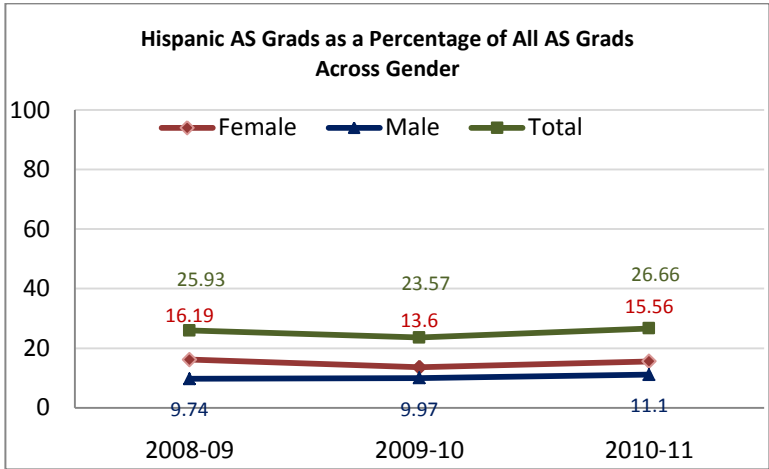
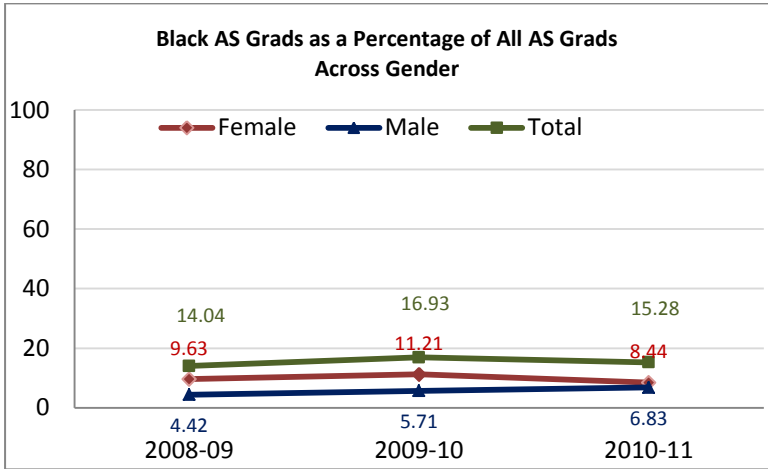


## **APPENDIX 4b**

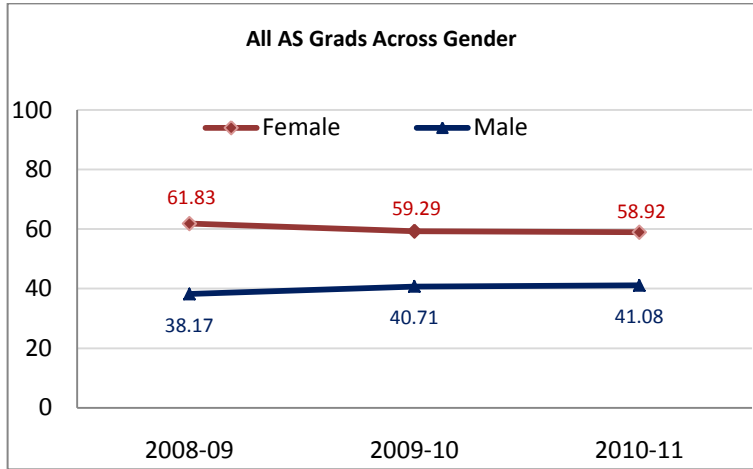
Contained in this Appendix are various graphs depicting  
Student Program Completions by AA and AS and by Certificates  
as Discussed in Part III Above

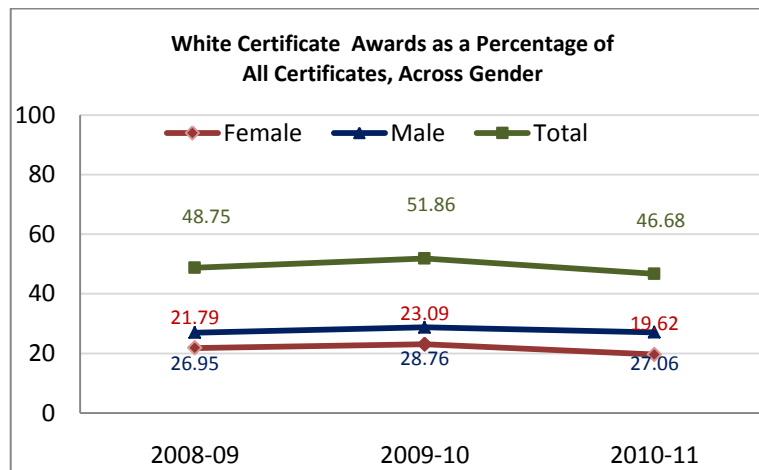
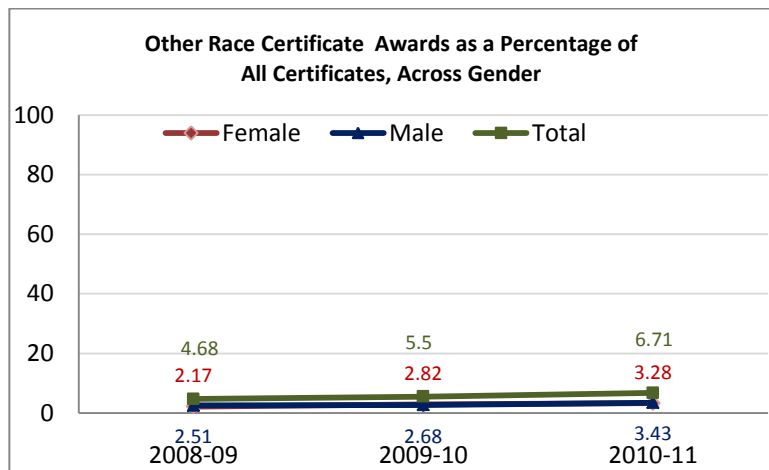
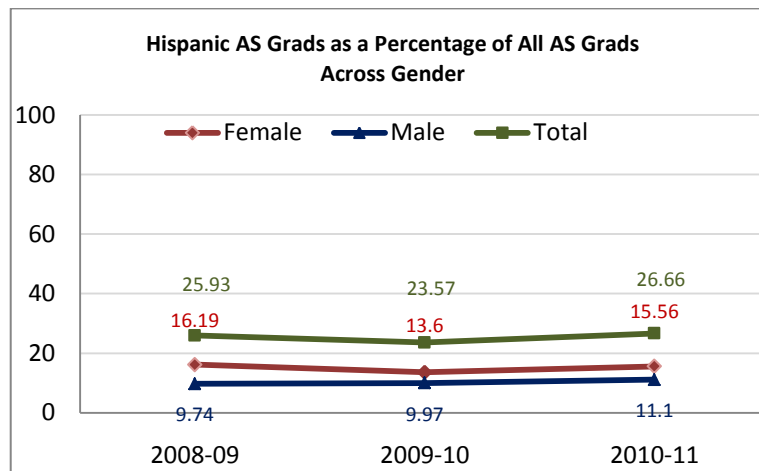
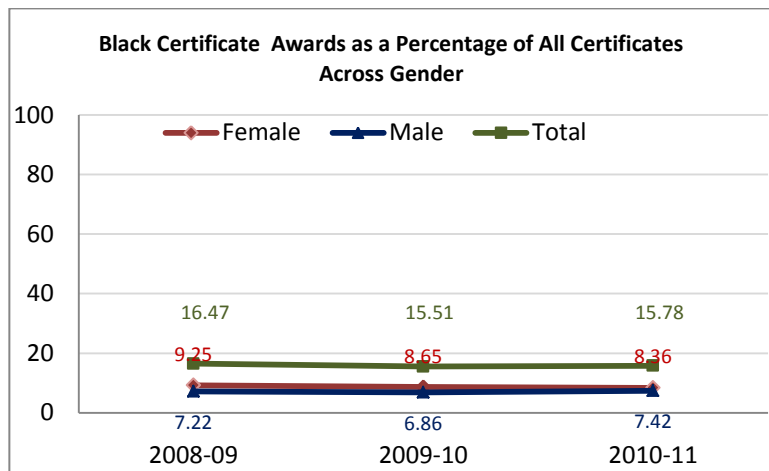


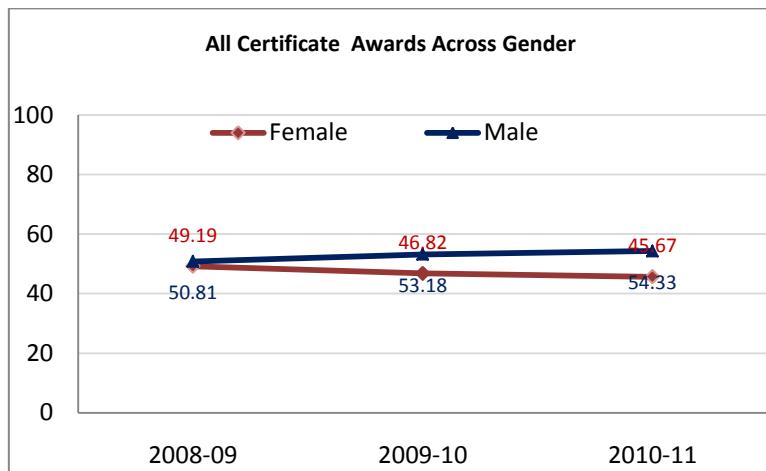












**APPENDIX 4c**

Contained in this Appendix are Tables With  
Retention Rates for Full-time and Part-time Students  
As Indicated in Part III

**Florida College System**

**College: Valencia**

<b>Full-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term</b>																	
2010-11 Cohort	Non-Resident Alien		Black		American Indian or		Asian		Hispanic		White		Unknown/Not		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	37	33	404	504	6	9	108	115	769	1,038	850	906	82	113	2,256	2,718	4,974
Num. Retained	26	24	242	317	2	5	97	95	504	726	565	665	58	97	1,494	1,929	3,423
% Retained	70	73	60	63	33	56	90	83	66	70	66	73	71	86	66	71	69

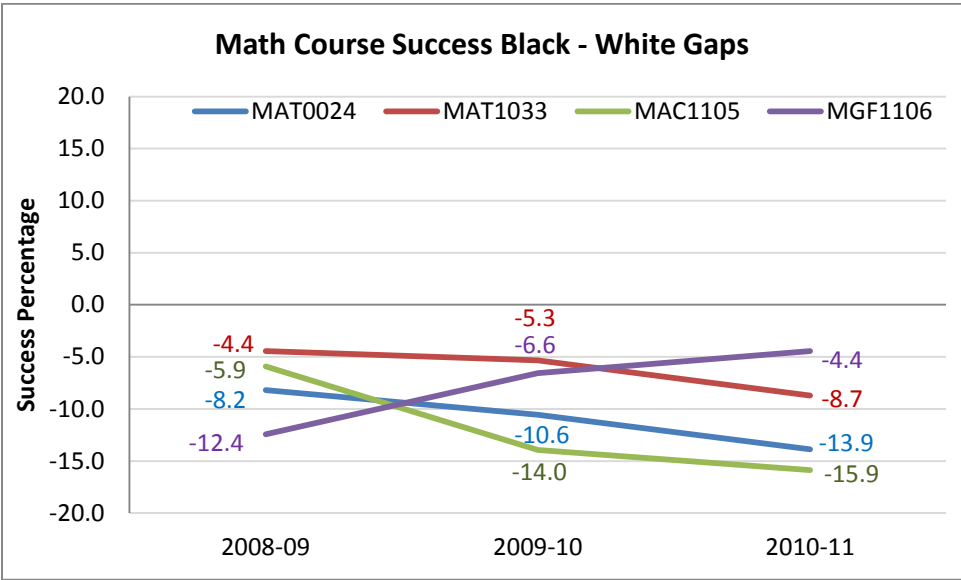
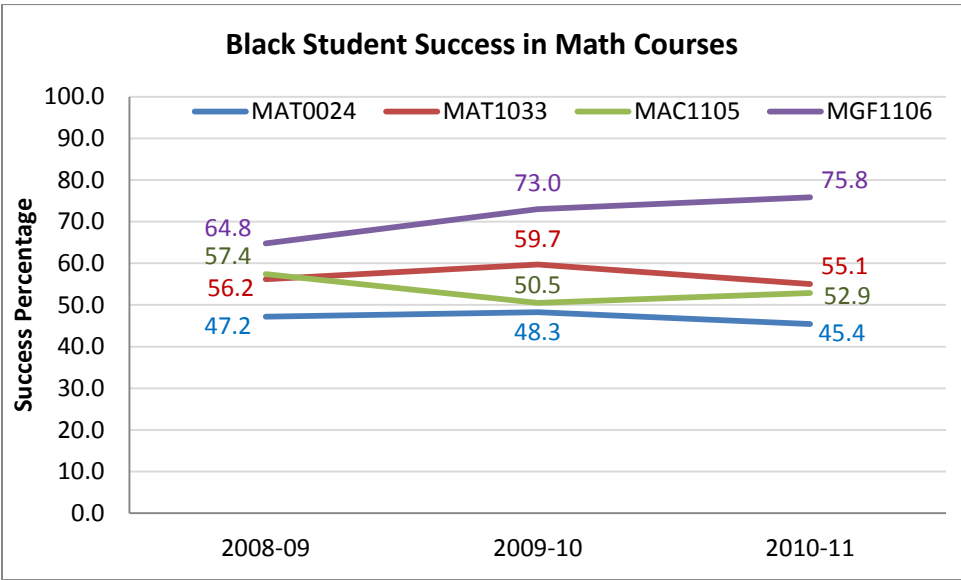
<b>Full-Time Student Retention (FTIC)2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term</b>																	
2009-10 Cohort	Non-Resident Alien		Black		American Indian or		Asian		Hispanic		White		Unknown/Not		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	48	41	388	553	6	6	127	97	724	975	820	952	244	258	2,357	2,882	5,239
Num. Retained	39	30	241	368	4	2	102	78	490	728	562	691	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

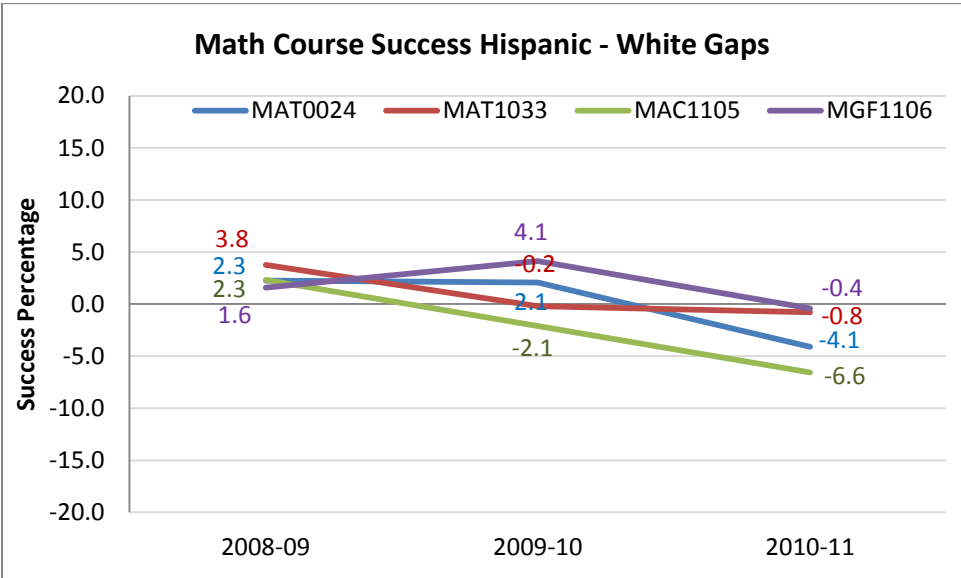
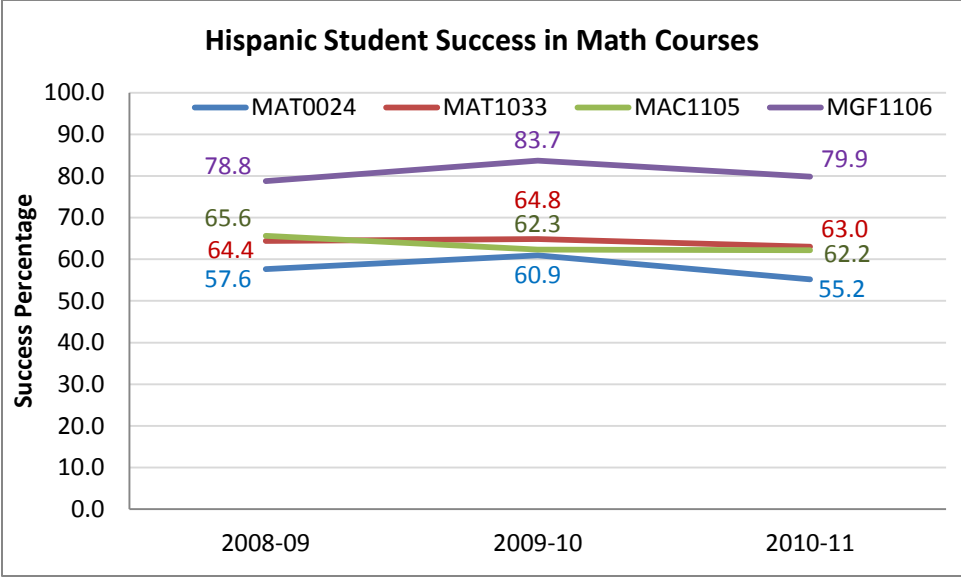
<b>Part-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term</b>																	
2010-11 Cohort	Non-Resident Alien		Black		American Indian or		Asian		Hispanic		White		Unknown/Not		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	11	6	242	282	6	3	29	41	412	434	369	411	55	63	1,124	1,240	2,364
Num. Retained	6	2	106	149	3	1	17	31	195	252	201	234	38	43	566	712	1,278
% Retained	55	33	44	53	50	33	59	76	47	58	54	57	69	68	50	57	54

<b>Part-Time Student Retention (FTIC)2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term</b>																	
2009-10 Cohort	Non-Resident Alien		Black		American Indian or		Asian		Hispanic		White		Unknown/Not		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	10	17	162	279	2	1	37	34	278	311	330	361	121	90	940	1,093	2,033
Num. Retained	8	13	76	147	2	1	26	28	146	187	165	222	67	55	490	653	1,143
% Retained	80	76	47	53	100	100	70	82	53	60	50	61	55	61	52	60	56

**APPENDIX 4d**

Contained in this Appendix are Graphs Depicting  
Student Success Rates in Gatekeeper Mathematics Courses  
by Race as Discussed in Part III







## **APPENDIX 5a**

Policies and Procedures for Program Admission and/or Course Substitution  
Waivers for Eligible Students with Disabilities  
are Contained in this Appendix

## Valencia College Course Substitution Request Process

### Who is Eligible?

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

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

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

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

## **Procedure:**

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

## **Course Substitution check-list:**

- Formally request a course substitution by scheduling a conference with an advisor in the Office for Students with Disabilities.
- Complete the Valencia College course substitution request form.
- Write a letter to the Substitution Committee requesting the course substitution

### **Include:**

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

## **Assign Disability Code:**

## **The Outcome:**

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

## **Appeal:**

### **Appeal of Course Substitution Committee Decision**

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

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

## **Graduation:**

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

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

# COURSE SUBSTITUTION REQUEST FORM

Student Name: VID# (Must be Included):  
Street Address: City, State & Zip Code:  
E-Mail Address: @mail.valenciacollege.edu  
Phone Number: Alternate Phone Number:

Have you previously made a request to the committee? Yes No If yes, date

Degree Goal: Major: Career Goal:

Student Signature: Date

**Course History**  
(For Office Use Only)

Student is requesting a course substitution for:

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

Appropriate and reasonable accommodations student is eligible for:

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

Date: MC:  
\*\*\*\*\*

**For Committee Use Only**

Committee Meeting Date Yes No  
Substitution Granted?

# / Level of Substitution Courses

Committee Chair Vice President for Academic Affairs

# Valencia College Course Substitution Departmental Support Form

Date:

Dear Professor:

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

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

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

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

Deborah Larew, Director Office for Students with Disabilities

[dlarew@valenciacollege.edu](mailto:dlarew@valenciacollege.edu)

Phone: 407-582-2236

Fax: 407-582-8908

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

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

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

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

## **APPENDIX 5b**

Contained in this Appendix is a Listing of  
Mathematics Course Substitution List Proposal (Revised 12/08)  
and the Foreign Language Substitution List (Revised 11/01)

**Mathematics Course Substitution List Proposal**  
(Revised December 2008)

*Notes:*

1) Courses on this list are approved substitutions for College Preparatory and/or college-level Gordon Rule courses; therefore, the same minimum grade of C for successful completion applies as it does for the course(s) being replaced.

2) While the courses listed here will address most students' needs, higher-level courses with the same prefix may also be accepted for substitutions.

**Approved Course Substitutions in Math**

ACG 2021 Principles of Financial Accounting+  
MGF 1106 College Mathematics++  
MGF 1107 Mathematics for the Liberal Arts++  
PHI 1100 Practical Logic  
CGS 2100 Computer Fundamentals and Applications+  
CGS 2510 Spreadsheet Applications+  
AST 1002 Astronomy  
FIN 2100 Personal Finance\*  
ECO 1000 Basic Economics\*  
ECO2013 Principles of Economics—Macro  
ECO2023 Principles of Economics—Micro  
HUN 1001 Basics of Personal Nutrition\*  
HUN 2202 Essentials of Nutrition with Diet Therapy  
HLP 1081 Health Analysis and Improvement I\*  
SBM 1000 Small Business Management  
ESC 1000 Earth Sciences\*  
GLY 2010C Physical Geology  
GLY 2100C Historical Geology  
GEB 1011 Introduction to Business\*  
APA 1111 Basic Accounting\*+  
BSC 1050 Environmental Science\*  
PCB 1440 Florida Environmental Systems\*  
BSC 1005 Biological Science\*  
BSC 1010C Fundamentals of Biology I\*  
BSC 1011C Fundamentals of Biology II  
BSC 1026 Biology of Human Sexuality\*  
BOT 2010C Botany  
MCB 2010C Microbiology  
PHI 2600 Ethics and Critical Thinking\*  
PHI 2604 Medical Ethics and Critical Thinking  
EME 2040 Technology for Educators\*  
MET 1010 Introduction to Meteorology\*  
OCE 1001 Intro to Oceanography\*  
PCB 2304 Natural History of Florida Rivers\*

*Advising note: credit cannot be earned for ECO 1000 if ECO 2013 & 2023 have been satisfactorily completed*



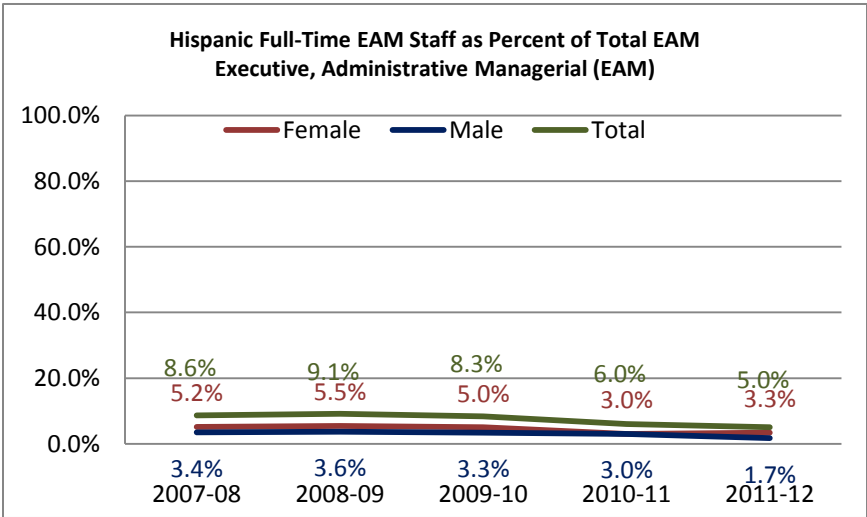
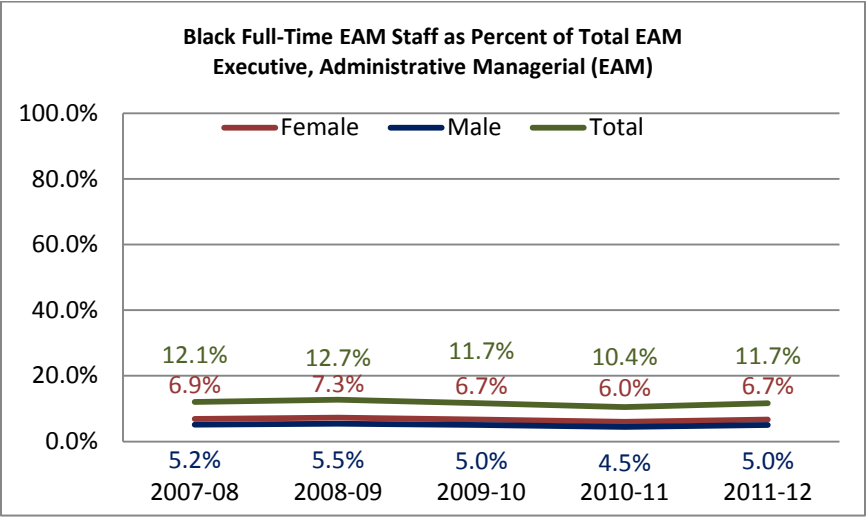
## **Foreign Language Substitution List**

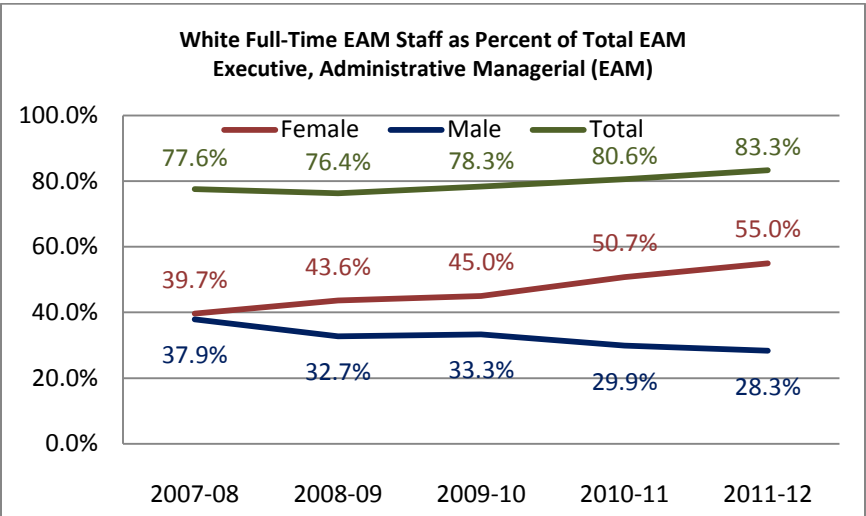
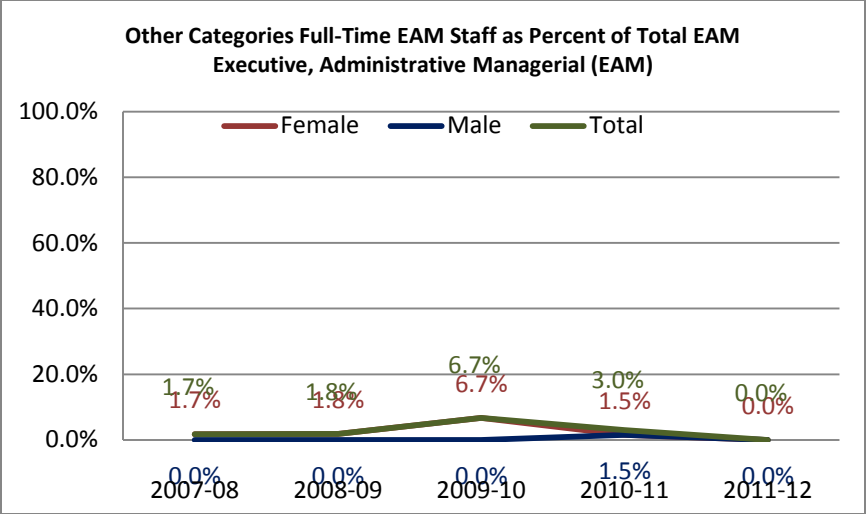
### **Revised 11/30/01**

1. HUM 2410 – Asian Humanities
2. HUM 2461 – Latin American Humanities
3. HUM 2220 – Greek and Roman Humanities
4. EUH 2000 – Western Civilization to 1750
5. EDG 2701 – Teaching Diverse Populations
6. GEB 1350 – Introduction to International Business
7. ANT 2000 – Introductory Anthropology
8. REL 2000 – Understanding Religious Traditions
9. TBE 1100 – Introduction to Theater History
10. ARH 2050 – Introduction to Art History I
11. ARH 2051 – Introduction to Art History II
12. INR 2002 - International Politics
13. LIT 2120 – Survey in World Literature I
14. LIT 2110 – Survey in World Literature II
15. HUM 2223 – Late Roman and Medieval Humanities
16. HUM 2232 – Renaissance and Baroque
17. HUM 2234 – Enlightenment and Romanticism
18. HUM 2250 – Humanities – Twentieth Century
19. HUM 2310 – Mythology in Art and Literature

## APPENDIX 6a

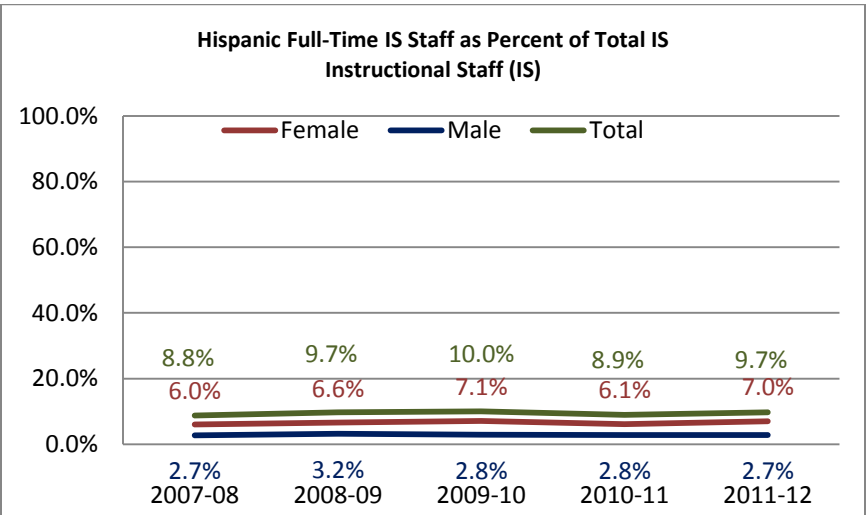
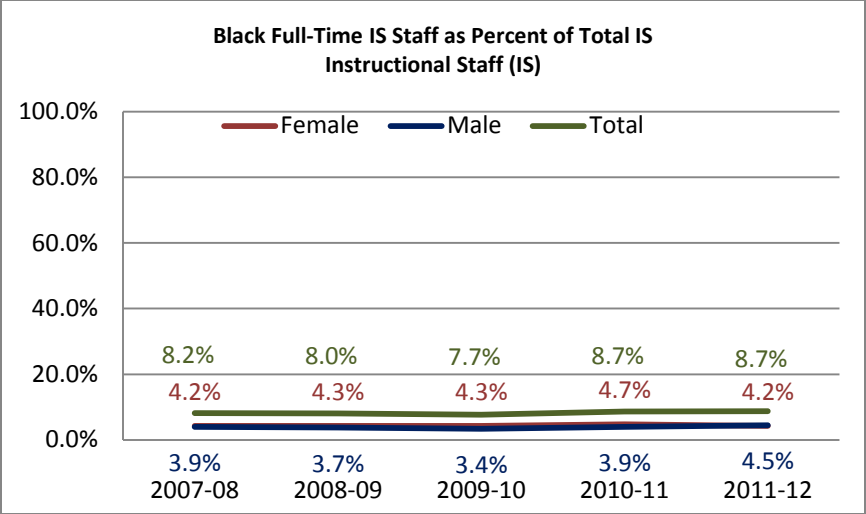
Contained in this Appendix are various graphs depicting  
Employee Data: Executive-Administration-Management trends  
as Discussed Under Part V Above

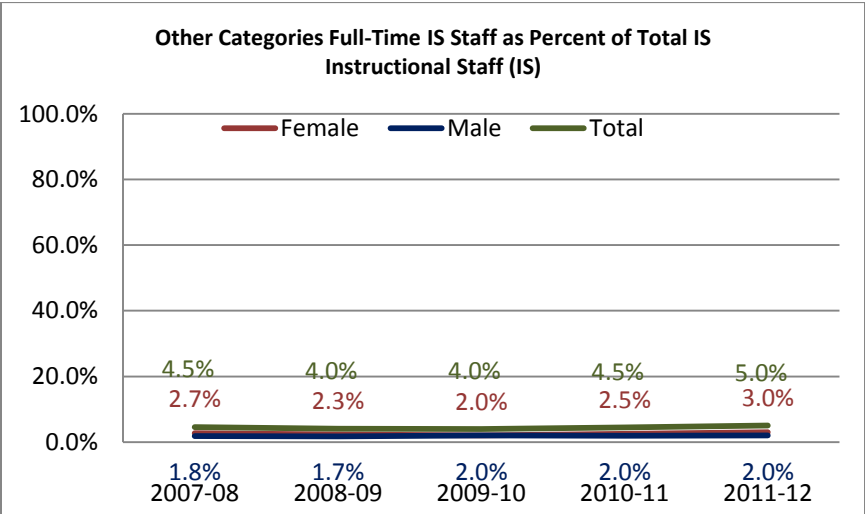
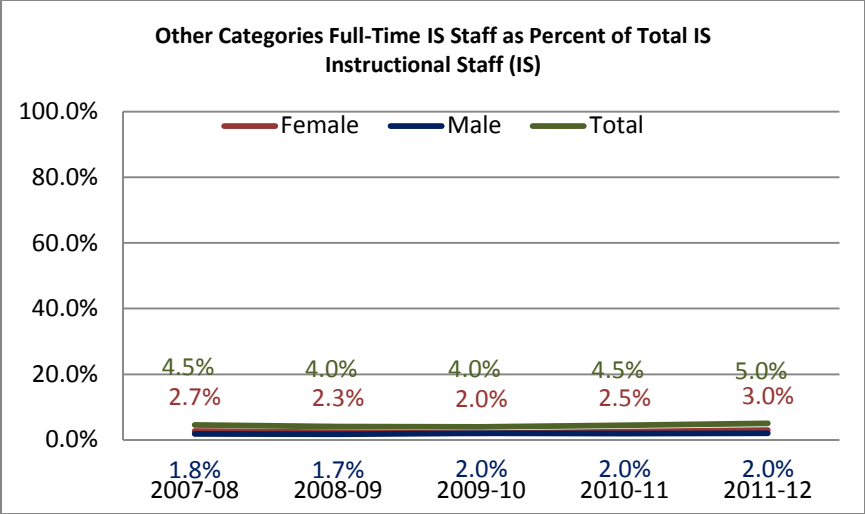




APPENDIX 6b

Contained in this Appendix are various graphs depicting  
Employee Data: Full-time Instructional Staff trends  
as Discussed Under Part V Above

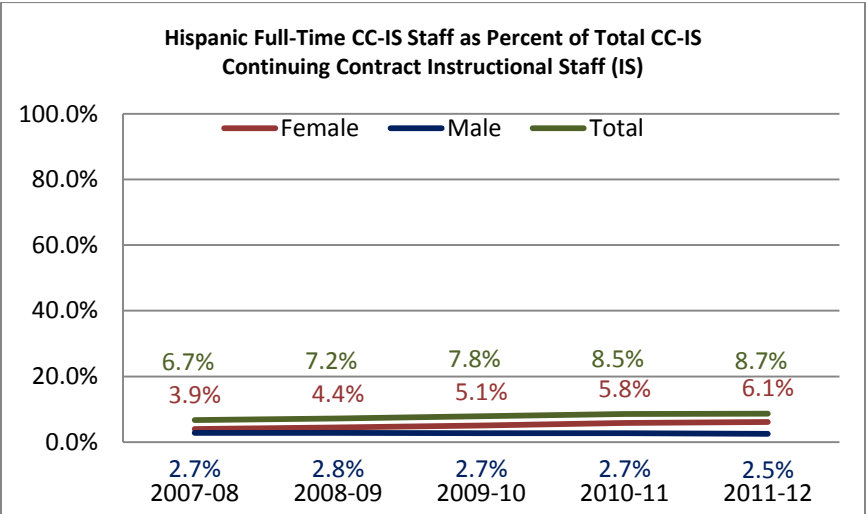
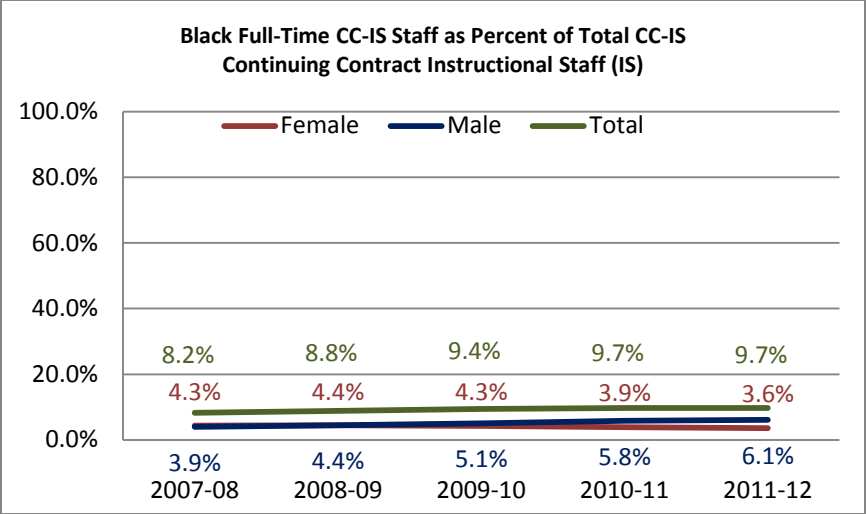


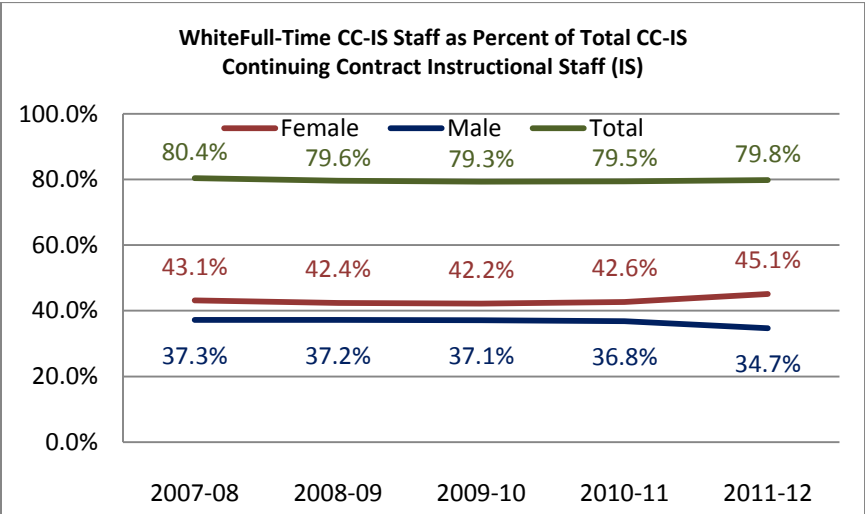
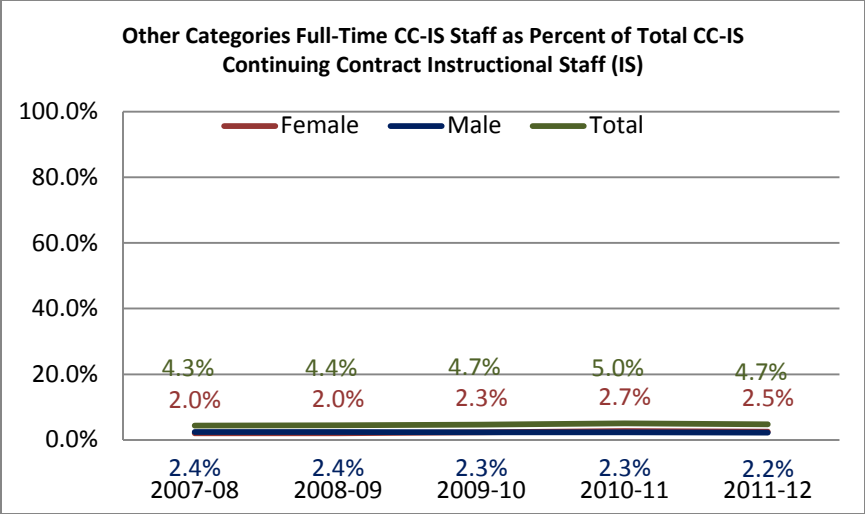


APPENDIX 6c

Contained in this Appendix are various graphs depicting  
Employee Data: Full-time Continuing Contract Instructional Staff trends  
as Discussed Under Part V Above







APPENDIX 7

Fall Staff Report

IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY  
 SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER  
 FALL ENDING TERM 2010 - 2011  
 VALENCIA

----- CCNUM=VALENCIA UNITID=138187 -----

TERMS EMPLOYED	SALARY RANGE	BLACK OR AFRICAN AMERICAN		HISPANIC LATINO		WHITE		NON RESIDENT ALIENS		ASIAN		ETHNIC UNKNOWN		AMERICAN INDIAN OR ALASKAN NATIVE		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
LESS/9MONTH		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-10 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	1	1	0	7	6	0	0	0	0	0	0	0	0	0	0	0	0	0	8	7
	\$40,000-49,999	3	1	4	1	23	13	1	0	1	0	1	1	0	0	0	0	0	0	0	33	16
	\$50,000-64,999	10	8	18	8	97	62	0	0	8	5	3	2	1	1	0	0	0	0	0	137	86
	\$65,000-79,999	4	7	5	1	49	41	0	0	0	2	0	0	0	0	0	0	0	0	0	58	51
	\$80,000-99,999	0	1	0	1	4	4	0	0	0	0	0	0	1	0	0	0	0	0	0	5	6
	\$100,000-UP	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
11-12 MONTH	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$65,000-79,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$80,000-99,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$100,000-UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS		17	18	28	11	180	127	1	0	9	7	4	3	2	1	0	0	0	0	241	167	

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 SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

IPEDS FALL STAFF SURVEY  
 B. OTHER FULL-TIME EMPLOYEES SALARY RANGES BY ETHNICITY AND GENDER FALL ENDING TERM 2011 - 2012

VALENCIA

----- CCNUM=VALENCIA UNITID=138187 -----

OCCUPATION ACTIVITY	SALARY RANGE	WHITE		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		ETHNIC UNKNOWN		ASIAN		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
EXEC/ADMIN	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$40,000-49,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$50,000-64,999	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$65,000-79,999	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	\$80,000-99,999	18	6	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	6
	\$100,000-UP	15	9	0	1	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	19	13
<b>SUBTOTAL</b>		33	17	2	1	4	3	0	0	0	0	0	0	0	0	0	0	0	0	39	21	
OTHER PROF	BELOW \$30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$30,000-39,999	12	2	3	3	6	1	3	0	0	0	0	0	0	0	0	0	0	0	24	6	
	\$40,000-49,999	19	11	10	6	11	6	1	0	1	1	0	0	0	0	0	0	0	0	42	24	
	\$50,000-64,999	32	29	11	4	7	0	2	1	1	2	0	0	0	0	0	0	0	0	53	36	
	\$65,000-79,999	19	16	2	3	3	3	0	1	0	0	0	0	0	0	0	0	0	0	24	23	
	\$80,000-99,999	6	11	4	2	2	0	0	1	0	2	0	0	0	0	0	0	0	0	12	16	
	\$100,000-UP	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
<b>SUBTOTAL</b>		89	69	30	18	29	10	6	3	2	5	0	0	0	0	0	0	0	156	105		
TEC./PARAPROF	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	1	0	1	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	5	1	
	\$30,000- 39,999	39	23	23	14	24	9	7	0	7	2	1	0	0	0	0	0	0	101	48		
	\$40,000- 49,999	8	13	5	5	2	1	0	0	1	0	0	0	0	0	0	0	0	0	16	19	
	\$50,000 AND UP	6	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	3	

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SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES  
SALARY RANGES BY ETHNICITY AND GENDER  
FALL ENDING TERM 2011 - 2012  
VALENCIA

----- CCNUM=VALENCIA UNITID=138187 -----

OCCUPATION ACTIVITY	SALARY RANGE	WHITE		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		ETHNIC UNKNOWN		ASIAN		NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
SUBTOTAL		54	39	29	20	28	10	7	0	9	2	1	0	0	0	0	0	0	0	128	71	
CLERICAL/SEC.	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	38	8	29	9	18	3	3	0	6	2	0	0	1	0	0	0	0	0	95	22	
	\$30,000- 39,999	37	7	25	5	17	3	0	1	5	0	0	0	0	0	0	0	0	0	84	16	
	\$40,000- 49,999	14	0	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	19	0	
	\$50,000 AND UP	5	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	
SUBTOTAL		94	15	57	14	39	6	3	1	11	2	0	0	1	0	0	0	0	205	38		
SKILLED CRAFT	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	0	4	0	5	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	10
	\$30,000- 39,999	0	6	0	3	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	12
	\$40,000- 49,999	0	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	\$50,000 AND UP	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
SUBTOTAL		0	15	0	9	0	3	0	1	0	0	0	1	0	0	0	0	0	0	0	29	
SERVICE/MAINT.	BELOW \$20,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	\$20,000- 29,999	8	12	15	16	7	35	0	4	2	19	0	0	0	1	0	0	0	0	32	87	
	\$30,000- 39,999	0	7	0	3	1	6	0	0	0	3	0	0	0	0	0	0	0	0	1	19	
	\$40,000- 49,999	0	2	1	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	1	5	
	\$50,000 AND UP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUBTOTAL		8	21	16	19	8	43	0	4	2	23	0	0	0	1	0	0	0	34	111		
TOTALS		278	176	134	81	108	75	16	9	24	32	1	1	1	1	0	0	0	562	375		

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SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

IPEDS FALL STAFF SURVEY D. OTHER PART-TIME EMPLOYEES  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2011 - 2012  
 VALENCIA

----- CCNUM=VALENCIA UNITID=138187 -----

OCCUPATION ACTIVITY	NON RESIDENT ALIENS		AMERICAN INDIAN O ALASKAN NATIVE		MULTI RACIAL		ASIAN		BLACK OR AFRICAN AMERICAN		ETHNIC UNKNOWN		HISPANIC LATINO		WHITE		NATIVE HAWAIIAN PACIFIC ISLANDER		TOTAL FEMALE	TOTAL MALE
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
INSTR COMBINED	1	3	2	3	2	0	24	20	81	44	47	47	78	63	402	380	0	0	637	560
EXEC/ADMIN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF	0	0	0	0	0	0	0	1	3	0	3	0	1	0	14	6	1	0	22	7
TEC./PARAPROF	3	5	0	2	2	3	12	13	23	23	18	6	48	39	99	76	0	0	205	167
CLERICAL/SEC.	2	2	0	0	1	1	7	7	19	17	5	5	35	21	49	43	1	0	119	96
SKILLED CRAFT	0	0	0	0	0	0	1	3	2	13	0	4	3	7	0	8	0	0	6	35
SERVICE/MAINT.	0	0	0	0	0	0	0	3	3	9	0	0	0	4	2	8	0	0	5	24
TOTALS	6	10	2	5	5	4	44	47	131	106	73	62	165	134	566	521	2	0	994	889

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 SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY TENURE STATUS BY RANK, ETHNICITY AND GENDER

VALENCIA

CCNUM=VALENCIA UNITID=138187

TENURE STATUS	RANK	AMERICAN INDIAN OR ALASKAN NATIVE		ETHNIC UNKNOWN		ASIAN		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		WHITE		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		NON RESIDENT ALIENS		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
		TENURED	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	2	1	1	2	5	5	17	7	10	9	125	96	0	0	0	0	0	0	160	120	
SUBTOTAL		2	1	1	2	5	5	17	7	10	9	125	96	0	0	0	0	0	0	160	120	
ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	3	1	4	2	8	4	6	8	47	22	0	0	0	0	0	0	68	37	
SUBTOTAL		0	0	3	1	4	2	8	4	6	8	47	22	0	0	0	0	0	0	68	37	
NOT ON TRACK	PROFESSORS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSOC. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ASSIS. PROF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INSTRUCTOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LECTURES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	OTHER FACU.	0	0	0	0	0	0	3	0	1	1	8	9	0	0	0	0	1	0	13	10	
SUBTOTAL		0	0	0	0	0	0	3	0	1	1	8	9	0	0	0	0	1	0	13	10	
TOTALS																						

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SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED



IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY  
 TENURE STATUS BY RANK, ETHNICITY AND GENDER  
 VALENCIA

----- CCNUM=VALENCIA UNITID=138187 -----

TENURE STATUS	RANK	AMERICAN INDIAN O		ETHNIC UNKNOWN		ASIAN		HISPANIC LATINO		BLACK OR AFRICAN AMERICAN		WHITE		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		NON RESIDENT ALIENS		TOTAL FEMALE	TOTAL MALE
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M				
		2	1	4	3	9	7	28	11	17	18	180	127	0	0	0	0	1	0	241	167

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 SOURCE: APR2012  
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 VALENCIA

----- CCNUM=VALENCIA UNITID=138187 -----

OCCUPATION ACTIVITY	TENURE STATUS	ASIAN		HISPANIC LATINO		ETHNIC UNKNOWN		WHITE		NON RESIDENT ALIENS		BLACK OR AFRICAN AMERICAN		AMERICAN INDIAN O ALASKAN NATIVE		NATIVE HAWAIIAN PACIFIC ISLANDER		MULTI RACIAL		TOTAL FEMALE	TOTAL MALE	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M			
		INSTR COMBINED	TENURED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			0
	ON TRACK	0	1	0	1	1	1	5	3	0	0	0	0	0	0	0	0	0	0	0	6	6
	NOT ON TRACK	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
EXEC/ADMIN		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OTHER PROF		0	0	0	1	0	0	3	3	0	0	0	1	0	0	0	0	0	0	0	3	5
TEC./PARAPROF		1	0	3	0	1	0	2	0	0	0	1	1	0	0	0	0	0	0	0	8	1
CLERICAL/SEC.		0	0	1	0	0	0	3	1	0	0	4	1	0	0	0	0	0	0	0	8	2
SKILLED CRAFT		0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
SERVICE/MAINT.		0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
TOTALS																						
		1	1	4	2	2	1	13	8	1	0	5	5	0	0	0	0	0	0	0	26	17

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 SOURCE: APR2012  
 NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 VALENCIA

----- CCNUM=VALENCIA -----

OCCUPATION ACTIVITY	SALARY RANGE	ASIAN		BLACK		HISPANIC		ALIENS	WHITE	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	FEMALE	MALE
INSTR COMBINED/ON TRACK	40,000 TO 45,000	0	0	0	0	0	0	0	0	0
	45,000 TO 55,000	0	0	0	0	0	1	0	3	2
	55,000 TO 65,000	0	0	0	0	0	0	0	2	1
	65,000 TO 75,000	0	1	0	0	0	0	0	0	0
INSTR COMBINED/NOT ON TRACK	40,000 TO 45,000	0	0	0	0	0	0	1	0	0
OTHER PROF	35,000 TO 40,000	0	0	0	0	0	0	0	1	0
	40,000 TO 45,000	0	0	0	0	0	1	0	0	0
	45,000 TO 55,000	0	0	0	1	0	0	0	1	1
	55,000 TO 65,000	0	0	0	0	0	0	0	0	2
	65,000 TO 75,000	0	0	0	0	0	0	0	1	0
TEC./PARAPROF	30,000 TO 35,000	1	0	1	0	1	0	0	2	0
	35,000 TO 40,000	0	0	0	1	1	0	0	0	0
	45,000 TO 55,000	0	0	0	0	1	0	0	0	0
CLERICAL/SEC.	BELOW 25,000	0	0	1	0	0	0	0	1	0
	25,000 TO 30,000	0	0	2	1	1	0	0	2	1
	30,000 TO 35,000	0	0	1	0	0	0	0	0	0
SKILLED CRAFT	30,000 TO 35,000	0	0	0	0	0	0	0	0	1
SERVICE/MAINT.	BELOW 25,000	0	0	0	2	0	0	0	0	0
TOTAL		1	1	5	5	4	2	1	13	8

(Continued)

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SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 VALENCIA

----- CCNUM=VALENCIA -----

OCCUPATION ACTIVITY	SALARY RANGE	UNKNOWN		TOTAL
		FEMALE	MALE	
INSTR COMBINED/ON TRACK	40,000 TO 45,000	1	0	1
	45,000 TO 55,000	0	1	7
	55,000 TO 65,000	0	0	3
	65,000 TO 75,000	0	0	1
INSTR COMBINED/NOT ON TRACK	40,000 TO 45,000	0	0	1
OTHER PROF	35,000 TO 40,000	0	0	1
	40,000 TO 45,000	0	0	1
	45,000 TO 55,000	0	0	3
	55,000 TO 65,000	0	0	2
	65,000 TO 75,000	0	0	1
TEC./PARAPROF	30,000 TO 35,000	1	0	6
	35,000 TO 40,000	0	0	2
	45,000 TO 55,000	0	0	1
CLERICAL/SEC.	BELOW 25,000	0	0	2
	25,000 TO 30,000	0	0	7
	30,000 TO 35,000	0	0	1
SKILLED CRAFT	30,000 TO 35,000	0	0	1
SERVICE/MAINT.	BELOW 25,000	0	0	2
<b>TOTAL</b>		<b>2</b>	<b>1</b>	<b>43</b>

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SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

**APPENDIX 8**

Salary Information: Ranges for New Hires With  
Comparable Experience and Qualifications as  
Requested in Part V

<b>Admin Hired between 01-July-2007 thru 30-June-2011</b>			
<b>MONTH10_12</b>	<b>NBRJOBS_SAL_GR ADE</b>	<b>SAL_RANGE</b>	<b>EMPL_CNT</b>
12Month	MAST	80001_90000	3
12Month	BACH	Over_9000	1
12Month	DOCT	Over_9000	8
12Month	M+30	80001_90000	2
12Month	DOCT	70001_80000	2
12Month	DOCT	80001_90000	8
12Month	MAST	70001_80000	1
12Month	MAST	Over_9000	2
		<b>Total</b>	<b>27</b>

<b>Admin Hired between 01-July-2011 thru Present</b>			
<b>MONTH10_12</b>	<b>NBRJOBS_SAL_GRADE</b>	<b>SAL_RANGE</b>	<b>EMPL_CNT</b>
12Month	M+30	80001_90000	1
12Month	DOCT	Over_9000	2
12Month	BACH	80001_90000	1
12Month	DOCT	70001_80000	1
12Month	DOCT	80001_90000	1
12Month	MAST	Over_9000	1
		<b>Total</b>	<b>7</b>

**Faculty Hired between 01-July-2007 thru 30-June-2011**

MONTH10_12	NBRJOBS_SAL_GRADE	SAL_RANGE	EMPL_CNT
12Month	M3	50001_60000	2
12Month	MA	00000_10000	1
10Month	MA	40001_50000	35
10Month	DR	40001_50000	3
10Month	MA	10000_20000	1
10Month	M3	40001_50000	4
10Month	MA	60001_70000	1
10Month	BC	50001_60000	1
12Month	DR	60001_70000	2
12Month	MA	70001_80000	1
10Month	M3	60001_70000	5
10Month	MA	70001_80000	1
10Month	AS	40001_50000	1
10Month	BC	40001_50000	2
12Month	MA	50001_60000	4
10Month	MA	50001_60000	28
10Month	DR	50001_60000	13
10Month	M3	70001_80000	2
10Month	DR	70001_80000	2
10Month	M3	50001_60000	10
10Month	M3	Over_9000	1
10Month	AS	30000_40000	1
10Month	DR	60001_70000	5
12Month	M3	Over_9000	1
10Month	BC	00000_10000	1
12Month	MA	80001_90000	1
10Month	AS	50001_60000	2
	<b>Total</b>		<b>131</b>

**Faculty Hired between 01-July-2011 thru Present**

MONTH10_12	NBRJOBS_SAL_GRADE	SAL_RANGE	EMPL_CNT
10Month	MA	40001_50000	17
10Month	M3	40001_50000	2
10Month	BC	50001_60000	3
10Month	M3	60001_70000	2
10Month	M3	70001_80000	1
10Month	MA	50001_60000	14
12Month	MA	50001_60000	2
10Month	DR	50001_60000	8
10Month	M3	50001_60000	7
10Month	DR	60001_70000	5
	<b>Total</b>		<b>61</b>

## **APPENDIX 9**

Valencia College Grant Summaries:  
From December 2010 to December 2011



## GRANT SUMMARY

FUNDING AGENCY: Blackboard  
Accessibility Grant

DEADLINE: December 31, 2010

FUNDS AVAILABLE: \$5,000.00

### VALENCIA STAFF

CONSULTED: Colin Archibald, Julie Balassa, Margaret Gonzalez, Keith Houck, Judy Jackson, Sonya Joseph, Joe Lynn Look, Della Paul, Ruth Prather, Joyce Romano, Angelique Smith, Bill White

### GRANT DEVELOPMENT

TEAM: Colin Archibald, Julie Balassa, Margaret Gonzalez, Sonya Joseph (representing the currently vacant Director for the Office for Students with Disabilities), Angelique Smith, and Liz Gombash

### SUMMARY OF PROPOSED REQUEST:

This 12-month grant is designed to support research-based projects to benefit learning among students with disabilities, focusing on best practices that utilize existing technology.

Valencia's project concept focuses on exploring the differences in effectiveness when utilizing different software (e.g., Magpie, Captivate, Camtasia) to create closed captioning for online instruction offered via the College's Blackboard Learn system. Initial efforts will target the development and pilot testing of instructional modules within computer programming and speech courses taught by selected faculty on East Campus. The research team will consider various instructional approaches and student learning needs as modules are developed. Faculty training to showcase best practices will be offered at the end of the grant period to encourage sustainability.

This project supports Valencia strategic learning plan by implementing optimal learning environments for students (Goal 2 – Learning Assured).

## GRANT SUMMARY

**FUNDING AGENCY:** National Endowment for the Humanities  
Humanities Initiatives at Institutions with High Hispanic Enrollment Program

**DEADLINE:** June 30, 2011

**FUNDS AVAILABLE:** Maximum request \$100,000, no match required

**VALENCIA FACULTY AND STAFF CONSULTED:** Jenni Campbell, Keith Houck, Kathleen Plinske, Joan Tiller  
Karen Borglum, Judy Jackson, Kevin Mulholland, Marlene Temes

**GRANT DEVELOPMENT TEAM:** Beverlee Andrews, Kevin Mulholland, and Marlene Temes

**SUMMARY OF PROPOSED REQUEST:** This two-year project will utilize grant funds to support two curricular projects focusing on the pre-Columbian era. HUM 1020 faculty will engage in learning experiences led by a faculty scholar to develop deeper knowledge and understanding of three pre-Columbian cultures (Aztec, Maya, & Inca), resulting in a stronger integration of these cultures in the Introduction to Humanities course. Other activities include the development of a new course in pre-Columbian cultures solely dedicated to the indigenous cultures of the Americas.

The proposed grant budget will include expenses for faculty and project director stipend/reassignment (equivalent to one course), stipends for in-house faculty expertise, faculty stipends for curriculum development and workshops, consultant services for a visiting scholar, and a study trip to Guatemala for 16 faculty. Although Valencia's negotiated indirect cost rate is allowable, to maximize the project's impact, 10% has been budgeted for in indirect costs.

Project activities will support Valencia strategic goals by implementing optimal learning environments for students (Goal 2 – Learning Assured), and demonstrating support for employee professional development (Goal 3 – Invest in Each Other).

## GRANT SUMMARY

FUNDING AGENCY:	USA Funds Private Nonprofit Corporation
DEADLINE:	December 15, 2011
FUNDS AVAILABLE:	\$6,000.00 (approximately)
VALENCIA FACULTY AND STAFF CONSULTED:	Geraldine Gallagher, Joan Tiller, Keith Houck, Falecia Williams, Kathleen Plinske, Ruth Prather, Joyce Romano Linda Downing, Brad Honious, Judy Jackson
DEVELOPMENT TEAM:	Brad Honious and Allie Yadav

### SUMMARY OF PROPOSED

REQUEST: Similar to a project supported by USA Funds last year, Valencia will invite all Orange and Osceola school district high school seniors and their parents to participate in FASFA Frenzy events designed to assist students to complete their FAFSA forms. All current Valencia students will also be invited to attend the events, which will be held on:

- West Campus, February 8<sup>th</sup>, 2012, 1PM-7PM
- Osceola Campus, February 17<sup>th</sup>, 2012, 10AM-7PM
- East Campus, February 22<sup>nd</sup>, 2012, 1PM-7PM

In total over 45,000 students and potential students will be invited to attend the event. The financial aid office will be closed for half-days on two dates and closed all day for one date in order to target resources to the event, with over 40 staff members providing assistance.

The USA Funds grant support will be used for printing of posters, light refreshments, shirts for volunteers, and laptops to be used as student giveaway incentives.

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).

## GRANT SUMMARY

FUNDING AGENCY:	American Chemical Society (ACS) Undergraduate Programs Office Office of Two-Year Colleges
DEADLINE:	November 7, 2011 (plan to submit sooner as funds are limited)
FUNDS AVAILABLE:	\$500.00 (No match required)
VALENCIA FACULTY AND STAFF CONSULTED:	Kathy Hauser, Joan Tiller, Falecia Williams Judy Jackson, Laura Sessions, Diego Diaz-Lopez
GRANT DEVELOPMENT TEAM:	Laura Sessions, Diego Diaz-Lopez, and Beverlee Andrews
SUMMARY OF PROPOSED REQUEST:	<p>This one-time grant supports the formation of a Chemistry Chapter of the American Chemical Society on Valencia's west campus. As a new chapter, the funds will be used for establishing outreach/enrichment activities and events for interested students. The timeline will include establishing the club under student development guidelines, developing the charter application, establishing by-laws, creating the goals of the club to support student success and interest in the field of chemistry.</p> <p>This project supports Valencia's strategic plan by removing barriers to college (Goal 1 – Build Pathways); creating optimal conditions for student learning (Goal 2 – Learning Assured); and cooperating with community partners in meeting students' needs and college goals (Goal 4 – Partner with the Community).</p>

## GRANT SUMMARY

FUNDING AGENCY: Higher One  
Financial Literacy Counts Program

DEADLINE: May 15, 2011

FUNDS AVAILABLE: \$5,000.00

VALENCIA FACULTY  
AND STAFF CONSULTED: Geraldine Gallagher, Keith Houck, Kathleen Plinske, Ruth Prather,  
Joyce Romano, Falecia Williams  
Linda Downing, Bradley Honious, Judy Jackson

DEVELOPMENT  
TEAM: Bradley Honious, Allie Yadav

### SUMMARY OF PROPOSED

REQUEST: This proposal will expand student financial literacy initiatives at Valencia by holding one day Financial Literacy Fairs on East, Osceola and West campuses during three separate weeks in October 2011. Activities will target all Valencia students encouraging attendance and participation in various manners prior to and during the event. The Office of Student Financial Assistance and Veteran's Affairs will coordinate each fair and will invite organizations, such as Higher One, USA Funds, Texas Guarantee, and others involved with financial aid and student resources to distribute information and materials. Additionally, this office will encourage student groups to fundraise and entertainment acts to perform at the fairs.

Funding will specifically support three \$500.00 scholarships, which the Valencia Foundation will manage, for students interacting with the online tools Financial Literacy 101 and CashCourse prior to the events. Additionally, funding will provide for giveaway incentives to students attending the fairs. No matching funds will be required.

This project will support 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).

## GRANT SUMMARY

FUNDING AGENCY: Bill and Melinda Gates Foundation  
Purdue University

DEADLINE: November 15, 2011

FUNDS AVAILABLE: \$27,000

VALENCIA FACULTY AND STAFF CONSULTED: Keith Houck, Kathleen Plinske, Ruth Prather, Joan Tiller, Falecia Williams, Karen Borglum, Kurt Ewen, Judy Jackson

GRANT DEVELOPMENT TEAM: Kurt Ewen and Beverlee Andrews

SUMMARY OF PROPOSED REQUEST:

This grant proposal seeks funding from Purdue University, whom in conjunction with the Gardner Institute received funding through the Bill and Melinda Gates Foundation to expand the use of Signals, an early intervention tool driven by learner analytics to address gateway course grade issues. Valencia's role will be to conduct local work and analysis using the tools provided, participating in national conferences, and contributing to monographs and guidebooks. No match required.

Project activities will support Valencia strategic goals by implementing optimal learning environments for students (Goal 2 – Learning Assured), and coordinating student needs and College goals with community partners (Goal 4 – Partner with the Community).

## GRANT SUMMARY

FUNDING AGENCY: USA Funds  
College Success  
Financial Literacy Teams – Peer Mentoring Initiative

DEADLINE: August 5<sup>th</sup>, 2011

FUNDS AVAILABLE: \$25,000.00

VALENCIA FACULTY  
AND STAFF CONSULTED: Geraldine Gallagher, Keith Houck, Kathleen Plinske, Ruth Prather,  
Joyce Romano, Joan Tiller, Falecia Williams  
Linda Downing, Bradley Honious, Judy Jackson

DEVELOPMENT  
TEAM: Brad Honious and Allie Yadav

### SUMMARY OF PROPOSED

REQUEST: This proposal will support student financial literacy initiatives at Valencia by enhancing and expanding to other campuses the peer mentoring activities of the Financial Literacy Ambassadors group. This student group is currently located on Osceola Campus only, and provides presentations to peers promoting financial literacy. This grant is available through the Valencia Foundation. No match is required.

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).

## GRANT SUMMARY

FUNDING AGENCY: Florida Department of Education  
Division of Career and Adult Education  
Carl D. Perkins – Career and Technical Education Postsecondary  
Programs, Section 132

DEADLINE: June 30, 2011

FUNDS AVAILABLE: \$1,952,139.00

VALENCIA STAFF

CONSULTED: Keith Houck, Kathleen Plinske, Ruth Prather, Joyce Romano, Bill  
White, Falecia Williams, Judy Jackson

GRANT DEVELOPMENT

TEAM: Falecia Williams, Beverlee Andrews, Allie Yadav

SUMMARY OF PROPOSED

REQUEST:

This proposal will continue to support the college's career/technical education efforts by covering the costs associated with services related to professional development, retention, completion, placement, assessment, career pathways, and advisement.

The state has instructed applicants to prepare this year's proposal based on an extension of previously-submitted five-year plans to address four required performance measures: (1) student attainment of state-established academic and technical skill proficiencies; (2) student attainment of a postsecondary degree or credential; (3) student retention, completion, and placement; and (4) student participation and completion of programs that lead to nontraditional training and employment.

It should be noted that in recent years the college has provided cash match commitment to the Career Program Advisor positions in this grant. The cash match in all future grant years must be maintained, at a minimum, at equivalent percentage levels to what has been provided in the current grant year. For 2011-12, the Office of Workforce Development will propose spending plans addressing this issue and seek approval to maintain or increase the percentages contributed by the College.

This project supports Valencia strategic learning plan by designing effective and efficient pathways to learning and educational progress for students, creating opportunities for students to develop and achieve their personal aspirations, and developing program options for students that enable them to compete successfully in the Central Florida economy (Goal 1 – Build Pathways); implementing optimal learning environments for students, and establishing learning and learning support systems



and techniques designed to reduce achievement gaps among learners from diverse backgrounds (Goal 2 – Learning Assured); and coordinating student needs and College goals with community partners, and actively responding to community needs and goals (Goal 4 – Partner with the Community)