

**The Florida College System
Annual Equity Update Report
Guidelines for 2014-2015**

For

Valencia College

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



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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (F.A.C.) apply to this annual report.

- Section (§) 1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, Florida Administrative Code (F.A.C.), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Additional implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The report may also reflect efforts by Florida College System institutions to meet federal laws related to civil rights and nondiscrimination in the treatment, admission and employment of students and applicants. Applicable federal laws and regulations enforced by the U.S. Department of Education, U.S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

These Guidelines are organized according to the following parts.

- Part I. Description of Plan Development
 - Part II. Policies and Procedures that Prohibit Discrimination
 - Part III. Strategies to Overcome Underrepresentation of Students
 - Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
 - Part V. Gender Equity in Athletics
 - Part VI. College Employment Equity Accountability Plan
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Each part has instructions for completion along with appropriate legal citations. Colleges are encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One **bound** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2015. The report should be submitted by mail to the Florida

Department of Education, DFC, 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399. The report should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I

Description of Plan Development

The college should provide the following as required under State Board Rule 6A-19.010, F.A.C. Use space as needed.

Description of plan development:

The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

Date of Adoption: April 22, 2015

Development of the Plan:

Amy Bosley, Vice President, Organizational Development & HR

Participation:

Alys Arceneaux, Analyst, Institutional Research
Adam Carneiro, Managing Director, Human Resources Information Services
Deborah Larew, Director, Students with Disabilities
Michele McArdle, Executive Dean, Winter Park Campus
Mike Bosley, Executive Dean, Lake Nona Campus
Stacey Johnson, Campus President, East and Winter Park Campuses
Falecia Williams, Campus President, West Campus
Kathleen Plinske, Campus President, Osceola and Lake Nona Campuses
Jay Galbraith, Vice President, Public Affairs and Marketing
Joe Battista, Vice President, Global, Professional, and Continuing Education
Jennifer Page, Director, Employment & Onboarding, Human Resources
Susan Ledlow, Vice President, Academic Affairs and Planning
Joyce Romano, Vice President, Student Affairs
Organizational Development and Human Resources Advisory Team
Black Advisory Committee

The development of the equity plan transitioned in 2013-2014 to a consultation model which was continued again this year. The plan summarized the myriad programs, projects, and other efforts being implemented throughout Valencia to address the goals and objectives set forth in the Annual Equity Update Report. Finally, the draft report was shared with the College's Organizational Development and Human Resources Advisory Team for their review and input.

PART II

Policies and Procedures that Prohibit 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 §1000.05, Florida Statutes, and Rules 6A-19.001-010, F.A.C. Use space as needed.

Once the report has been completed, a draft copy is then submitted to the Vice President of Organizational Development and Human Resources for her review. Upon her approval, the draft report is provided to the President who also has the ability to make any changes, as necessary. The report is presented to the District Board of Trustees when finalized for their approval. Subsequently, the report will be available 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 annual retreat.

B. Policy of Nondiscrimination:

Provide the college's policy/policies of nondiscrimination adopted by the college's governing board. This may be inserted as Appendix 1.

Please indicate the most recent date of revision: February 25, 2015

See Appendix 1 for Valencia College Policy 6Hx28:2-01: Discrimination, Harassment and Related Misconduct (Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal Violence, Stalking, Complicity, and Retaliation)

C. Regular Notification: Rule 6A-19.010(f), F.A.C.:

Describe procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units, and the general public of this policy. Use space as needed.

The regular and on-going notification of members of Valencia's community is a priority for the Office of Organizational Development and Human Resources and is supported by the Office of Organizational Communication and the Office of Public Affairs and Marketing. Regular notification of Valencia College's nondiscrimination policy is of high importance and thus multiple routes are taken to provide the information for students, employees, applicants, and the general public. Access to Valencia College's regular notification of nondiscrimination is located directly on the bottom of every Valencia webpage, including the homepage. It is also located on the employment application website, student handbook, and the Human Resources webpage. Valencia's policy on non-discrimination and harassment is regularly referenced in communications to all employees and specifically highlighted in communications to supervisors. In addition, Valencia's Public Affairs and Marketing department utilizes one of three versions (varying in lengths depending on physical size of piece) for all major public print materials.

D. Equity Officer/Coordinator:

- a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.009-.010, F.A.C., Title IX, Section 504, and Title II. Use more space as needed.

Dr. Amy Bosley
Vice President, Organizational Development & Human Resources
Equity Officer and Title IX Coordinator
407-582-8255
1768 Park Center Drive
Orlando, FL 32825

Linda Herlocker
Dean of Students, West Campus
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Lisandra Suarez
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Ruth Ridore
Campus Director, Organizational Development and Human Resources (East, Winter Park, CJI)
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Becky Gallup
Campus Director, Organizational Development and Human Resources (West)
Title IX Deputy Coordinator
407-582-5124
1800 South Kirkman Road
Orlando, FL 32811

- b. Does the regular notice of nondiscrimination include the name, address, and telephone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures?

The regular notice of nondiscrimination includes the names, addresses, and telephone numbers of the persons designated to coordinate efforts. Valencia actually has three versions of the nondiscrimination statement, of varying lengths, intended to be used for different sized media. Because of how quickly names and addresses can change, for print material, a version of the nondiscrimination statement is used that only lists the office and phone number. This is to ensure accuracy in print materials that are not reprinted on a regular basis.

- E. Grievance or Complaint Procedures:** Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination.

Under Rule 6A-19.010(h), F.A.C. Grievance or complaint procedures should address the following at a minimum.

1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

Please indicate the most recent date of revision(s): February 25, 2015

See Appendix 1 for Valencia College Policy 6Hx28:2-01: Discrimination, Harassment and Related Misconduct (Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation,

Interpersonal Violence, Stalking, Complicity, and Retaliation) which includes the procedures for filing complaints.

F. Revised Policies and Procedures

Submit as Appendix 3, any policies and procedures related to the following for which revisions have been made since submission of the college's last Annual Equity Update Report. You do not need to re-submit the college's policy on nondiscrimination or the college's grievance procedures.

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)

Revisions made: (yes) (no)

If yes, name of procedures(s): Valencia College Policy 6H.28:2-01: Discrimination, Harassment, and Related Misconduct (including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Interpersonal Violence, Stalking, Complicity, and Retaliation) (attached as Appendix 1)

Date of approval of revision: February 25, 2015

2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures

Revisions made: (yes) (no)

If yes, name of policy:

Date of approval 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 this report as approved and dated by the governing board and/or president of the college. Revised procedures should also be submitted as final and approved.

PART III

Strategies to Overcome Underrepresented Students

A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for First-Time-In-College (FTIC) and for Overall Enrollment. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments 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.

Data reports 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	2011-12	1,271	9,466	13.43	6,472	54,485	11.88
	2012-13	1,201	9,472	12.68	6,323	53,812	11.75
	2013-14	1,209	9,766	12.38	6,171	54,220	11.38
Male	2011-12	1,022	9,466	10.80	4,402	54,485	8.08
	2012-13	1,024	9,472	10.81	4,336	53,812	8.06
	2013-14	1,075	9,766	11.01	4,509	54,220	8.32
Total	2011-12	2,293	9,466	24.22	10,874	54,485	19.96
	2012-13	2,225	9,472	23.49	10,659	53,812	19.81
	2013-14	2,284	9,766	23.39	10,680	54,220	19.70

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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	2011-12	1,963	9,466	20.74	10,356	54,485	19.01
	2012-13	1,963	9,472	20.72	10,435	53,812	19.39
	2013-14	2,067	9,766	21.17	10,568	54,220	19.49
Male	2011-12	1,640	9,466	17.33	7,442	54,485	13.66
	2012-13	1,741	9,472	18.38	7,636	53,812	14.19
	2013-14	1,879	9,766	19.24	8,081	54,220	14.90
Total	2011-12	3,603	9,466	38.06	17,798	54,485	32.67
	2012-13	3,704	9,472	39.10	18,071	53,812	33.58
	2013-14	3,946	9,766	40.41	18,649	54,220	34.40

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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	2011-12	327	9,466	3.45	2,054	54,485	3.77
	2012-13	397	9,472	4.19	2,176	53,812	4.04
	2013-14	398	9,766	4.08	2,249	54,220	4.15
Male	2011-12	335	9,466	3.54	1,736	54,485	3.19
	2012-13	350	9,472	3.70	1,823	53,812	3.39
	2013-14	349	9,766	3.57	1,997	54,220	3.68
Total	2011-12	662	9,466	6.99	3,790	54,485	6.96
	2012-13	747	9,472	7.89	3,999	53,812	7.43
	2013-14	747	9,766	7.65	4,246	54,220	7.83

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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	2011-12	1,480	9,466	15.63	12,012	54,485	22.05
	2012-13	1,408	9,472	14.86	11,395	53,812	21.18
	2013-14	1,357	9,766	13.90	10,995	54,220	20.28
Male	2011-12	1,428	9,466	15.09	10,011	54,485	18.37
	2012-13	1,388	9,472	14.65	9,688	53,812	18.00
	2013-14	1,432	9,766	14.66	9,650	54,220	17.80
Total	2011-12	2,908	9,466	30.72	22,023	54,485	40.42
	2012-13	2,796	9,472	29.52	21,083	53,812	39.18
	2013-14	2,789	9,766	28.56	20,645	54,220	38.08

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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	2011-12	5,041	9,466	53.25	30,894	54,485	56.70
	2012-13	4,969	9,472	52.46	30,329	53,812	56.36
	2013-14	5,031	9,766	51.52	29,983	54,220	55.30
Male	2011-12	4,425	9,466	46.75	23,591	54,485	43.30
	2012-13	4,503	9,472	47.54	23,483	53,812	43.64
	2013-14	4,735	9,766	48.48	24,237	54,220	44.70
Total	2011-12	9,466	9,466	100.00	54,485	54,485	100.00
	2012-13	9,472	9,472	100.00	53,812	53,812	100.00
	2013-14	9,766	9,766	100.00	54,220	54,220	100.00

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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	2011-12	355	52	2,397	612
	2012-13	281	66	2,264	589
	2013-14	331	55	2,214	550
Male	2011-12	253	75	1,508	530
	2012-13	205	80	1,395	512
	2013-14	245	65	1,366	495
Total (ALL)	Rpt Year				
	2011-12	608	127	3,905	1,142
	2012-13	486	146	3,659	1,101
	2013-14	576	120	3,580	1,045

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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 your three-year analyses of student enrollments by race, gender, DIS and LEP. Use space as needed.

FTIC

Black: Black female FTIC enrollment increased from 1,097 (11.93%) in 2010-11 to 1,271 (13.43%) in 2011-12, decreased to 1,201 (12.68%) in 2012-13 and rose slightly to 1,209 (12.38%) in 2013-2014. Black male FTIC enrollment increased every year from 966 (10.51%) in 2010-11 to 1,022 (10.80%) in 2011-12, 1,024 (10.81%) in 2012-13, and continued to rise in 2013-2014 to 1,075 (11.01%). Overall, Black FTIC enrollment increased from 2,063 (22.44%) in 2010-12 to 2,293 (24.22%) in 2011-12, decreased to 2,225 (23.49%) in 2012-13, and rose slightly in 2013-2014 to 2,284 (23.39%).

Hispanic: Hispanic female FTIC enrollment increased from 1,831 (19.92%) in 2010-11 to 1,963 (20.74%) in 2011-12, maintained at 1,963 (20.72%) in 2012-13, and grew to 2,067 (21.17%) in 2013-2014. Hispanic male FTIC enrollment increased every year from 1,595 (17.35%) in 2010-11 to 1,640 (17.33%), 1,741 (18.38%) in 2012-13, and rose again in 2013-2014 to 1,879 (19.24%). Overall, Hispanic FTIC enrollment increased every year from 3,426 (37.27%) in 2010-11 to 3,603 (38.06%) in 2011-12, 3,704 (39.10%) in 2012-13, and continued to increase in 2013-2014 to 3,946 or 40.41% of total FTIC enrollment.

Other: Other female FTIC enrollment increased every year from 317 (3.45%) in 2010-11 to 327 (3.45%) in 2011-12, 397 (4.19%) in 2012-13, and rose by one student to 398 or 4.08% in 2013-2014. Other male FTIC enrollment also increased every year from 307 (3.34%) in 2010-11 to 335 (3.54%) in 2011-12, 350 (3.70%) in 2012-13, and decreased by one student to 349 or 3.57% in 2013-2014. Overall, Other FTIC enrollment increased every year from 624 (6.79%) in 2010-11 to 662 (6.99%) in 2011-12, 747 (7.89%) in 2012-13, and remained at that level (747 students, 7.78%) in 2013-2014.

Female: Female FTIC enrollment increased from 4,788 (52.09%) in 2010-11 to 5,041 (53.25%) in 2011-12, decreased to 4,969 (52.46%) in 2012-13, and increased to 5,031 or 51.52% in 2013-2014.

LEP: LEP FTIC enrollment decreased every year from 621 in 2010-12 to 608 in 2011-12, 486 in 2012-13, but rose to 576 in 2013-2014.

DIS: DIS FTIC decreased from 142 in 2010-11 to 127 in 2011-12, increased to 146 in 2012-13, and declined again in 2013-2014 to 120.

Total Enrollments

Black: Black female total enrollment increased from 5,119 (11.55%) in 2010-11 to 6,472 (11.88%) in 2011-12, but decreased to 6,323 (11.75%) in 2012-13 and declined again in 2013-2014 to 6,171 or 11.38%. Black male total enrollment increased from 4,098 (7.73%) in 2010-11 to 4,402 (8.08%) in 2011-12, decreased to 4,336 (8.06%) in 2012-13, and increased in 2013-2014 to 4,509 (8.32%). Overall, Black total enrollment increased from 10,659 (19.81%) in 2010-11 to 10,680 (19.70%) in 2013-2014.

Hispanic: Hispanic female total enrollment increased every year from 9,780 (18.45%) in 2010-11 to 10,356 (19.01%) in 2011-12, 10,435 (19.39%) in 2012-13, and 10,568 (19.49%) in 2013-2014. Hispanic male total enrollment increased every year from 7,021 (13.25%) in 2010-11 to 7,442 (13.66%) in 2011-12, 7,636 (14.19%) in 2012-13, and finally 8,081 (14.9%) in 2013-2014. Overall, Hispanic total enrollment increased every year from 16,801 (31.70%) in 2010-11 to 17,798 (32.67%) in 2011-12, 18,071 (33.58%) in 2012-13, and increased in 2013-2014 to 18,649 or 34.4% of total enrollments.

Other: Other female total enrollment increased every year from 1,879 (3.55%) in 2010-11 to 2,054 (3.77%) in 2011-12, 2,176 (4.04%) in 2012-13, and increased to 2,249 (4.15%) in 2013-2014. Other male total enrollment also increased every year from 1,574 (2.97%) in 2010-11 to 1,736 (3.19%) in 2011-12, 1,823 (3.39%) in 2012-13, and grew to 1,997 (3.68%) in 2013-2014. Overall, Other total enrollment increased every year from 3,453 (6.52%) in 2010-11 to 3,790 (6.96%) in 2011-12, 3,999 (7.43%) in 2012-13, and continued to increase in 2013-2014 to 4,246 (7.83%) of total enrollments.

Female: Female total enrollment increased from 29,969 (56.55%) in 2010-11 to 30,894 (56.70%) in 2011-12, but decreased to 30,329 (56.36%) in 2012-13, and decreased again in 2013-2014 to 29,983 (55.3%).

LEP: LEP total enrollment increased from 3,795 in 2010-11 to 3,905 in 2011-12, but decreased to 3,659 in 2012-13, and decreased again to 3,580 in 2013-2014.

DIS: DIS total enrollment decreased every year from 1,202 in 2010-11 to 1,142 in 2011-12, 1,101 in 2012-13, and decreased again in 2013-2014 to 1,045.

2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2014-2015. A table is provided to use as appropriate.

Group	2013-2014 Goals for FTIC	Achieved Y/N	2014-2015 Goals for FTIC		2013-2014 Goals for Overall Enrollments	Achieved Y/N	2014-2015 Goals for Overall Enrollments
Black	0.75%	Y	1.0%		0.50%	N	0.50%
Hispanic	0.75%	Y	1.0%		0.50%	Y	0.75%
Other Minorities	0.50%	N	0.50%		0.25%	Y	0.50%
White	-----	-----	-----		-----	-----	-----
Male	-----	-----	-----		-----	-----	-----
Female	0.75%	Y	0.75%		0.50%	N	0.50%
DIS	0.25%	Y	0.50%		0.25%	N	0.25%
LEP	0.50%	N	0.25%		0.25%	N	0.25%

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. Use space as needed.

Freshman Freebie

For Fall 2014, Valencia sponsored an incentive program for recent high school graduates in order to increase the college going rate of Orange and Osceola high school graduates. Students who completed their Fall enrollment by early July were given a waiver equal to the cost of Florida in-state tuition for one, 3 credit course. This supported early planning and completion of the enrollment process as well as helping with the cost of college for students and their families. Almost 2,000 students received this tuition waiver.

Central Florida Access Network (a part of FCAN)

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

College Nights and Campus Open Houses

Valencia hosts major events in Fall and in Spring term aimed at acquainting the community with college options in Central Florida and beyond. College Nights occur on 2 Valencia campuses in October and

feature hundreds of colleges in a college fair style as well as informational workshops. Campus Open Houses are held in Spring on 3 Valencia campuses and feature specific Valencia programs available in a hands on experience. All of these events are intended to inform students who have not traditionally attended college about their college choices and how to prepare for the enrollment process.

College Day

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

Media Outreach and Advertising

Valencia's Public Affairs and Marketing office actively promotes to diverse and minority populations through local media channels and minority publications. There is intentionality and consistency in representing the diversity of students Valencia serves in advertising, collateral materials, websites and campus branding. Marketing materials are culturally sensitive and in 2013-14 it was made standard practice to produce all TV, print, radio and outdoor billboards in Spanish as well as English. Efforts were also made to reach African American and Caribbean audiences via advertising spend in targeted channels.

Partnership With Public School System

Valencia College has a close and effective relationship with the neighboring public school system. The college has continued to partner with Orange and Osceola public schools to support and deploy Transition Coaches to support all students in learning about college and believing that college is possible. These are positions, paid for by the public school system via a grant from Valencia, with the sole purpose of working from within the local high school to assist students with their transition to the community college system. With this added support, the intent is not just higher enrollment, but also earlier and increased connection/community building.

In addition, Valencia's Osceola campus has “adopted” Central Avenue Elementary school (92% minority) to support students with faculty and staff mentors, programs, and other activities to support student learning and success.

FAFSA Frenzy

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

Got College?

Got College? is an initiative on the Osceola Campus designed to increase the county's college-going rate. With local partnerships, the “Campus Express” was created and has provided transportation to over 1000 middle and high school students to tour the campus. The Campus Express will transport over 2000 students in the coming year to Osceola Campus. In addition, more strategic work has been done to provide experiences for Spanish speakers, such as a specific Valencia Night open house for ESOL parents. Information sessions are also being expanded to include locations in the heart of the community (civic centers, organizations, etc.), in addition to sessions held on campus.

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2011-2012 to 2013-2014 by race, gender, DIS and LEP skills of students achieving A.A. Degrees, A.S. Degrees or Certificates of Completion (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 for 2014/2015.

Florida College System

College: Valencia

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	581	5,911	9.83	142	1,265	11.23	343	3,666	9.36
	2012-13	523	5,280	9.91	124	1,245	9.96	404	3,864	10.46
	2013-14	519	5,555	9.34	121	1,234	9.81	403	4,268	9.44
Male	2011-12	332	5,911	5.62	66	1,265	5.22	304	3,666	8.29
	2012-13	256	5,280	4.85	74	1,245	5.94	314	3,864	8.13
	2013-14	293	5,555	5.27	90	1,234	7.29	359	4,268	8.41
Total	2011-12	913	5,911	15.45	208	1,265	16.44	647	3,666	17.65
	2012-13	779	5,280	14.75	198	1,245	15.90	718	3,864	18.58
	2013-14	812	5,555	14.62	211	1,234	17.10	762	4,268	17.85

PERA = CCEE0192 01/24/2015 18:51:25 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 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	2011-12	1,057	5,911	17.88	198	1,265	15.65	545	3,666	14.87
	2012-13	1,096	5,280	20.76	188	1,245	15.10	694	3,864	17.96
	2013-14	1,199	5,555	21.58	219	1,234	17.75	683	4,268	16.00
Male	2011-12	716	5,911	12.11	165	1,265	13.04	591	3,666	16.12
	2012-13	604	5,280	11.44	145	1,245	11.65	552	3,864	14.29
	2013-14	703	5,555	12.66	179	1,234	14.51	691	4,268	16.19
Total	2011-12	1,773	5,911	29.99	363	1,265	28.70	1,136	3,666	30.99
	2012-13	1,700	5,280	32.20	333	1,245	26.75	1,246	3,864	32.25
	2013-14	1,902	5,555	34.24	398	1,234	32.25	1,374	4,268	32.19

PERA = CCEE0192 01/24/2015 18:51:25 Source: AA1A2012, AA1A2013, AA1A2014

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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.

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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	2011-12	232	5,911	3.92	44	1,265	3.48	119	3,666	3.25
	2012-13	231	5,280	4.38	46	1,245	3.69	138	3,864	3.57
	2013-14	241	5,555	4.34	41	1,234	3.32	126	4,268	2.95
Male	2011-12	185	5,911	3.13	31	1,265	2.45	114	3,666	3.11
	2012-13	182	5,280	3.45	32	1,245	2.57	133	3,864	3.44
	2013-14	185	5,555	3.33	39	1,234	3.16	165	4,268	3.87
Total	2011-12	417	5,911	7.05	75	1,265	5.93	233	3,666	6.36
	2012-13	413	5,280	7.82	78	1,245	6.27	271	3,864	7.01
	2013-14	426	5,555	7.67	80	1,234	6.48	291	4,268	6.82

PERA = CCEE0192 01/24/2015 18:51:25 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

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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	2011-12	1,605	5,911	27.15	351	1,265	27.75	733	3,666	19.99
	2012-13	1,325	5,280	25.09	370	1,245	29.72	749	3,864	19.38
	2013-14	1,341	5,555	24.14	306	1,234	24.80	829	4,268	19.42
Male	2011-12	1,203	5,911	20.35	268	1,265	21.19	917	3,666	25.01
	2012-13	1,063	5,280	20.13	266	1,245	21.37	880	3,864	22.77
	2013-14	1,074	5,555	19.33	239	1,234	19.37	1,012	4,268	23.71
Total	2011-12	2,808	5,911	47.50	619	1,265	48.93	1,650	3,666	45.01
	2012-13	2,388	5,280	45.23	636	1,245	51.08	1,629	3,864	42.16
	2013-14	2,415	5,555	43.47	545	1,234	44.17	1,841	4,268	43.13

PERA = CCEE0192 01/24/2015 18:51:25 Source: AA1A2012, AA1A2013, AA1A2014

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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.

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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	2011-12	3,475	5,911	58.79	735	1,265	58.10	1,740	3,666	47.46
	2012-13	3,175	5,280	60.13	728	1,245	58.47	1,985	3,864	51.37
	2013-14	3,300	5,555	59.41	687	1,234	55.67	2,041	4,268	47.82
Male	2011-12	2,436	5,911	41.21	530	1,265	41.90	1,926	3,666	52.54
	2012-13	2,105	5,280	39.87	517	1,245	41.53	1,879	3,864	48.63
	2013-14	2,255	5,555	40.59	547	1,234	44.33	2,227	4,268	52.18
Total	2011-12	5,911	5,911	100.00	1,265	1,265	100.00	3,666	3,666	100.00
	2012-13	5,280	5,280	100.00	1,245	1,245	100.00	3,864	3,864	100.00
	2013-14	5,555	5,555	100.00	1,234	1,234	100.00	4,268	4,268	100.00

PERA = CCEE0192 01/24/2015 18:51:25 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 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	2011-12	237	101	52	27	135	57
	2012-13	226	81	51	23	147	44
	2013-14	163	74	41	14	168	51
Male	2011-12	137	71	38	19	132	47
	2012-13	118	52	27	24	147	55
	2013-14	104	72	52	13	148	63
Total (ALL)	Rpt Year						
	2011-12	374	172	90	46	267	104
	2012-13	344	133	78	47	294	99
	2013-14	267	146	93	27	316	114

PERA = CCEE0192 01/24/2015 18:51:25 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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.

2015 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, gender, DIS, or LEP. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances. Use space as needed.

AA Degrees: Total completions of black students increased from 645 (13.63%) in 2010-11 to 913 (15.45%) in 2011-12, decreased to 779 (14.75%) in 2012-13, and increased in 2013-2014 to 812 (14.62%). Total Hispanic student completions increased from 1,393 (29.43%) in 2010-11 to 1,773 (29.99%) in 2011-12, and although the raw number decreased to 1,700 in 2012-13, the percentage actually increased to 32.20%. In 2013-2014, Hispanic student completions grew again to 1,902 (34.24%). Total Other student completions increased from 351 (7.41%) in 2010-11 to 417 (7.05%), but the raw numbers decreased to 413 in 2012-13 while increasing in percentage (7.82%). In 2013-2014, total Other student completions rose slightly to 426 (7.67%). Total White student completions increased from 2,345 (49.54%) in 2010-11 to 2,808 (47.50%) in 2011-12, but decreased to 2,388 (45.23%) in 2012-13. In 2013-2014, total White student completions increased slightly in raw numbers to 2,415 but decreased in percentage to 43.47%. While raw numbers fluctuated, the percentage of total Female student completions increased every year from 2,725 (57.56%) to 3,475 (58.79%) in 2011-12, and finally 3,175 (60.13%) in 2012-13. In 2013-2014, the raw number of female student completions rose to 3,300 but the percentage of the total declined slightly to 59.41%. Total LEP student completions increased from 301 in 2010-11 to 374 in 2011-12, but decreased to 344 in 2012-13 and decreased again in 2013-2014 to 267. Total DIS student completions increased from 146 in 2010-11 to 172 in 2011-12, but decreased to 133 in 2012-13. In 2013-2014, total DIS student completions increased to 146.

AS Degrees: Total completions of black students increased from 161 (15.28%) in 2010-11 to 208 (16.44%) in 2011-12, decreased to 198 (15.90%) in 2012-13, and rose back to 211 (17.10%) in 2013-2014. Total Hispanic student completions increased from 281 (26.66%) in 2010-11 to 363 (28.70%) in 2011-12, decreased to 333 (26.75%) in 2012-13, and rose to 398 (32.35%) in 2013-2014. Total Other student completions increased every year from 65 (6.17%) in 2010-11 to 75 (5.93%) in 2011-12, 78 (6.27%) in 2012-13, and increased slightly to 80 (6.48%). Total White students completions increased every year from 547 (51.90%) in 2010-11 to 619 (48.93%) in 2011-12, 636 (51.08%) in 2012-13, and decreased to 545 (44.17%) in 2013-2014. Total Female student completions increased from 621 (58.92%) in 2010-11 to 735 (58.10%) in 2011-12, but decreased to 728 (58.47%) in 2012-13, and decreased again in 2013-2014 to 687 (55.67). Total LEP student completions decreased every year from 95 in 2010-11 to 90 in 2011-12, 78 in 2012-13, and increased in 2013-2014 to 93. Total DIS student completions decreased from 51 in 2010-11 to 46 in 2011-12, increased to 47 in 2012-13, and then decreased again to 27 in 2013-2014.

Certificates: Total completions of black students increased every year from 534 (15.78%) in 2010-11 to 647 (17.65%) in 2011-12, to 718 (18.58%) in 2012-13, and increased again to 762 (17.85%) in 2013-2014. Total Hispanic student completions increased every year from 1,044 (30.84%) in 2010-11 to 1,136 (30.99%) in 2011-12, to 1,246 (32.25%) in 2012-13, and to 1,374 (32.19%) in 2013-2014. Total Other student completions increased from 233 (6.36%) in 2011-12, to 271 (7.01%) in 2012-13, and increased again to 291 (6.82%) in 2013-2014. Total White student completions increased from 1,580 (46.68%) in 2010-11 to 1,650 in 2011-12, decreased to 1,629 (42.16%) in 2012-13, and rose to 1,841 (43.13%) in 2013-2014. Total Female student completions increased every year from 1,546 (45.67%) to 1,740 (47.46%) in 2011-12, to 1,985 (51.37%) in 2012-13, and to 2,014 (47.82%) in 2013-2014. Total LEP student completions decreased from 279 in 2010-11 to 267 in 2011-12, increased to 294 in 2012-13, and increased to 316 in 2013-2014. Total DIS student completions increased from 96 in 2010-11 to 104 in 2011-12, decreased to 99 in 2012-13, and increased back to 114 in 2013-2014.

2. Achievement of goals:

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

AA Degrees Group	2013-2014 Goal	2013-2014 Actual	Achieved Y/N	Goals for 2014-2015
Black	0.75%	4.2%	Y	1.0%
Hispanic	0.75%	11.9%	Y	2.0%
Other	0.75%	3.1%	Y	1.0%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	0.75%	3.9%	Y	1.0%
LEP	0.25%	-22.0%	N	0.25%
DIS	0.25%	9.7%	Y	0.50%

AS Degrees Group	2013-2014 Goal	2013-2014 Actual	Achieved Y/N	Goals for 2014-2015
Black	0.75%	6.5%	Y	1.0%
Hispanic	0.75%	19.5%	Y	2.0%
Other	0.50%	2.5%	Y	1.0%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	0.75%	-5.6%	N	0.75%
LEP	0.50%	19%	Y	0.75%
Disability	0.25%	-42.5%	N	0.50%

Certificates Group	2013-2014 Goal	2013-2014 Actual	Achieved Y/N	Goals for 2014-2015
Black	0.75%	6.1%	Y	1.0%
Hispanic	0.75%	10.3%	Y	2.0%
Other	0.50%	7.3%	Y	1.0%
White	-----	-----	-----	-----
Male	-----	-----	-----	-----
Female	1.0%	2.8%	Y	1.0%
LEP	0.50%	7.4%	Y	0.75%
Disability	0.25%	15.2%	Y	0.50%

- 2013-2014 goals reflect expected percentage increase in group headcount from 2012-2013 headcount to 2013-2014 headcount. The actual percentages reflect percent growth/decline in headcount from 2012-2013 to 2013-2014.

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. Use space as needed.

RAMP-Up

Data shows that the more developmental education classes a student tests into, the less likely it is going to be for that person to complete their education. RAMP-Up (Refresher for Accurate Math Placement) is a new targeted course that presents an opportunity for students to complete their mathematics requirements in less time. This one-week experience includes reviewing and refreshing arithmetic and algebra topics providing students an opportunity to bypass one or more levels of developmental mathematics.

At the conclusion of the course, students retake the PERT-M placement test with the confidence of placing in the highest level mathematics course they can successfully complete. Higher placement reduces the number of courses needed to satisfy mathematics requirements, saving time and money. The course costs \$25 and includes course materials and PERT-M retake fee. This program is being re-envisioned in light of new developmental education rulings.

R.E.A.C.H.

R.E.A.C.H. (Reaching Each Academic Challenge Head-On) consists of small groups of students who take their first year of college together, with the same courses and instructors. This sort of learning community helps students connect with their classmates and professors, providing more individualized instruction, increased student success, and higher graduation rates. To encourage enrollment in the program, students are eligible for a \$500 scholarship during the first term. R.E.A.C.H. is available on Valencia's Osceola Campus, which is home to our largest population of Hispanic students.

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2014-2015 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 2012-2013 FTIC students returning Fall 2013-2014 and Fall 2013-2014 FTIC students returning Fall 2014-2015.

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.
 - a. Full-time students:

Non-resident Alien Males, Black Males, Black Females, American Indian or Alaskan Native Males and Females, Asian/Pacific Islander Females, Hispanic Females, White Females, Unknown/Two or More Races Males, and both Total Males and Females have shown an increase in retention over 2013-2014. The following categories have maintained at the same retention rate year over year: Non-resident Alien Females, White Males, and Unknown/Two or More Races Females. The following categories have shown a decrease in retention rates: Asian/Pacific Islander Males and Hispanic Males. It is worth noting that regardless of whether retention rates are improving, Black Males are retained at substantially lower rates than all other groups.
 - b. Part-time students:

Non-resident Alien Females, Black Males, Black Females, American Indian or Alaskan Native Females, Hispanic Females, Unknown/Two or More Races Males and Females, Total Males, and Total Females have shown an increase in retention over 2013-2014. The following categories have shown a decrease in retention rates: Non-resident Alien Males, American Indian or Alaskan Native Males, Asian/Pacific Islander Males, White Males, and White Females. The following categories have maintained at the same retention rate year over year: Asian/Pacific Islander Females, and Hispanic Males.
2. Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly. Use space as needed.

Stop Out Campaign

Students who begin college often encounter obstacles that interrupts their college attendance for a period of time. Many of these students come from challenging backgrounds in which economic factors and social obligations create temporary barriers to college attendance. Valencia annually identifies students whose college attendance has been interrupted over the previous 2 years but who otherwise are eligible to continue enrollment, and sends a postcard inviting their reconnection to the college. A custom website with online advising provides that reconnection and assistance in returning to their educational goals.

New Student Experience

As a part of Valencia's Quality Enhancement Plan (QEP), a New Student Experience (NSE) has been created and is currently in the implementation stage. Because the highest attrition rates occur during the first 15 credit hours at an institution, the NSE aims to provide a coordinated experience for all new students with fewer than 15 college-level credits at Valencia and focuses on Preparation, Personal Connection, Purpose, Planning, Place, and Pathways. It includes a required credit-earning course and an extended orientation to college; student success skills integrated into select program introduction courses; front door general education alignment, and career and academic advising to include the development of an individualized education plan.

Bridges to Success

The purpose of Bridges to Success is close achievement gaps among low income, first generation and minority students by providing mentoring, academic and financial support, and leadership development beginning the summer after high school graduation for eligible students in Orange and Osceola counties. Through a competitive application process, students from area schools and enrichment programs earn a Bridges to Success scholarship which provides full tuition and a book

stipend each term through the completion of the Associates degree (up to 3 years). 400 new students are admitted each year and there are 1,000 students in the program on 3 Valencia campuses. The persistence and completion rates of Bridges students are 20-25 % higher than the non-Bridges peers.

Florida College System

College: Valencia

Full-Time Student Retention (FTIC) 2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	61	45	481	615	6	7	121	116	916	1,105	760	683	244	283	2,589	2,854	5,443
Num. Retained	52	32	266	384	4	7	98	100	581	801	520	498	187	219	1,708	2,041	3,749
% Retained	85	71	55	62	67	100	81	86	63	72	68	73	77	77	66	72	69

PERA - Retention 01/24/2015 18:53:05
 Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

Full-Time Student Retention (FTIC) 2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	43	48	434	578	9	5	139	134	899	1,116	745	875	158	222	2,427	2,978	5,405
Num. Retained	35	34	230	342	4	4	116	113	580	797	503	609	106	170	1,574	2,069	3,643
% Retained	81	71	53	59	44	80	83	84	65	71	68	70	67	77	65	69	67

PERA - Retention 01/24/2015 18:53:05
 Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

Part-Time Student Retention (FTIC) 2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	14	14	257	288	2	4	48	69	459	520	369	431	115	134	1,264	1,460	2,724
Num. Retained	9	11	120	146	0	2	32	49	237	313	191	251	74	82	663	854	1,517
% Retained	64	79	47	51	0	50	67	71	52	60	52	58	64	61	52	58	56

PERA - Retention 01/24/2015 18:53:05
 Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

Part-Time Student Retention (FTIC) 2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	7	7	275	339	2	5	40	63	436	520	361	407	85	103	1,206	1,444	2,650
Num. Retained	5	4	111	159	1	2	27	45	226	299	200	246	49	58	619	813	1,432
% Retained	71	57	40	47	50	40	68	71	52	58	55	60	58	56	51	56	54

PERA - Retention 01/24/2015 18:53:05
 Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

D. Student Success in Targeted Programs

The Florida Educational Equity Act, §1000.05, F.S., Part (4), requires that, “Public schools and Florida College System Institutions 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.” Identify current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Use space as needed.

LSAMP

Valencia College is a proud member of the Central Florida STEM Alliance. In partnership with Seminole State College and Lake Sumter College, the National Science Foundation has awarded \$1.5 million over three years through the Louis Stokes Alliance for Minority Participation (LSAMP) grant.

The goal of the LSAMP grant is to double the number of underrepresented minority (URM) students from 321 to 642 in three years that complete an A.A. at Valencia, Seminole State, or Lake Sumter College and transfer to a four-year university in a STEM field (Computer and Information Sciences, Engineering, Life Sciences, Mathematics, Architecture, and Physical Sciences). For this particular grant, underrepresented minorities are defined as African-American and Hispanic students.

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

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

E. Student Success Rates in Gatekeeper Courses

The College 2014-2015 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAC1105, MGF1106, STA2023, MAT 1033 and ENC1101) from 2011-2012 through 2013-2014. 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:

- Success is defined as grades of A, B, C and S
- Courses with grades of X, P, PR and Z are excluded from the data.
- In the Gap Comparison Table, a **negative gap** indicates that the percentage of successful black or Hispanic students 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.

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2011-2012 through 2013-2014. Use space as needed.

Gatekeeper Courses: Disparity Gaps

Year Over Year Change in Success Rates of Black and Hispanic Students at Valencia Fall End of Term

	2011/2012 – 2012/13		2012/13 – 2013/14	
	Black-White Year Over Year Change	Hispanic-White Year Over Year Change	Black-White Year Over Year Change	Hispanic-White Year Over Year Change
Course				
MAT1033	-11.84	-1.34	-9.42	-2.26
ENC1101	-7.26	-3.39	-5.85	-4.40
MAC1105	-11.74	-0.23	-11.08	2.62
MGF1106	-13.69	-1.18	-10.78	-0.18
STA2023	-7.16	-3.02	-6.13	3.75

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 gatekeeper courses. Please include any programs the college has implemented that target a particular race or ethnicity. Use space as needed.

In almost all classes and among all groups, the gaps in performance among those students who self-report as not white and white students is diminishing. In MAT 1033, the gap between self-reported Black students and self-reported White students decreased by over 2 percentage points. While a gap still exists, the trend

is in a positive direction. In two cases, Hispanic students perform better than White students (MAC 1104 and STA 2023). In only two courses did the gaps between Hispanic and White student performance grow in 2014-15 (MAT 1033 and ENC 1101). In all courses, the performance gap between Black and White students decreased in 2014-15.

In general, because of the already high numbers of minority students enrolled at Valencia (and in gatekeeper courses) there are no targeted programs based around race or ethnicity. Instead, all of the learning resources such as the Communications Student Support Center, Math 24/7, personalized tutoring, the Math Depot, group study sessions, etc., are open, free, and available to all students.

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

White	2011-12			2012-13			2013-14		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	820	1,212	67.66	811	1,271	63.81	783	1,136	68.93
ENC1101	1,540	1,938	79.46	1,544	1,996	77.35	1,429	1,901	75.17
MAC1105	1,070	1,599	66.92	1,117	1,637	68.23	1,085	1,659	65.40
MGF1106	254	322	78.88	243	318	76.42	242	298	81.21
STA2023	590	735	80.27	585	743	78.73	553	746	74.13

PERA - Disparity Gap 01/24/2015 18:54:21

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Black	2011-12			2012-13			2013-14		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	373	685	54.45	383	737	51.97	441	741	59.51
ENC1101	672	923	72.81	710	1,013	70.09	739	1,066	69.32
MAC1105	361	581	62.13	361	639	56.49	390	718	54.32
MGF1106	85	112	75.89	69	110	62.73	81	115	70.43
STA2023	223	324	68.83	224	313	71.57	204	300	68.00

PERA - Disparity Gap 01/24/2015 18:54:21

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Hispanic	2011-12			2012-13			2013-14		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	813	1,237	65.72	864	1,383	62.47	940	1,410	66.67
ENC1101	1,458	1,939	75.19	1,625	2,197	73.96	1,569	2,217	70.77
MAC1105	902	1,320	68.33	935	1,375	68.00	1,055	1,551	68.02
MGF1106	141	182	77.47	155	206	75.24	158	195	81.03
STA2023	473	619	76.41	477	630	75.71	567	728	77.88

PERA - Disparity Gap 01/24/2015 18:54:21
Source: SDB2012 - SDB2014 Community College Office of Evaluation
DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Course	2011-12		2012-13		2013-14	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	-13.21	-1.94	-11.84	-1.34	-9.42	-2.26
ENC1101	-6.65	-4.27	-7.26	-3.39	-5.85	-4.40
MAC1105	-4.79	1.41	-11.74	-0.23	-11.08	2.62
MGF1106	-2.99	-1.41	-13.69	-1.18	-10.78	-0.18
STA2023	-11.44	-3.86	-7.16	-3.02	-6.13	3.75

PERA - Disparity Gap 01/24/2015 18:54:21
Source: SDB2012 - SDB2014 Community College Office of Evaluation
DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs and substitutions for students with disabilities.

§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), F.S., 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), F.S., 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 §1007.264 and §1007.265, F.S. and by Rule 6A-10.041, F.A.C. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, F.A.C.

Rule 6A-10.041(1), F.A.C., 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), F.A.C., requires that colleges have policies and procedures addressing the following to implement §1007.264, F.S., and §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(3), F.A.C., requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

Rule 6A-10.041(4), F.A.C., 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, F.A.C., was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008.

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.”

Complete Form CSR01 on the following page for eligible students with disabilities.

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	1	Dev Ed Math	Choice of two from attached list	Math
Visual Impairment	1	GR Math	NA	MATH
Specific Learning Disability	40	GR Math	Choice of two from attached list MAT 0024	Math
		Foreign Language	Choice of two from attached list	Foreign Language
Orthopedic Impairment	2	GR Math	Choice of two from attached list	Math
		Dev Math	Waived/ Student to choose Science in the AS program	Math
Speech Impairment	0			
Emotional or Behavioral Disability	3	GR Math	Choice of two from attached list	Math
		Foreign Language	Choice of two from attached list	Foreign Language
Autism Spectrum Disorder	2	GR Math	Choice of two from attached list	Math
Traumatic Brain Injury	0			
Other Health Impairment	0			

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.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall	10	8
Spring	28	23
Summer	11	7
Total	49	38

PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

The Florida College System 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 Florida Department of Education.

A. Data, Analysis and Benchmarks

Employment Analysis

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and full-time instructional staff with continuing contract status are from the Annual Personnel Report (APR) and include the collection years for 2010-2011 through 2014-2015.

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 2013-2014 with 2014-2015. 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 from the U.S. Census Bureau reflecting the college's service region 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.

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.	2010-11		2011-12		2012-13		2013-14		2014-15			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
Black	Female	5,601	4.3	2,199	3.9	9.85%	4	6.0	4	6.7	3	4.3	3	4.1	2	2.6	-1	(33.3%)
	Male	4,332	3.3	1,754	3.1	7.21%	3	4.5	3	5.0	3	4.3	1	1.4	0	0.0	-1	(100.0%)
	Total	9,933	7.6	3,953	7.0	17.1%	7	10.4	7	11.7	6	8.7	4	5.5	2	2.6	-2	(50.0%)
Hispanic	Female	7,681	5.9	3,011	5.3	17.6%	2	3.0	2	3.3	0	0.0	1	1.4	3	3.9	2	200.0%
	Male	6,027	4.6	3,027	5.3	13.3%	2	3.0	1	1.7	4	5.8	4	5.5	3	3.9	-1	(25.0%)
	Total	13,708	10.5	6,038	10.7	30.9%	4	6.0	3	5.0	4	5.8	5	6.8	6	7.8	1	20.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.88%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	1.75%	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	8.98%	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	5,725	4.4	3,168	5.6	7.41%	1	1.5	0	0.0	1	1.4	3	4.1	4	5.2	1	33.3%
	Total	12,400	9.5	5,700	10.1	16.4%	2	3.0	0	0.0	1	1.4	3	4.1	4	5.2	1	33.3%
White	Female	45,401	34.8	17,765	31.4	17.9%	34	50.7	33	55.0	37	53.6	38	52.1	39	50.6	1	2.6%
	Male	49,136	37.6	23,137	40.9	16.0%	20	29.9	17	28.3	21	30.4	23	31.5	26	33.8	3	13.0%
	Total	94,537	72.4	40,902	72.3	33.9%	54	80.6	50	83.3	58	84.1	61	83.6	65	84.4	4	6.6%
Total	Female	65,358	50.1	25,507	45.1	55.2%	41	61.2	39	65.0	40	58.0	42	57.5	44	57.1	2	4.8%
	Male	65,220	49.9	31,086	54.9	44.8%	26	38.8	21	35.0	29	42.0	31	42.5	33	42.9	2	6.5%
	Total	130,578	100.0	56,593	100.0	100%	67	100.0	60	100.0	69	100.0	73	100.0	77	100.0	4	5.5%

PERA EQUITY 01/24/15 18:59:00 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding 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. Use space as needed.

Black EAM: There are gaps when comparing the percentage of female and male Black employees to the U.S. Census Data for Grad. Deg. & Higher.

Hispanic EAM: There are gaps when comparing the percentage of female and male Hispanic employees to the U.S. Census Data for Grad. Deg. & Higher.

Other EAM: There were gaps when comparing the percentage of both male and female Other employees to the U.S. Census Data for Grad. Deg. & Higher.

Female EAM: No gap exists when comparing the percentage of female EAMs in 2014-15 to the U.S. Census Data for Grad. Deg. & Higher.

- b. Did the college achieve its goals as stated in last year’s report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black						
-female	4.1	2.6	3.9	3.9	N	3.9
-male	1.4	0.0	3.1	3.1	N	3.1
Hispanic						
-female	1.4	3.9	5.3	5.3	N	5.3
-male	5.5	3.9	5.3	5.3	N	5.3
White						
-female	52.1	50.6	31.4	NA	NA	NA
-male	31.5	33.8	40.9	NA	NA	NA
Other Minority						
-female	0.0	0.0	4.5	4.5	N	4.5
-male	4.1	5.2	5.6	5.6	N	5.6
Total by Gender						
Female	57.5	57.1	45.1	45.1	Y	45.1
Male	42.5	42.9	54.9	54.9	N	54.9

- c. List methods and strategies, new or continuous, that the college will implement in efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

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

- Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.
- Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.
- Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
- Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.
- Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.
- Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.
- Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

We have not identified any new barriers and continue to work on addressing/overcoming existing barriers.

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)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15		# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	5,601	4.3	2,199	3.9	9.85%	17	4.7	17	4.2	17	4.3	21	4.5	24	5.0	3	14.3%
	Male	4,332	3.3	1,754	3.1	7.21%	14	3.9	18	4.5	18	4.6	19	4.1	19	4.0	0	0.0%
	Total	9,933	7.6	3,953	7.0	17.1%	31	8.7	35	8.7	35	8.9	40	8.6	43	8.9	3	7.5%
Hispanic	Female	7,681	5.9	3,011	5.3	17.6%	22	6.1	28	7.0	26	6.6	27	5.8	25	5.2	-2	(7.4%)
	Male	6,027	4.6	3,027	5.3	13.3%	10	2.8	11	2.7	12	3.1	15	3.2	18	3.7	3	20.0%
	Total	13,708	10.5	6,038	10.7	30.9%	32	8.9	39	9.7	38	9.7	42	9.1	43	8.9	1	2.4%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.88%	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	1.75%	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	6,675	5.1	2,532	4.5	8.98%	9	2.5	11	2.7	11	2.8	15	3.2	17	3.5	2	13.3%
	Male	5,725	4.4	3,168	5.6	7.41%	7	2.0	8	2.0	9	2.3	8	1.7	10	2.1	2	25.0%
	Total	12,400	9.5	5,700	10.1	16.4%	16	4.5	19	4.7	20	5.1	23	5.0	27	5.6	4	17.4%
White	Female	45,401	34.8	17,765	31.4	17.9%	160	44.7	180	44.9	173	44.1	204	44.0	214	44.5	10	4.9%
	Male	49,136	37.6	23,137	40.9	16.0%	119	33.2	127	31.7	126	32.1	155	33.4	154	32.0	-1	(0.6%)
	Total	94,537	72.4	40,902	72.3	33.9%	279	77.9	307	76.6	299	76.3	359	77.4	368	76.5	9	2.5%
Total	Female	65,358	50.1	25,507	45.1	55.2%	208	58.1	237	59.1	227	57.9	267	57.5	280	58.2	13	4.9%
	Male	65,220	49.9	31,086	54.9	44.8%	150	41.9	164	40.9	165	42.1	197	42.5	201	41.8	4	2.0%
	Total	130,578	100.0	56,593	100.0	100%	358	100.0	401	100.0	392	100.0	464	100.0	481	100.0	17	3.7%

PERA EQUITY 01/24/15 19:04:25 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding 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. Use space as needed.

Black: There are no gaps when comparing the percentage of female or male Black employees to the U.S. Census Data for Grad. Deg. & Higher. The goal for Black Full-Time Instructional Staff was met.

Hispanic: The projected goal for both female and male Hispanic employees was not met though there was an increase in Hispanic males.

Other: There were gaps when comparing the percentage of both female and male employees in 2014-15 to the U.S. Census Data for Grad. Deg. & Higher.

Female: No gap exists when comparing the percentage of Female Full-Time Instructional Staff in 2014-15 to the U.S. Census Data for Grad. Deg. & Higher.

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select Benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black						
-female	4.5	5.0	3.9	3.9	Y	3.9
-male	4.1	4.0	3.1	3.1	Y	3.1
Hispanic						
-female	5.8	5.2	5.3	5.3	N	5.3
-male	3.2	3.7	5.3	5.3	N	5.3
White						
-female	44.0	44.5	31.4	NA	NA	NA
-male	33.4	32.0	40.9	NA	NA	NA
Other Minority						
-female	3.2	3.5	4.5	4.5	N	4.5
-male	1.7	2.1	5.6	5.6	N	5.6
Total by Gender						
Female	57.5	58.2	45.1	45.1	Y	45.1
Male	42.5	41.8	54.9	54.9	N	54.9

- c) 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. Use space as needed.

- All members of all search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace.
 - Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.
 - Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.
 - Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
 - Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.
 - Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.
 - Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.
 - Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.
- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? There were no recruitment or retention barriers identified, though we continue to develop strategies and initiatives to overcome existing barriers.

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.	2010-11		2011-12		2012-13		2013-14		2014-15				
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15	
Black	Female	5,601	4.3	2,199	3.9	9.85%	10	3.9	10	3.6	9	3.3	12	4.1	12	3.7	0	0.0%	
	Male	4,332	3.3	1,754	3.1	7.21%	8	3.1	9	3.2	8	2.9	8	2.8	13	4.0	5	62.5%	
	Total	9,933	7.6	3,953	7.0	17.1%	18	7.0	19	6.9	17	6.2	20	6.9	25	7.6	5	25.0%	
Hispanic	Female	7,681	5.9	3,011	5.3	17.6%	15	5.8	17	6.1	17	6.2	18	6.2	19	5.8	1	5.6%	
	Male	6,027	4.6	3,027	5.3	13.3%	7	2.7	7	2.5	9	3.3	9	3.1	11	3.4	2	22.2%	
	Total	13,708	10.5	6,038	10.7	30.9%	22	8.5	24	8.7	26	9.5	27	9.3	30	9.2	3	11.1%	
Non-Resident Aliens	Female	0	0.0	0	0.0	0.88%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.87%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	1.75%	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	8.98%	7	2.7	7	2.5	7	2.6	9	3.1	11	3.4	2	22.2%	
	Male	5,725	4.4	3,168	5.6	7.41%	6	2.3	6	2.2	6	2.2	5	1.7	7	2.1	2	40.0%	
	Total	12,400	9.5	5,700	10.1	16.4%	13	5.0	13	4.7	13	4.8	14	4.8	18	5.5	4	28.6%	
White	Female	45,401	34.8	17,765	31.4	17.9%	110	42.6	125	45.1	123	45.1	132	45.5	150	45.9	18	13.6%	
	Male	49,136	37.6	23,137	40.9	16.0%	95	36.8	96	34.7	94	34.4	97	33.4	104	31.8	7	7.2%	
	Total	94,537	72.4	40,902	72.3	33.9%	205	79.5	221	79.8	217	79.5	229	79.0	254	77.7	25	10.9%	
Total	Female	65,358	50.1	25,507	45.1	55.2%	142	55.0	159	57.4	156	57.1	171	59.0	192	58.7	21	12.3%	
	Male	65,220	49.9	31,086	54.9	44.8%	116	45.0	118	42.6	117	42.9	119	41.0	135	41.3	16	13.4%	
	Total	130,578	100.0	56,593	100.0	100%	258	100.0	277	100.0	273	100.0	290	100.0	327	100.0	37	12.8%	

PERA EQUITY 01/24/15 19:09:01 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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).

Census Ratios = Equity Category of Total Degree Holding 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. Use space as needed.

Black: Black females declined in 2014-15 and thus, in comparison to the U.S. Census Data for Grad. Deg. & Higher was not met. Black males increased to meet the goal.

Hispanic: The goal for Hispanic females, in comparison to the U.S. Census Data for Grad. Deg. & Higher was met. Although the percentage goal was not met for Hispanic males, the raw numbers have increased between 2013-14 and 2014-15.

Other: Neither goals for Other males or females were met.

Female: No gap was shown as it relates to Female Full-Time Continuing Contract Instructional Staff; the goal was met.

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015/2016
Black						
-female	4.1	3.7	3.9	3.9	N	3.9
-male	2.8	4.0	3.1	3.1	Y	3.1
Hispanic						
-female	6.2	5.8	5.3	5.3	Y	5.3
-male	3.1	3.4	5.3	5.3	N	5.3
White						
-female	45.5	45.9	31.4	NA	NA	NA
-male	33.4	31.8	40.9	NA	NA	NA
Other Minority						
-female	3.1	3.4	4.5	4.5	N	4.5
-male	1.7	2.1	5.6	5.6	N	5.6
Total by Gender						
Female	59.0	58.7	45.1	45.1	Y	45.1
Male	41.0	41.3	54.9	54.9	N	54.9

- c) 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. Use space as needed.

- All members of all search committees are trained annually on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace.
- Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

- Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.
 - Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
 - Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.
 - Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.
 - Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.
 - Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.
- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?
There were no recruitment or retention barriers identified, though we continue to develop strategies and initiatives to overcome existing barriers.

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

- 1) Under §1012.86(3)(a), F.S., 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 below and use space as needed.

Diversity is one of Valencia's core values. All employees go through an annual review process that links back to the College's overall mission, vision, and values. Employment accountability goals are not necessarily a part of this type of evaluation. Instead, Valencia focuses on employment accountability goals throughout the recruitment and hiring process. Some processes and guidelines implemented have been:

- Minimum diversity goal (gender and race) percentage for each pool of applicants
- Mandatory diversity training for all search committee members – on an annual basis
- Diverse marketing strategy for job opening
- Veteran's Preference at every step in the hiring process

- 2) Under §1012.86(3)(b), F.S., Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution 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 Florida College System institution'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. Provide a response in the below and use space as needed.

Each Valencia District Board of Trustee received a form to be completed for the evaluation of the President. This evaluation solicits input on the President's leadership toward the achievement of the goals of the College including plans for diversity, equity, inclusion and accountability. All trustees express confidence that Dr. Shugart displays and exemplifies excellent leadership characteristics. No performance factor received an indication of unsatisfactory performance from a Board member. Overall, the evaluation results indicated the Board is unanimously pleased with Dr. Shugart's performance as President of Valencia College. The president's evaluation was submitted and approved by the District Board of Trustees on June 19, 2014.

C. Additional Requirements:

The college should complete the following related to additional processes required by §1012.86, F.S. The Signature Page of this report will suffice as certification of each. Use space as needed.

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

Search committee representation may include: (a) faculty members representing department disciplines, (b) other academic deans including representatives from other campuses, (c) a representative of the student services area, (d) a representative with knowledge of technology as it applies to the department, and (e) in addition, the committee should be appropriately representative of the college. In most cases, all members of the search committee will screen applications and participate in all interviews.

Prior to serving on a search committee, each representative is required to participate in and successfully pass two online diversity trainings. The purpose of these trainings is to assist each person in approaching recruitment and hiring through a lens of equity, diversity, and inclusion. This training must be repeated on an annual basis to continue serving on various search committees.

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

It is the policy of the District Board of Trustees to award continuing contracts to full-time faculty in accordance with the law and procedures to be developed and approved by the President or designee, in consultation with the Faculty Council.

In order to become eligible to be considered for the award of a continuing contract, a full-time faculty member must: (1) prepare and submit a Portfolio determined to be acceptable by the College in accordance with standards, requirements, and procedures established for the College's Teaching and Learning Academy, (2) complete at least five years of satisfactory service at Valencia College, based on criteria established by the College, during a period not in excess of seven years, and (3) receive the recommendation of the President and approval by the District Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant Valencia policies and procedures, and the needs of the College. [College Policy 6Hx28:3E-02]

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

Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. An ILP/Portfolio Review Panel is appointed by the dean and provides, at least annually, formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. In addition, feedback and guidance are provided to the candidate through classroom observations conducted by the dean or tenured designee, student assessment forms, and dean evaluations.

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Provide a summary description below of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner. Also, provide a description of how funds are used to increase the number of females and minorities receiving continuing contracts.

Although Valencia's aim is to have a minimum of 20% diversity in applicant pools, most pools average closer to 50% self-reported as not white. Part of such successful numbers is due to budgeted funds the College has allocated to advertise in publications directed to women and minority audiences. Some of these publications include:

- Asians in Higher Ed
- Blacks in Higher Ed
- American Indian Science and Engineering Society
- American Society for Biochemistry and Molecular Biology
- Women in Higher Ed (WIHE)
- NIH Black Scientists Association
- American Chemical Society Committee on Minority Affairs
- C&E News: Diversity
- African American Women in Technology
- Diversity/Careers in Engineering and Info Technology
- African American Literature and Culture Society

- 5) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information is not required; however, the college may choose to include additional information for purposes of diversity analysis.

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2014 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2014.”

Please see Appendix 6 for this information.

**FLORIDA EDUCATIONAL EQUITY ACT
2014/2015 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

(name of institution)

The college ensures that §1000.05, F.S. and §1012.86, F.S. and implementing Rules 6A-19.001-010, F.A.C., referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by §1007.264 and §1007.465, F.S. and for implementing Section 504 of the Rehabilitation Act of 1973.

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of §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, §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 2014/2015.

APPENDIX 1

Nondiscrimination Policy



VALENCIA

POLICY: 6Hx28:2-01

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

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

Effective Date: 2-25-2015

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

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VALENCIA

POLICY: 6Hx28:2-01

Responsible Official:
Vice President, Organizational Development and Human
Resources/[Title IX Coordinator](#)/[Equal Opportunity
Officer](#)

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

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

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

Policy Statement

- I. NOTICE OF NON-DISCRIMINATION BASED ON PROTECTED STATUS**
- A. It is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students, and others affiliated with the College, without regard to [race](#), [ethnicity](#), [color](#), [national origin](#), [age](#), [religion](#), [disability](#), marital status, [sex/gender](#), [genetic information](#), [sexual orientation](#), [gender identity](#), and any other factor protected under applicable federal, state, and local civil rights laws, rules and regulations (collectively referred to as “Protected Status”).
- B. In addition, Valencia College (“Valencia” or “College”) strives to be a community in which all members can learn and work in an atmosphere free from all forms of [Harassment](#), including [sexual Harassment](#), [discrimination](#), intimidation and/or retaliation. This Policy prohibits all forms of [Discrimination](#) and [Harassment](#) based on [Protected Status](#). It expressly, therefore, also prohibits [Sexual Assault](#) and [Sexual Exploitation](#), which by definition involve conduct of a sexual nature and are prohibited forms of Sexual or Gender-Based [Harassment](#). This Policy further prohibits [Stalking](#) and [Interpersonal Violence](#), which need not be based on an individual’s [Protected Status](#). Finally, this Policy prohibits [Complicity](#) for knowingly assisting in an act that violates this Policy and Retaliation against an individual because of his or her good faith participation in the reporting, investigation, and/or adjudication of violations of this Policy. These behaviors are collectively referred to in this Policy as Prohibited Conduct.
- C. All members of the [College community](#) are responsible for conducting themselves in accordance with this Policy and other College policies and procedures. Valencia students and employees who violate this Policy may face discipline up to and including expulsion or termination.
- D. The College’s protection of these statuses is grounded in federal, state, and local laws. The College encourages all community members to take reasonable and prudent actions to prevent or stop Prohibited Conduct. Taking action may include direct intervention when safe to do so, seeking assistance from a person in authority at the College, enlisting the assistance of friends,

contacting law enforcement, or contacting Campus Safety and Security. Members of the [College community](#) who exercise this positive responsibility will be supported by the College and protected from Retaliation.

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

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

A. Title IX of the Education Amendments of 1972 states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to [discrimination](#) under any education program or activity receiving Federal financial assistance.

B. Sexual or Gender-Based [Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), and Retaliation, as defined in this Policy, are prohibited forms of [discrimination](#) under Title IX, which covers all of the College's programs and activities. Like racial, religious, and [national origin Harassment](#), Sexual or Gender-Based [Harassment](#) and Sexual Violence are also prohibited under Title VII of the Civil Rights Act of 1964, Section 760 et al, F.S., and other applicable laws.

C. The College's prohibition against [Interpersonal Violence](#) (including domestic and dating violence) and [Stalking](#) is also governed by federal law because these forms of behavior are prohibited by the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) (the Clery Act) and Section 304 of the Violence Against Women Reauthorization Act of 2013. Such acts violate the essential dignity of our community member(s) and are contrary to our institutional values.

D. The College, as an educational community, will promptly and equitably respond to reports of [Sexual Assault](#), [Interpersonal Violence](#), and [Stalking](#) in order to eliminate the [Harassment](#), prevent its recurrence, and address its effects on any individual or the community. The College recognizes that [Sexual Assault](#), [Interpersonal Violence](#), and [Stalking](#) encompass a broad spectrum of conduct and will respond according to both the severity of the offense and the threat it poses to the campus community.

III. **PROHIBITED CONDUCT**

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

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

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

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

IV. SCOPE AND APPLICABILITY OF THE POLICY

A. Individuals covered by this policy

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

B. Locations covered by this policy

1. This Policy applies to all Prohibited Conduct that occurs on campus (including the District Office, centers, and other property owned or leased by the College). It also applies to Prohibited Conduct that occurs off campus, including online or electronic conduct, if the conduct occurs in the context of an employment or education program or activity of the College, has continuing adverse effects on campus, or has continuing adverse effects in an off-campus employment or education program or activity. Examples of covered off-campus conduct include conduct that occurs at College-sponsored events and activities, during study abroad, or in internship programs. In determining whether the College has jurisdiction over off-campus conduct that is not part of an educational program or activity of the College, and in evaluating "continuing adverse effects," the [Title IX Coordinator/Equal](#)

[Opportunity Officer](#) will consider the seriousness of the alleged conduct, the risk of harm involved, whether both parties are members of the campus community, whether the off-campus conduct is part of a series of actions that occurred both on and off campus, the nature/scope of the continuing effect on campus, and whether the alleged conduct has created a hostile environment.

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

V. DEFINITIONS

A complete [glossary of terms](#) may be found in Appendix A.

VI. ANNUAL REVIEW

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

VII. IMPLEMENTATION

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

VIII. RELATED POLICIES

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

Substitute Admission and Graduation Requirements for Students with Disabilities

Accommodation of Religious Observances by Students

Ethical Conduct and Performance

Disciplinary Action

Employee Dispute Resolution

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

Student Records

Student Code of Conduct

Child Abuse Reporting

Drug Free Campuses

Policy History

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

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

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

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

I. REPORTING PROHIBITED CONDUCT

- A. The College encourages all individuals to report Prohibited Conduct to the College and, if appropriate, to local law enforcement. Both College and criminal reports may be pursued simultaneously.
- B. Although a report may come in through many sources, the College is committed to ensuring that all reports are referred to the [Title IX Coordinator/Equal Opportunity Officer](#), who will ensure consistent application of the Policy to all individuals and allow the College to respond promptly and equitably to eliminate the [Harassment](#), prevent its recurrence, and eliminate its effects. The College provides reporting options through multiple contact points across campuses that are broadly accessible to all [College community](#) members. The College's [Title IX Coordinator/Equal Opportunity Officer](#)/Equal Opportunity Compliance Officer oversees the investigation and resolution of all Prohibited Conduct covered by the Policy on Prohibited [Discrimination](#), [Harassment](#), and Related Misconduct (the "Policy"). To report an incident involving Prohibited Conduct or discuss any aspect of the Policy, individuals are encouraged to contact the [Title IX Coordinator/Equal Opportunity Officer](#)/Equal Opportunity Compliance Officer or any of the designated College officials who together comprise the College's [Equal Opportunity Response Team](#) (see Appendix B).
- C. The College recognizes that deciding whether to make a report and choosing how to proceed are personal decisions. At the time a report is made, a Reporting Party does not have to decide whether to request any particular course of action or know how he or she wishes to proceed, if at all. Choosing to make a report and deciding how to proceed after making the report can be a process that unfolds over time. The College will make every effort to respect an individual's autonomy in making the determination as to how to proceed, and as described below, will balance agency and autonomy with the College's obligation to provide a safe and non-discriminatory learning and working environment. Resources are available to support a Reporting Party regardless of the course of action chosen. All individuals are encouraged to make a report, regardless of when, where, or with whom the incident occurred, and to seek any necessary assistance from campus or community resources.

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

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

Dr. Amy Bosley
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Office for Civil Rights

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

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

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

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

The College will seek action consistent with the Reporting Party's request where possible. Where a Reporting Party makes a report but requests that a name or other identifiable information not be shared with the Responding Party or that no formal action be taken, the College will balance this request with its dual obligation to provide a safe and non-discriminatory environment for all Valencia community members and to remain true to principles of fundamental fairness that require notice and an opportunity to respond before action is taken against a Responding Party.

- a. Anonymity

- i. The College will take all reasonable steps to investigate and respond to the report alleging violation consistent with a request for anonymity or request not to pursue an investigation, but its ability to do so may be limited based on the nature of the request by the Reporting Party. The College will assess any barriers to

proceeding, including Retaliation, and will inform the Reporting Party that Title IX prohibits Retaliation and the College will take strong responsive action to protect the Reporting Party. Where the College is unable to take action consistent with the request of the Reporting Party, the [Title IX Coordinator/Equal Opportunity Officer](#) will communicate with the Reporting Party about the College's chosen course of action, which may include the College's choosing to pursue action against a Responding Party on its own behalf. Alternatively, the College may take non-disciplinary measures to remedy and limit the effects of the misconduct and prevent any recurrence while protecting the identity of the Reporting Party.

- ii. For any report under this Policy, every effort will be made to respect and safeguard the [privacy](#) interests of all individuals involved in a manner consistent with the need for a careful assessment of the report and any necessary steps to eliminate the conduct, prevent its recurrence, and address its effects. [Privacy](#) and [confidentiality](#) have distinct meanings under this Policy.

b. [Privacy](#)

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

c. [Confidentiality](#)

- i. [Confidentiality](#) means that information shared with designated community professionals, referred to in this Policy as External Confidential Resources, will be disclosed only with the individual's express written permission. External Confidential Resources will not share information about an individual (including whether that individual has received services) with anyone, including the College, without the individual's express written permission, unless there is a continuing threat of serious violence to the patient/client or to others, or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor).
- ii. There are no College employees with legally-protected [confidentiality](#). However, the College provides students and employees with access to [External Confidential Resources](#) (see Appendix E).

3. Reporting Obligations of Employees and Students

A report of Prohibited Conduct should be made to the Designated Reporting Options, comprised of the [Equal Opportunity Response Team](#). The College recognizes, however, that an individual may choose to share information with other College employees, including those College employees designated as [Responsible Employees](#). Information shared with a

Responsible Employee must immediately be shared with the [Title IX Coordinator/Equal Opportunity Officer](#) or a member of the [Equal Opportunity Response Team](#).

a. [Responsible Employees](#)

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

b. All Other Employees

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

c. Students

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

4. Reports involving Minors

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

Any individual may make a direct report as follows:

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

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

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

5. Timeliness of Report, Location of Incident

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

II. INITIAL ASSESSMENT

- A. Upon receipt of a report, the College will conduct an Initial Assessment. The goal of this assessment is to provide an integrated and coordinated response to reports of [Discrimination](#), [Harassment](#), [Sexual Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Stalking](#), [Interpersonal Violence](#), [Complicity](#), and Retaliation. The assessment will consider the nature of the report, the safety of the individual and of the campus community, the Reporting Party's expressed preference for resolution, and the necessity for any interim remedies or accommodations to protect the safety of the Reporting Party or the community.
- B. In the course of the initial assessment, the College will consider the interest of the Reporting Party and the Reporting Party's expressed preference for manner of resolution. Where possible and as warranted by an assessment of the facts and circumstances, the College will seek action consistent with the Reporting Party's request. As part of the Initial Assessment, the College may, as appropriate given the facts and circumstances of each reported matter:
 1. Assess the nature and circumstances of the allegation.

2. Address immediate physical safety and emotional well-being.
3. Notify the Reporting Party of the right to contact, or decline to contact, law enforcement and seek medical treatment.
4. Notify the Reporting Party of the importance of preservation of evidence.
5. Assess whether the reported matter involves minors and if so, follow the reporting guidelines set forth above.
6. Enter the report into the College's daily crime log, but omit the Reporting Party's name and other identifying information.
7. Assess the reported conduct for the need for a timely warning under the Clery Act.
8. Provide the Reporting Party with information about on- and off-campus resources.
9. Notify the Reporting Party of the range of interim accommodations and remedies.
10. Provide the Reporting Party with an explanation of the procedural options, including [remedies-based resolution](#) and [discipline-based resolution](#).
11. Receive information identifying the respective [advisors](#) (if any) for the Reporting Party and Responding Party.
12. Assess for pattern evidence or other similar conduct by Responding Party.
13. Discuss the Reporting Party's expressed preference for manner of resolution and any barriers to proceeding.
14. Explain the College's Policy prohibiting Retaliation to the Reporting Party and Responding Party.

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

C. [Interim Protective Measures](#)

1. When a report is received, the [Title IX Coordinator/Equal Opportunity Officer](#), in consultation with the [Equal Opportunity Response Team](#) and other administrators, will impose reasonable and appropriate Interim Protective Measures when necessary to protect the safety of the parties or witnesses involved. Interim Protective Measures are temporary actions taken by the College to ensure equal access to its education programs and activities and foster a stable and safe environment during the process of reporting, investigation, and/or resolution. As determined to be appropriate in the sole discretion of the College, Interim Protective Measures may be applied at any time—for the Reporting Party, the Responding Party, and other involved individuals as appropriate to ensure their safety and well-being. Interim Protective Measures may be requested by the parties or imposed by the College at any time, regardless of whether any particular course of action is sought by the Reporting Party. Interim measures will be kept private to the extent practical.
2. Interim Protective Measures are initiated based on information gathered during a report and generally are not intended to be permanent resolutions; hence, they may be amended,

withdrawn, or made permanent. The [Title IX Coordinator/Equal Opportunity Officer](#), in consultation with other administrators, will maintain consistent contact with the parties so that safety, emotional, and physical well-being concerns can be reasonably addressed.

3. In the event that a Reporting Party does not wish to proceed with an investigation or disciplinary resolution, the [Title IX Coordinator/Equal Opportunity Officer](#) will determine, based on the available information, including information learned in the Initial Assessment or as part of the investigation, whether the investigation or disciplinary resolution proceedings should nonetheless be initiated or if already begun, continue. In making this determination, the College will consider, in light of the facts and circumstances of the reported matter and among other factors,
 - a. The seriousness and impact of the conduct;
 - b. The respective ages and roles of the Reporting Party and Responding Party;
 - c. Whether the Reporting Party is a minor under the [age](#) of 18;
 - d. Whether the Responding Party has admitted to the conduct;
 - e. Whether the Responding Party has a pattern of similar conduct, including whether there have been other reports of [Harassment](#) or misconduct against the Responding Party;
 - f. The extent of prior remedial methods taken with the Responding Party;
 - g. The rights of the Responding Party to receive notice and relevant information before disciplinary action is sought;
 - h. If circumstances suggest there is an increased risk of the Responding Party's committing additional acts of Prohibited Conduct;
 - i. Whether the Responding Party has a history of arrests or records indicating a history of Prohibited Conduct;
 - j. Whether the Responding Party threatened further Prohibited Conduct against the Reporting Party or others;
 - k. Whether the Prohibited Conduct was committed by multiple individuals;
 - l. If the circumstances suggest there is an increased risk of future Prohibited Conduct under similar circumstances;
 - m. Whether the Prohibited Conduct was perpetrated with a weapon;
 - n. The existence of independent evidence;
 - o. Whether the College possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence);
 - p. Whether the Reporting Party wants to participate in an investigation or disciplinary hearing; and
 - q. Whether the Reporting Party has requested anonymity.

4. All individuals are encouraged to report concerns about the adequacy of the Interim Protective Measures or failure of another individual to abide by any Interim Protective Measure to the [Title IX Coordinator/Equal Opportunity Officer](#). Violations of Interim Protective Measures will be addressed under this Policy. The [Title IX Coordinator/Equal Opportunity Officer](#) will take appropriate, responsive, and prompt action to enforce Interim Protective Measures and/or to respond to Retaliation by another party or witness. The range of Interim Protective Measures includes:
 - a. Assistance in setting up initial appointments off campus.

- b. Imposition of a trespass warning or a campus “No-Contact Order.”
 - c. Rescheduling of exams and assignments.
 - d. Providing alternative course completion options.
 - e. Change in class schedule, including the ability to drop a course without penalty or to transfer sections.
 - f. Change in work schedule, work location, or job assignment.
 - g. Limiting or prohibiting access to College facilities or activities pending resolution of the matter.
 - h. Leave of absence (voluntary or involuntary).
 - i. Providing an escort to ensure safe movement between classes and activities.
 - j. Providing academic support services, such as tutoring.
 - k. College-imposed leave, suspension, or separation for the Responding Party.
 - l. Any other measure which can be tailored to the involved individuals to achieve the goals of this Policy.
5. Where the report of Prohibited Conduct poses a substantial and immediate threat of harm to the safety or well-being of an individual, members of the campus community, or the performance of normal College functions, the College may place a student or student organization on interim suspension or impose leave or an interim suspension for an employee. Pending resolution of the report, the individual or organization may be denied access to campus, campus facilities, and/or all other College activities or privileges for which they might otherwise be eligible, as the College determines appropriate. When interim suspension or leave is imposed, the College will make reasonable efforts to complete the investigation and resolution within an expedited time frame.

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

- A. At the conclusion of the Initial Assessment, the [Title IX Coordinator/Equal Opportunity Officer](#), in coordination with the [Equal Opportunity Response Team](#), will determine the appropriate manner of resolution, which may include [remedies-based resolution](#) or the initiation of an investigation to determine if disciplinary action is warranted. The [Title IX Coordinator/Equal Opportunity Officer](#) has the discretion to determine which method of resolution is appropriate. Any individual wishing to explore alternative resolution methods is encouraged to discuss these options with the [Title IX Coordinator/Equal Opportunity Officer](#).
- B. How the College intends to proceed will be communicated to the Reporting Party in writing. Depending on the circumstances and requested resolution, the Responding Party may or may not be notified of the report or resolution. A Responding Party will be notified when the College seeks action that would impact a Responding Party, such as [Interim Protective Measures](#) that restrict the Responding Party’s movement on campus, the initiation of an investigation, or the decision to involve the Responding Party in [remedies-based resolution](#).
- C. Following this assessment and determination, the College may seek either a voluntary [remedies-based resolution](#) that does not involve disciplinary action against a Responding Party or resolution by initiating an investigation to determine if disciplinary action is warranted. The goal of the investigation is to gather all relevant facts and determine if there is sufficient information to refer the report for disciplinary action. Each resolution process is guided by the same

principles of fairness and respect for all parties. All individuals who violate these standards will be held accountable for their behavior through a process that protects the rights of both the Reporting Party and the Responding Party. Resources are available for both students and employees, whether as Reporting Parties or Responding Parties, to provide support and guidance throughout the investigation and resolution of the report.

1. [Remedies-Based Resolution](#)

- a. [Remedies-based resolution](#) is a voluntary approach designed to eliminate a hostile environment without taking disciplinary action against a Responding Party. Where the Initial Assessment concludes that [remedies-based resolution](#) may be appropriate, the College will take immediate and corrective action through the imposition of individual and community remedies designed to maximize the Reporting Party's access to educational, extracurricular, and employment activities at the College and to eliminate a hostile environment. Other potential remedies include targeted or broad-based educational programming or training, supported direct confrontation of the Responding Party and/or indirect action by the [Title IX Coordinator/Equal Opportunity Officer](#) or the College. Depending on the form of [remedies-based resolution](#) used, it may be possible for a Reporting Party to maintain anonymity.
- b. The College may offer mediation for appropriate cases, but will not compel a Reporting Party to engage in mediation, to directly confront the Responding Party, or to participate in any particular form of [remedies-based resolution](#). Mediation, even if voluntary, may not be used in cases involving [Sexual Assault](#). The decision to pursue [remedies-based resolution](#) will be made when the College has sufficient information about the nature and scope of the conduct, which may occur at any time. Participation in remedies-based resolution is voluntary, and a Reporting Party or Responding Party can request to end [remedies-based resolution](#) and continue with an investigation at any time.
- c. The [Title IX Coordinator/Equal Opportunity Officer](#) will maintain records of all reports and conduct referred for [remedies-based resolution](#), which will typically be completed within thirty (30) business days of the initial report.

2. Investigation

- a. Where the Initial Assessment concludes that disciplinary action may be appropriate, the College will initiate an investigation. The College will designate an investigator(s) who has specific training and experience investigating allegations of the type presented, including when appropriate, sexual and [gender-based Harassment](#), [Sexual Assault](#), [Stalking](#), and [Interpersonal Violence](#). The investigator(s) may be an employee of the College or an external investigator engaged to assist the College in its fact-gathering. Any investigator(s) chosen to conduct the investigation must be impartial and free of any actual conflict of interest. The College may use a team of two or more investigators.
- b. It is the responsibility of the College, not of the parties, to gather relevant information, to the extent reasonably possible. The investigator(s) will conduct the investigation in a manner appropriate in light of the circumstances of the case. The investigator(s) will coordinate the gathering of information from the Reporting Party, the Responding Party,

and any other individuals who may have information relevant to the determination. The investigator(s) will also gather any available physical evidence, including documents, communications between the parties, and other electronic records as appropriate. The Reporting Party and Responding Party will have an equal opportunity to be heard, to submit information, and to identify witnesses who may have relevant information. Witnesses must have observed the acts in question or have information relevant to the incident and cannot participate solely to speak about an individual's character.

- c. Medical and counseling records of a Reporting or Responding Party are privileged confidential records that individuals are not required to disclose. However, these records may contain relevant and material information, and a party may voluntarily choose to share such records with the investigator(s). Any records provided by a party become part of the file and are available for review by the opposing party.
- d. In gathering the facts, the investigator(s) may consider other allegations of, or findings of responsibility for, similar conduct by the Responding Party to the extent such information is relevant and available. Such information may be relevant to prove motive, intent, and absence of mistake, pattern or another material fact.
- e. In cases of [Sexual Assault](#), Sexual Violence, [Sexual Exploitation](#), [Interpersonal Violence](#), or [Stalking](#), a Reporting Party's prior sexual history is generally not relevant and will not be considered as evidence during an investigation. Where there is a current or ongoing relationship between the Reporting Party and the Responding Party, and the Responding Party alleges [consent](#), the prior sexual history between the parties may be relevant to assess the manner and nature of communications between the parties. However, the mere fact of a current or previous dating or sexual relationship, by itself, is not sufficient to constitute [consent](#). Any prior sexual history of the Reporting Party with other individuals is typically not relevant and will be considered only under very limited circumstances (e.g., to explain an injury or physical finding or other material fact).
- f. In instances of allegations of [Interpersonal Violence](#), whether there was a relationship (including romantic or intimate relationship with the Reporting Party [of the same or different sex]; the Reporting Party's spouse or partner [of the same or different sex]; the Reporting Party's family member; or the Reporting Party's cohabitant or household member [including a roommate]) will be gauged by the length, type, and frequency of interaction between the parties. Reports of violence between individuals that do not involve one of these specified relationships or do not involve an individual's [Protected Status](#) will be resolved for students under the Student Code of Conduct and for employees under other appropriate policies and procedures.
- g. The investigation is designed to provide a fair and reliable gathering of the facts. The investigation will be thorough, impartial, and fair, and all individuals will be treated with appropriate sensitivity and respect. The investigation will be conducted in a manner that is respectful of individual [privacy](#) concerns. A Reporting Party or Responding Party may have an [Advisor](#) accompany him or her to any meeting he or she attends related to the investigation of Prohibited Conduct in accordance with this Policy and procedures.

- h. The College will seek to complete the investigation within twenty (20) business days of receiving the report of alleged violation, but this time frame may be extended for good cause. At the request of law enforcement, the College may agree to defer its Title IX fact-gathering until after the initial stages of a criminal investigation. The College will nevertheless communicate with the Reporting Party regarding Title IX rights, procedural options, and the implementation of interim measures to ensure the safety and well-being of all affected individuals. The College will promptly resume its Title IX fact-gathering as soon as law enforcement has released the case for review following the initial criminal investigation. The investigator(s) or designee will provide timely updates, as appropriate or requested, about the timing and status of the investigation.
- i. Information gathered during the review or investigation will be used to evaluate the responsibility of the Responding Party, provide for the safety of the Reporting Party and the College campus community, and take appropriate measures designed to end the misconduct, prevent its recurrence, and address its effects.

IV. REVIEW OF INVESTIGATION REPORT

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

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

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

The limited grounds for appeal are as follows:

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

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

3. The issues raised on appeal shall be limited to those issues raised during the investigation. Any issues not raised during the investigation or new issues that could have been raised, but were not, shall be precluded on appeal. To secure an appeal, the Reporting or Responding Party must file a written request to have the finding reviewed with the designated Appeals Officer no later than five (5) business days from the date on which the party receives a copy of the final report.
4. Upon acceptance of an appeal, the Appeals Officer shall notify the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources (or designee), the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the final investigation report.
5. The Appeals Officer shall consider the facts in support of the request and clarify facts as deemed necessary. The Appeals Officer may request that the Vice President, Organizational Development and Human Resources (or designee) do additional investigation or address particular issues. If the Appeals Officer receives new information (not reasonably available through the exercise of due diligence at the time of the investigation) pursuant to his or her efforts to clarify facts, that he or she believes may change the outcome, the Appeals Officer shall ask the Vice President, Organizational Development and Human Resources (or designee) to reconsider his or her acceptance or rejection of the findings in light of the new information. The Vice President, Organizational Development and Human Resources (or designee) shall inform the Appeals Officer of his or her reconsidered finding. The Appeals Officer shall apprise the Reporting and Responding Parties of the new information and the reconsidered finding so that each has an opportunity to review and refute any such additional information before the Appeals Officer renders a final decision.
6. The Appeals Officer shall complete the review in a timely manner and shall prepare and provide a written decision to the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources, the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the original investigation report. The Appeals Officer may endorse or reject the findings of the investigator(s). The decision by the Appeals Officer shall be final.
7. An investigation shall be considered complete and the investigation shall be closed after the period has passed within which either party may take an appeal if none has been taken or following a final decision by the Appeals Officer, if either the Reporting or Responding Party has requested an appeal. A matter also may be closed administratively

when the Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance decides that further investigation is either impossible or unnecessary.

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

The limited grounds for appeal are as follows:

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

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

3. The issues raised on appeal shall be limited to those issues raised during the investigation. Any issues not raised during the investigation or new issues that could have been raised, but were not, shall be precluded on appeal. To secure an appeal, the Reporting or Responding Party must file a written request to have the finding reviewed with the designated Appeals Officer no later than five (5) business days from the date on which the party receives a copy of the final report.
4. Upon acceptance of an appeal, the Appeals Officer shall notify the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources, the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the final investigation report.

5. The Appeals Officer shall consider the facts in support of the request and clarify facts as deemed necessary. The Appeals Officer may request that the Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#) do additional investigation or address particular issues. If the Appeals Officer receives new information (not reasonably available through the exercise of due diligence at the time of the investigation) pursuant to his or her efforts to clarify facts, that he or she believes may change the outcome, the Appeals Officer shall ask the Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#) to reconsider his or her acceptance or rejection of the findings in light of the new information. The Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#) shall inform the Appeals Officer of his or her reconsidered finding. The Appeals Officer shall apprise the Reporting and Responding Parties of the new information and the reconsidered finding so that each has an opportunity to review and refute any such additional information before the Appeals Officer renders a final decision.
 6. The Appeals Officer shall complete the review in a timely manner and shall prepare and provide a written decision to the Reporting and Responding Parties, the Vice President for Organizational Development and Human Resources, the [Title IX Coordinator/Equal Opportunity Officer](#), and those individuals who received a copy of the original investigation report. The Appeals Officer may endorse or reject the findings of the investigator(s) and/or the Vice President for Organizational Development and Human Resources and/or the [Title IX Coordinator/Equal Opportunity Officer](#). The decision by the Appeals Officer shall be final.
 7. An investigation shall be considered complete and the investigation shall be closed after the period has passed within which either party may take an appeal if none has been taken or following a final decision by the Appeals Officer, if either the Reporting or Responding Party has requested an appeal. A matter also may be closed administratively when the Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance decides that further investigation is either impossible or unnecessary.
- C. Resolution of Investigation Reports in Cases of Sexual or [Gender-Based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is an employee

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

there are sufficient facts alleged that the Disciplinary Resolution Officer could find a policy violation if established by a preponderance of the evidence).

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

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

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

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

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

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

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

Responding Party is responsible for engaging in Prohibited Conduct.

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

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

Before the investigator's report is finalized, the Reporting Party and Responding Party will be given the opportunity to review all information that will be used in the adjudication of the matter. This includes the investigation report, any written statements of the parties or witnesses, and any relevant information gathered. The Reporting Party and Responding Party may submit any additional comment or information, including identifying any additional witnesses, to the investigation team within five (5) business days of the opportunity to review the relevant portions of the report. Upon receipt of any additional information by the Reporting Party or Responding Party, or after the five (5) day comment period has lapsed without comment, the

investigator(s) will make a finding as to whether there is sufficient information alleged to suggest that a policy violation may have occurred (that is, that the policy elements have been raised, and there are sufficient facts alleged that the Disciplinary Resolution Officer could find a policy violation if established by a preponderance of the evidence).

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

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

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

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

- a. Disciplinary Resolution in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is a student
 - i. Disciplinary Resolution is the process by which a Disciplinary Resolution Officer designated by the College determines responsibility and, if warranted and in cases when the Responding Party is a student, administers sanctions and/or discipline against a Responding Party. Because the relationship of students, staff, and faculty to the College differ in nature, the procedures that apply when seeking disciplinary action necessarily differ in some respects. Each of the procedures, however, is guided by the same principles of fundamental fairness and respect for all parties, which require notice, an equitable opportunity to be heard, and an

equitable opportunity to respond to a report under this Policy.

- ii. Following a Notice of Alleged Violation, a Disciplinary Resolution Officer will be designated to review all relevant information in order to make a finding, by a preponderance of the evidence, as to whether the Responding Party is responsible for conduct in violation of this Policy. The Disciplinary Resolution Officer may be an internal member of the administration or an external member of the community. Any individual designated by the College must have training or experience to serve in this capacity. The Disciplinary Resolution Officer may also consult with others in considering additional relevant factors.
 - iii. For reports of Prohibited Conduct against students, the Disciplinary Resolution Officer is typically a Dean of Students or designee. Either party may challenge the designation of the Disciplinary Resolution Officer within the time limits specified below. For a report of Prohibited Conduct against a student employee who is acting within the scope of his or her employment at the time of the incident, the College may designate a Disciplinary Resolution Officer related to the student's employment in addition to or in lieu of the Disciplinary Resolution Officer typically assigned for reports against students.
 - iv. The Disciplinary Resolution Officer must be a neutral and impartial decision-maker. Student Reporting and Responding Parties may submit a written request to the [Title IX Coordinator/Equal Opportunity Officer](#) (or designee) to remove the named Disciplinary Resolution Officer, and employee Reporting and Responding Parties may submit a written request to the Internal Auditor (or designee) to remove the named Disciplinary Resolution Officer, if there are reasonable articulable grounds to establish bias, conflict of interest, or an inability to be fair and impartial. This challenge must be raised within five (5) business days of receipt of the Notice of Alleged Violation. A designated Disciplinary Resolution Officer will be removed only if the [Title IX Coordinator/Equal Opportunity Officer](#) or Internal Auditor (or designee(s)) concludes that the Disciplinary Resolution Officer's bias precludes an impartial hearing of the report. Additionally, any Disciplinary Resolution Officer who has reason to believe he or she cannot make an objective determination must recuse himself or herself from the process.
- b. Finding of Responsibility and Imposition of Sanction by the Disciplinary Resolution Officer in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#) when the [Responding Party](#) is a student
- i. In reaching determinations of responsibility and sanction, the Disciplinary Resolution Officer will consult with the Reporting Party, the Responding Party, the [Title IX Coordinator/Equal Opportunity Officer](#), and other affected parties, as appropriate, to ensure a full assessment of the relevant facts and impacts. In cases of [Sexual Assault](#), the Disciplinary Resolution Officer shall conduct separate, in-person conferences with the Reporting Party and the Responding Party. If a Reporting Party or Responding Party meets with the Disciplinary Resolution

Officer, he or she may be accompanied by an [Advisor](#). At any time, the Responding Party may choose to agree to a finding of responsibility to some or all of the reported conduct. The Disciplinary Resolution Officer will provide the Reporting Party, the Responding Party, and other affected parties with an opportunity, as appropriate, to provide a written impact and/or mitigation statement for consideration. After a consideration of all of the relevant information, the Disciplinary Resolution Officer will make a finding by a preponderance of the evidence as to whether the Responding Party is responsible for engaging in Prohibited Conduct.

- ii. If the Responding Party is a student and is found responsible, the Disciplinary Resolution Officer then also determines the appropriate sanction designed to address the misconduct, prevent its recurrence, and remedy its effects, while supporting the College's educational mission and Title IX obligations. Sanctions or interventions may also serve to promote safety or deter individuals from similar future behavior. The Disciplinary Resolution Officer may impose any sanction deemed appropriate after a consideration of all of the relevant information. The imposition of sanctions will take effect immediately and will not be stayed pending the resolution of any appeal.
- iii. For students, the sanction may include removal from specific courses or activities, suspension from the College, or expulsion. A full list of the range of sanctions for students is contained in the Student Code of Conduct.

3. Notice of Outcome in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#)

- a. A written determination of responsibility and sanction (the Outcome) will be provided simultaneously to the Reporting Party and the Responding Party. The College will also provide written notice, at the same time to both parties, of any change in the Outcome that occurs before the Outcome becomes final.
- b. A Notice of Outcome will include a finding whether there is a policy violation, any applicable sanctions (for students), and the rationale for each. The Responding Party (when a student) will be informed of any sanctions, the date by which the requirements must be satisfied (if applicable), and the consequences of failure to satisfy the requirements. The Reporting Party will be informed of any sanctions and remedies that directly relate to the Reporting Party, including information about the Responding Party's presence on campus (or in a shared class or work space) that may assist a Reporting Party to make informed decisions or work with the College to eliminate [Harassment](#) and prevent its reoccurrence. The Notice of Outcome will also provide each party with applicable appeal options. The College may also notify appropriate College officials, including a direct supervisor of a Responding Party (when a student employee), as necessary to implement the outcome and/or sanctions.

4. Appeal in cases of sexual or [gender-based Harassment](#), [Sexual Assault](#), [Sexual Exploitation](#), [Interpersonal Violence](#), and/or [Stalking](#)
 - a. An acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “cause” or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “no cause” and/or the imposition of sanction (when the Responding Party is a student) may be appealed by the Responding Party and an acceptance by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “no cause” or a rejection by the Vice President, Organizational Development and Human Resources (or designee) of a finding of “cause” and/or the imposition of sanction (when the Responding Party is a student) may be appealed by the Reporting Party to the designated Appeals Officer.
 - b. A review of the matter will be prompt and narrowly tailored to stated appeal grounds. The Reporting Party and/or Responding Party may appeal only the parts of the determination of responsibility or sanctions directly relating to him or her. Dissatisfaction with the outcome of the investigation is not grounds for appeal. The limited grounds for appeal are as follows:
 - i. New information that could affect the finding of the Disciplinary Resolution Officer and that was not reasonably available through the exercise of due diligence at the time of the investigation; and/or
 - ii. Material deviation(s) from written procedures that significantly affected the outcome.
 - c. The appeal shall consist of a plain, concise, and complete written statement outlining the grounds for the appeal. The appeal must be provided to the [Title IX Coordinator/Equal Opportunity Officer](#) within five (5) College business days of the date of the Notice of Outcome.
 - d. Upon receipt of the appeal, the [Title IX Coordinator/Equal Opportunity Officer](#) will provide the other party notice of the appeal and the opportunity to respond in writing to the appeal. Any response to the appeal must be submitted within five (5) College business days from receipt of the appeal. In the event that both parties initially appeal the findings, each party will be provided notice and a copy of the other party’s appeal or response.
 - e. Upon receipt of the appeal and any response, the [Title IX Coordinator/Equal Opportunity Officer](#) will notify the appropriate Appeals Officer. For an appeal involving a Responding Party who is a student, the Appeals Officer is typically the Vice President for Student Affairs or designee. For an appeal involving a Responding Party who is an employee, the Appeals Officer is typically a vice president or senior level administrator. The appeal process outlined here supersedes (replaces) the grievance procedures contained in other College Policies and Procedures.

- f. The appeal will be conducted in an impartial manner by the Appeals Officer. In any request for an appeal, the burden of proof lies with the party requesting the appeal, as the original determination and sanction are presumed to have been decided reasonably and appropriately. The appeal is not a new review of the underlying matter. The Appeals Officer shall consider the merits of an appeal only on the basis of the two stated grounds for appeal. Except as required to explain the basis of new information unavailable at the time of an investigation, review of an investigation will be limited to the written investigation Report and all supporting documents.
- g. The Appeals Officer can affirm the original findings, alter the findings, and/or alter the sanctions, depending on the basis of the requested appeal. If the appeal is based on procedures not having been followed in a material manner, the Appeals Officer can ask that a new investigation and/or adjudication, or other appropriate action, occur. In the case of new and relevant information, the Appeals Officer can recommend that the case be returned to the Disciplinary Resolution Officer to assess the weight and effect of the new information and render a determination after considering the new facts.
- h. The Appeals Officer will communicate the result of the appeal to the Reporting Party and Responding Party within fourteen (14) business days from the date of the submission of all appeal documents by both parties. The decision of the Appeals Officer is final.

V. TIME FRAMES FOR RESOLUTION

- A. Valencia will make every effort to successfully resolve all reports within sixty (60) business days. All time frames expressed in this Policy are meant to be guidelines rather than rigid requirements. Circumstances may arise that require the extension of time frames for good cause, including extension beyond sixty (60) business days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening College break or planned leave (vacation/sick/personal) of involved parties, or other unforeseen circumstances.
- B. In general, a Reporting Party and Responding Party can expect that the process will proceed according to the time frames provided in this Policy. In the event that the investigation and resolution time frames are extended for good cause, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness. All parties involved are entitled to periodic status updates on the process and any subsequent appeals.

VI. OBLIGATION TO PRESENT TRUTHFUL INFORMATION

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

if the facts alleged in the report or the response are not substantiated by an investigation.

VII. RETALIATION

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

VIII. [ADVISORS](#) AND ATTORNEYS

- A. During any investigation of [Sexual Assault](#), [Interpersonal Violence](#), and/or [Stalking](#), the Reporting Party and Responding Party have the right to be assisted by an [Advisor](#) of their choice, which may include an attorney. In all other matters under this Policy, the [Advisor](#) may not be an attorney of the Reporting Party or Responding Party. Under no circumstances may an [Advisor](#) be a witness. The [Advisor](#) may accompany the Reporting Party or Responding Party to any meeting with an investigator or a College employee. Any person who serves as an [Advisor](#) should plan to make himself or herself available for meetings throughout the process. The [Advisor](#) is a silent and non-participating presence who solely observes and provides support during the investigation process. During proceedings, the [Advisor](#) may speak only to the Party by whom he or she was invited. The [Advisor](#) may not address the Disciplinary Resolution Officer, the committee members, witnesses, or other participants. Any exceptions to this prohibition will be at the sole discretion of the Disciplinary Resolution Officer. The [Title IX Coordinator/Equal Opportunity Officer](#) has the right at all times to determine what constitutes appropriate behavior on the part of an [Advisor](#).
- B. Any party may seek the assistance of an attorney at their own expense. An attorney may serve as an [Advisor](#) only in cases involving reports of [Sexual Assault](#), [Interpersonal Violence](#) and/or [Stalking](#). This process is not a legal proceeding and should not be regarded as such. Similarly, the College will not recognize or enforce agreements between the parties reached outside of these procedures.

IX. COMMUNICATION

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

X. RECORDS

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

XI. RELEASE OF INFORMATION

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

Appendix A: Definitions

Term	Definition
Advisor	A silent and non-participating presence who solely observes and provides support during the investigation process. In cases of Sexual Assault , Sexual Violence, Interpersonal Violence , or Stalking , the Advisor may be an attorney. In all other cases, the Advisor may not be an attorney.
Age	The number of years from the date of a person’s birth. With respect to employment, individuals who are forty (40) years of age or older are protected from Discrimination and Harassment . There is no age threshold for students or other participants in educational programs or activities.
Coercion or Force	Conduct, intimidation, and express or implied threats of physical or emotional harm that would reasonably place an individual in fear of immediate or future harm and that are employed to persuade or compel someone to engage in sexual contact .
College Community	Faculty, staff, administrators, students, student employees, volunteers, and visitors.
Color	An individual’s skin pigmentation, complexion, shade, or tone.
Complicity	Any act that knowingly aids, facilitates, promotes, or encourages the commission of Prohibited Conduct by another person.
Confidentiality	Information shared with designated community professionals, referred to in this Policy as External Confidential Resources, will be disclosed only with the individual’s express written permission. External Confidential Resources will not share information about an individual (including whether that individual has

	<p>received services) with anyone, including the College, without the individual’s express written permission, unless there is a continuing threat of serious violence to the patient/client or to others or there is a legal obligation to reveal such information (e.g., suspected abuse or neglect of a minor).</p>
Consent	<p>Consent is the communication of an affirmative, conscious, and freely made decision by each participant to engage in agreed upon forms of sexual contact. Consent requires an outward demonstration, through understandable words or actions, which conveys a clear willingness to engage in sexual contact.</p> <ul style="list-style-type: none"> • Consent cannot to be inferred from silence, passivity, or a lack of resistance, and relying on non-verbal communication alone may result in a violation of this Policy. For example, a person who does not physically resist or verbally refuse sexual contact may not necessarily be giving Consent. There is no requirement that an individual verbally or physically resist unwelcome sexual contact for there to be a violation of this Policy. • Consent cannot to be inferred from an existing or previous dating or sexual relationship. Even in the context of a relationship, there must be mutual Consent to engage in sexual contact for each occasion and each form of sexual contact. • Consent to one form of sexual contact does not constitute Consent to any other form of sexual contact, nor does Consent to sexual contact with one person constitute Consent to sexual contact with any other person. Additionally, Consent to sexual contact on one occasion is not Consent to engage in sexual contact on another occasion. • Consent cannot be obtained by Coercion or Force or by taking advantage of a person’s inability to give Consent because of Incapacitation or other circumstances. • A person who has given Consent to engage in sexual contact may withdraw Consent at any time. However, withdrawal of Consent requires an outward demonstration, through understandable words or actions that clearly conveys that a party is no longer willing to engage in sexual contact. Once Consent is withdrawn, the sexual contact must cease immediately. • Note that generally in Florida, consent cannot legally be given by a minor under the age of 18, with certain specified statutory exceptions.
Disability	<p>A physical or mental impairment that substantially limits one or more major life activities; or a record of such impairment; or regarding an individual as having such impairment. A qualified person with a disability must be able to perform the essential functions of the employment, internship, or volunteer position or the academic or extracurricular program, with or without reasonable accommodation.</p>
Discipline-Based Resolution	<p>The process by which a Disciplinary Resolution Officer designated by the College determines responsibility and if warranted, administers sanctions and/or discipline against a Responding Party.</p>
Discrimination	<p>Any unlawful distinction, preference, or detriment to an individual as compared to others that is based on an individual’s Protected Status and that is sufficiently serious, persistent, or pervasive so as to unreasonably interfere with or limit:</p> <ul style="list-style-type: none"> • An employee’s or applicant for employment’s access to employment or conditions and benefits of employment; • A student’s or admission applicant’s ability to participate in, access, or benefit from educational programs, services, or activities;

	<ul style="list-style-type: none"> • An authorized volunteer’s ability to participate in a volunteer activity; or • A guest’s or visitor’s ability to participate in, access, or benefit from the College’s programs. <p>Discrimination includes failing to provide reasonable accommodations, consistent with state and federal laws, to a qualified person with a Disability.</p>
Equal Opportunity Response Team	group of individuals led by the Title IX Coordinator/Equal Opportunity Officer and including the Title IX Deputy Coordinators who work together to assess and respond to reports of Discrimination , Harassment , Sexual and Gender-Based Harassment , Sexual Assault , Sexual Exploitation , Stalking , Interpersonal Violence , Complicity , and Retaliation.
Gender-Based Harassment	Sexual Harassment also includes Harassment based on gender, sexual orientation , gender identity , which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender -stereotyping, even if the acts do not involve conduct of a sexual nature. Also includes Harassment for exhibiting what is perceived as a stereotypical characteristic for one’s Sex or for failing to conform to stereotypical notions of masculinity and femininity, regardless of the actual or perceived Sex, Gender, or Sexual Orientation of the individuals involved.
Gender Expression / Gender Identity	An individual’s socially-constructed status based on the behavioral, cultural, or psychological traits typically associated with societal attribution of masculinity and femininity, typically related to one’s assigned sex at birth. This includes Gender Expression, which is how someone expresses his or her Gender through appearance, behavior, or mannerisms, and Gender Identity, which is the Gender with which an individual identifies psychologically, regardless of what Gender he or she was assigned at birth. A person’s Gender Expression may not be the same as his or her Gender Identity.
Genetic Information	Information about (i) an individual’s genetic tests, (ii) the genetic tests of family members of such individual, and (iii) the manifestation of a disease or disorder in family members of such individual. Genetic Information includes, with respect to any individual, any request for, or receipt of, genetic services, or participation in clinical research that includes genetic services by such individual or any family member of such individual.
Harassment	A type of Discrimination that occurs when verbal, physical, electronic, other conduct based on an individual’s Protected Status interferes with that individual’s: <ul style="list-style-type: none"> • educational environment; • work environment; • participation in a College program or activity; or • receipt of legitimately-requested services (e.g., disability or religious accommodations), and creates Hostile Environment Harassment or Quid Pro Quo Harassment .
Hostile Environment Harassment	Unwelcome conduct based on Protected Status that is so severe, persistent, or pervasive that it alters the conditions of education, employment, or participation in a College program or activity, thereby creating an environment that a reasonable person in similar circumstances and with similar identities would find hostile, intimidating, or abusive under both a subjective and objective assessment. An isolated incident, unless sufficiently severe, does not amount to Hostile Environment Harassment .
Incapacitation	Sleep, unconsciousness, intermittent consciousness, or any other state where an individual is unaware or unable to give consent to sexual contact . Incapacitation may also exist because of a mental or developmental Disability that impairs the

	ability to consent to sexual contact .
Interim Protective Measures	Actions taken by the College to ensure equal access to its education programs and activities and foster a more stable and safe environment during the process of reporting, investigation, and/or resolution.
Interpersonal Violence	<p>Physical, sexual, emotional, economic, or psychological actions or threats of actions that a reasonable person in similar circumstances and with similar identities would find intimidating, frightening, terrorizing, or threatening (commonly referred to as domestic violence or dating violence). Such behaviors may include threats of violence to an individual or an individual's family member.</p> <p>Interpersonal Violence can encompass a broad range of abusive behavior committed by a person who is or has been:</p> <ul style="list-style-type: none"> • In a romantic or intimate relationship with the Reporting Party (of the same or different sex); • The Reporting Party's spouse or partner (of the same or different sex); • The Reporting Party's family member; or • The Reporting Party's cohabitant or household member, including a roommate.
National Origin/Ethnicity	An individual's actual or perceived country or ethnicity of origin.
Privacy	Information related to a report under this Policy will be shared only with those College employees who need to know in order to assist in the active review, investigation, or resolution of the report.
Protected Status	Consistent with federal, state, and local laws, the College prohibits Discrimination and Harassment based on race , ethnicity , color , national origin , age , religion , disability , marital status, gender, genetic information , sexual orientation , gender identity , and any other factor protected under applicable federal, state, and local civil rights laws, rules, and regulations.
Quid Pro Quo Harassment	Unwelcome conduct based on Protected Status where submission to or rejection of such conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education, employment, or participation in a College program or activity.
Race	An individual's actual or perceived racial or ethnic ancestry or physical characteristics associated with a person's race, such as a person's color , hair, facial features, height, and weight.
Religion	All aspects of religious observance and practice, as well as belief. A well-formed and thought-out set of beliefs held by more than one individual, which may not necessarily involve belief in a supreme being. The College will accommodate an individual's observances and practices required by his or her creed, unless it is unable to reasonably accommodate an individual's creed-required observance or practice without undue hardship.
Remedies-Based Resolution	A voluntary approach designed to eliminate a hostile environment without taking disciplinary action against a Responding Party.
Reporting Party	An individual who makes a report of Discrimination , Harassment , Sexual Harassment , Sexual Assault , Sexual Exploitation , Stalking , Interpersonal Violence , Complicity , or Retaliation.
Responding Party	An individual who is alleged to have violated the College Policy on Discrimination , Harassment , Sexual and Gender-Based Harassment , Sexual Assault , Sexual Exploitation , Stalking , Interpersonal Violence , Complicity , or Retaliation and who is named in a report alleging violation.
Responsible Employees	Employees with administrative or supervisory responsibilities on campus or who have been designated as Campus Security Authorities.

Retaliation	Retaliation is acts or words taken against an individual because of the individual’s participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual’s good faith (i) participation in the reporting, investigation, or resolution of an alleged violation of this Policy; (ii) opposition to policies, practices, or actions that the individual reasonably believes are in violation of the Policy; or (iii) requests for accommodations on the basis of religion or Disability . Retaliation may include intimidation, threats, coercion , or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith is not substantiated. Retaliation may be committed by the Responding Party, the Reporting Party, or any other individual or group of individuals.
Sex/Gender	An individual’s biological status of male or female, including pregnancy. Conduct of a sexual nature is by definition based on Sex as a Protected Status .
Sexual Assault / Sexual contact	Sexual Assault involves having or attempting to have sexual contact with another individual without Consent. sexual contact is the intentional touching or penetration of another person’s clothed or unclothed body, including but not limited to the mouth, neck, buttocks, anus, genitalia, or breast, by another with any part of the body or any object in a sexual manner. sexual contact also includes causing another person to touch his or her own or another’s body in a sexual manner. Sexual Assault includes, without limitation, sexual battery as defined in Section 794, F.S.
Sexual Exploitation	<p>Taking advantage of the sexuality of another person without consent or in manner that extends the bounds of consensual sexual activity without the knowledge of the other individual for any purpose, including sexual gratification, financial gain, personal benefit, or any other non-legitimate purpose. Examples of Sexual Exploitation include:</p> <ul style="list-style-type: none"> • Observing another individual’s nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved; • Non-consensual streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved; • Prostituting another individual; • Exposing one’s genitals in non-consensual circumstances; • Knowingly exposing another individual to a sexually transmitted infection or sexual virus without that individual’s knowledge; and • Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.
Sexual Harassment	<p>Any unwelcome sexual advance, request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature, when:</p> <ul style="list-style-type: none"> • Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual’s academic work, employment, or participation in any aspect of a College program or activity; or • Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or • Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance, i.e., it is sufficiently serious, pervasive, or persistent as to create an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic, or social environment under both an objective (a reasonable person’s) and subjective (the Reporting Party’s) view.

Sexual Orientation	The inclination or capacity to develop intimate emotional, spiritual, physical, and/or sexual relationships with those of the same or different Sex or Gender, or irrespective of Sex or Gender.
<u>Stalking</u>	<p>Repeated, unwanted attention; physical, verbal, or electronic contact; or any other course of conduct directed at an individual that is sufficiently serious to cause physical, emotional, or psychological fear or distress or to create a hostile, intimidating, or abusive environment for a reasonable person in similar circumstances and with similar identities.</p> <p><u>Stalking</u> may involve individuals who are known to one another, who have a current or previous relationship, or who are strangers.</p> <p><u>Stalking</u> includes the concept of cyber-<u>Stalking</u>, a particular form of <u>Stalking</u> which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.</p>
<u>Title IX Coordinator/Equal Opportunity Officer</u>	The designated College official with primary responsibility for coordinating the College's compliance with Title VII, Title IX, and other federal and state regulations pertaining to equal access and equal opportunity.
Title IX Deputy Coordinators	Individuals responsible for supporting the <u>Title IX Coordinator/Equal Opportunity Officer</u> and accessible to any <u>College community</u> member for consultation and guidance on issues related to <u>Discrimination</u> , <u>Harassment</u> , Sexual and <u>Gender-Based Harassment</u> , <u>Sexual Assault</u> , <u>Sexual Exploitation</u> , <u>Stalking</u> , <u>Interpersonal Violence</u> , <u>Complicity</u> , and Retaliation. Deputy Coordinators are located in Human Resources, Student Affairs, and Safety/Security, and are available at each campus location as well as at the District Office.

Appendix B: Equal Opportunity Response Team

Role	Name	Title	Campus	Phone	Email
<u>Title IX Coordinator/Equal Opportunity Officer</u>	Amy Bosley	VP, Organizational Development and Human Resources	District Office 245	407-582-8255	<u>abosley@valenciacollege.edu</u>
Deputy Coordinator	Michelle Sever	Director, Employee Engagement	District Office 267	407-582-8256	<u>msever@valenciacollege.edu</u>
Deputy Coordinator	Lauren Bojalad	Assistant Director, Employee Relations	District Office Room x	407-582-8125	<u>lbojalad@valenciacollege.edu</u>
Deputy Coordinator	Ruth Ridore	Campus Director, Human Resources East, Winter Park, Public Safety	East 7-110B	407-582-2760	<u>rridore@valenciacollege.edu</u>
Deputy Coordinator	Becky Gallup	Campus Director, Human Resources West, District Office	West 6-306	407-582-5124	<u>bgallup@valenciacollege.edu</u>
Deputy Coordinator	Lisandra Suarez Lopez	Campus Director, Human Resources Osceola, Lake Nona	Osceola 1-141C	407-582-4710	<u>Lsuarez@valenciacollege.edu</u>
Deputy Coordinator	Cheryl Robinson	Dean of Students, Winter Park Campus	Winter Park 204	407-582-6883	<u>crobinson@valenciacollege.edu</u>
Deputy Coordinator	Jill Szentmiklosi	Dean of Students, Osceola Campus	Osceola 2-140D	407-582-4142	<u>jszentmiklosi@valenciacollege.edu</u>
Deputy Coordinator	Linda Herlocker	Dean of Students, West Campus	West SSB 136A	407-5821388	<u>lherlocker@valenciacollege.edu</u>
Deputy Coordinator	Joe Sarrubbo	Dean of Students, East Campus	East 5-210L	407-582-2586	<u>jsarrubbo@valenciacollege.edu</u>
Deputy	Ben Taylor	Coordinator,	West	407-582-1336	<u>Wtaylor17@valenciacollege.edu</u>

Coordinator		Student Conduct and Academic Success	SSB 170B		
Deputy Coordinator	Corey Evans	Coordinator, Student Conduct and Academic Success	East 5-210Q	407-582-2346	Cevans53@valenciacollege.edu
Deputy Coordinator	Mindy Smith	Manager, Student Services Lake Nona	Lake Nona 1-149C	407-582-7780	Msmith225@valenciacollege.edu
Campus Security Manager	Mike Favorit	Manager, Security West, District Office	West SSB 170B	407-582-1336	mfavorit@valenciacollege.edu
Campus Security Manager	Tom Decker	Manager, Security East, Winter Park, Public Safety	East 5-220	407-582-2365	tdecker1@valenciacollege.edu
Campus Security Manager	Bill Maccauley	Manager, Security Osceola, Lake Nona	Osceola 2-109B	407-582-4388	bmaccauley@valenciacollege.edu

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

Appendix C: Responsible Employees

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

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

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

Appendix D: Law Enforcement and Medical Providers

Law Enforcement	Medical Providers
<p>City of Orlando Police Department For Emergencies: 911 Criminal Investigations Division: (407) 246-2425</p>	<p>Florida Hospital Orlando (407) 303-5600</p>
<p>Orange County Sheriff's Office For Emergencies: 911 Main Number: (407) 254-7000</p>	<p>Florida Hospital East (407) 303-8110</p>
<p>City of Kissimmee Police Department For Emergencies: 911 Criminal Investigations Division: (407) 847-0176 ext. 3248</p>	<p>Florida Hospital Kissimmee (407) 846-4343</p>
<p>City of Winter Park Police Department For Emergencies: 911 Main Number: (407) 599-3444 or Non-emergency: (407) 644-1313</p>	<p>Orlando Regional Medical Center (321) 841-5111</p>
	<p>Dr. P. Phillips Hospital (407) 351-8500</p>
	<p>Health Central Hospital (407) 296-1000</p>
	<p>Osceola Regional Medical Center (407) 846-2266</p>

Appendix E: External Confidential Resources

BayCare

Available to students who are currently enrolled in Valencia College credit classes
(800) 878-5470

Employee Assistance Program

Available to current full-time employees of Valencia College
(800) 554-6931

Victim Service Center of Central Florida

Available to all members of the Central Florida community
(407) 497-6701

APPENDIX 2

Grievance Procedures

Addressed in Policy 6Hx28:2-01
See Appendix 1

APPENDIX 3

Revised Policies and/or Procedures

See Appendix 1 for Policy 6Hx28:2-01

APPENDIX 4
Policy and Procedures to
Implement Rule
6A-10.041, F.A.C.



Policy: 6Hx28:2-07

Authority: 1001.64 and 1001.65, F.S.

Law: 1001.64 and 1001.65, F.S.

Responsible Party: Vice President, Student Affairs

Effective Date: 02/25/2015

Volume 2 - Nondiscrimination and Equal Opportunity

Substitute Admission and Graduation Requirements for Students with Disabilities

Policy Statement:

- A. Any student who has provided Valencia College's Office for Students with Disabilities with appropriate documentation of a disability, as defined by Florida Statute §1007.02, shall be eligible to request a reasonable modification/substitution for admission requirements to the College, a program of study, or graduation requirement(s) provided that the individual's inability to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

The College will provide a mechanism:

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

B. Articulation with Other State Institutions

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

Policy History

Adopted 12-10-02; Amended 12-21-04; Formerly 6Hx28:5-15; Amended 2-15-2015; Date of Last Review: 2-25-2015

Procedure Effective Date: 02/25/2015

Procedure Statement:

- A. Course substitutions will be considered only for those students who have documented disabilities. Documentation must specifically show that the student's failure to meet the requirement is related to the disability and must follow the Valencia Community College guidelines for appropriate documentation.
- B. Course substitutions will only be granted in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or to meet licensing or certification requirements.

C. Mechanism for Considering Course Substitution Requests

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

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

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

D. Mechanism for Admission Substitution/Modification Requests

1. Students may also request substitutions or modifications for admission to the College and/or a program of study or graduation requirement (other than the requirements addressed in the Course Substitution process). The request must be related to the substantial limitation of the documented disability; the request must not alter the fundamental nature of the program. Note that a successful substitution to the College or a program of study may not alter federal requirements such as federal financial aid, residency requirements, etc.
2. All requests must be made to the Director of the Office for Students with Disabilities, who will convene an ad hoc committee of the relevant departments to engage in an interactive discussion to determine if the request:
 - a. Is related to the documented disability; and
 - b. Does not alter the fundamental nature of the program.

The ad hoc committee may be made up of the Dean of the relevant department and/or program chair, advisors or faculty member, the Registrar, and/or other relevant College administration.

3. Students may address the committee in person or in writing to make their requests.
4. The ad hoc committee's decision will be communicated to the student making the request and any pertinent departments in writing.

D. Mechanism for Making Substitutions Known to Affected Persons

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

F. Mechanism for Student Appeal

1. Within ten (10) working days of the email notification by Valencia of either the decision of the Course Substitution Committee referenced in Section A(1) or the decision by the ad hoc committee referenced in Section B(3), the student may appeal in writing to the Vice President, Academic Affairs and Planning. The student's written appeal must contain:
 - a. A statement outlining the background of the case, including all pertinent information the student wishes the Vice President, Academic Affairs and Planning 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 Vice President, Academic Affairs and Planning shall set a date to hear the appeal within ten (10) days following receipt of the request. The purpose of the hearing shall be to obtain information on which the Vice President, Academic Affairs can make a decision regarding the appeal.
3. Final determination of the matter shall rest with the Vice President, Academic Affairs and Planning, who shall promptly transmit the decision in writing to the student and the Course Substitution Committee chair in the case of Course Substitutions, or to the Director of the Office for Students with Disabilities in the case of Admission Substitutions.

Procedure History

Adopted 12-10-02; Amended 12-21-04; Amended 2-25-15; Formerly 6Hx28:5-15; Date of Last Review: 2-25-2015

APPENDIX 5

EADA Survey Federal Report

APPENDIX 6

Fall Staff Report

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender, and Race/Ethnicity**

Tenured

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	11	11
	American Indian or Alaska Native	0	0	0	0	0	1	1
	Asian	0	0	0	0	0	6	6
	Black or African American	0	0	0	0	0	13	13
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	104	104
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	3	3
	Total		0	0	0	0	0	138
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	19	19
	American Indian or Alaska Native	0	0	0	0	0	2	2
	Asian	0	0	0	0	0	9	9
	Black or African American	0	0	0	0	0	12	12
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	150	150
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	4	4
Total		0	0	0	0	0	196	196
Total		0	0	0	0	0	334	334

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender, and Race/Ethnicity**

On Tenure Track

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	4	4
	American Indian or Alaska Native	0	0	0	0	0	1	1
	Asian	0	0	0	0	0	2	2
	Black or African American	0	0	0	0	0	3	3
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	24	24
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	1	1
	Total		0	0	0	0	0	35
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	4	4
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	1	1
	Black or African American	0	0	0	0	0	5	5
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	22	22
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	1	1
Total		0	0	0	0	0	33	33
Total		0	0	0	0	0	68	68

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, and Function**

	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Function							
Instructional Exclusively credit	334	68	0	81	12	0	495
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	0	0	0	0	0	0	0
Instruction/research/public service	0	0	0	0	0	0	0
Total	334	68	0	81	12	0	495

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

		Instructional Staff	Research	Public Service
Gender	Race/Ethnicity			
Men	Nonresident Alien	0	0	0
	Hispanic/Latino	18	0	0
	American Indian or Alaska Native	2	0	0
	Asian	8	0	0
	Black or African American	19	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	154	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	6	0	0
	Total	207	0	0
Women	Race/Ethnicity			
	Nonresident Alien	0	0	0
	Hispanic/Latino	25	0	0
	American Indian or Alaska Native	2	0	0
	Asian	15	0	0
	Black or African American	24	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	214	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	8	0	0
Total	288	0	0	
Total		495	0	0

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

		Archivists, Curators, and Museum Technicians Librarians	Librarians	Library Technicians	Student, Academic Affairs and Other Educational Services
Gender	Race/Ethnicity				
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	8
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	1
	Black or African American	0	0	0	2
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	3	0	22
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	1
	Total	0	3	0	34
	Women	Race/Ethnicity			
Nonresident Alien		0	0	0	0
Hispanic/Latino		0	0	0	10
American Indian or Alaska Native		0	0	0	0
Asian		0	0	0	3
Black or African American		0	2	1	3
Native Hawaiian or Other Pacific Islander		0	0	0	0
White		0	6	3	23
Two or more races		0	0	0	0
Race and ethnicity unknown		0	1	0	3
Total	0	9	4	42	
Total		0	12	4	76

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

		Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	1	0	0	0
	Hispanic/Latino	3	10	16	11	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	3	2	5	0	0
	Black or African American	0	9	10	8	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	26	44	37	13	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	1	1	1	0
	Total	33	67	69	33	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	3	42	4	14	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	8	2	1	0
	Black or African American	2	37	0	12	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	39	93	10	17	0
	Two or more races	0	2	0	0	0
	Race and ethnicity unknown	0	9	0	2	0
Total	44	191	16	46	0	
Total		77	258	85	79	0

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender, and Race/Ethnicity**

		Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	1	0	0	0	0
	Hispanic/Latino	36	3	13	14	0
	American Indian or Alaska Native	1	0	0	0	0
	Asian	20	0	2	1	0
	Black or African American	36	0	8	4	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	27	1	18	8	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	5	0	0	2	0
	Total	127	4	41	29	0
	Women	Race/Ethnicity				
Nonresident Alien		0	0	0	0	0
Hispanic/Latino		18	3	61	0	0
American Indian or Alaska Native		0	0	1	0	0
Asian		3	4	12	0	0
Black or African American		11	2	44	0	0
Native Hawaiian or Other Pacific Islander		0	0	0	0	0
White		8	7	93	0	0
Two or more races		0	0	1	0	0
Race and ethnicity unknown		0	0	7	0	0
Total		40	16	219	0	0
Total		167	20	260	29	0

**Florida College System
2015 IPEDS Human Resources Survey
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College: 28 Valencia**

**Part C - Full-Time Summary Non-Medical
Summary of Full-Time, Non-Medical School, Staff
By Tenure Status and Occupational Category**

	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Occupational Category							
Instructional Exclusively credit	334	68	0	81	12	0	495
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	0	0	0	0	0	0	0
Instruction/research/public service	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Public Service	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians Librarians	0	0	0	0	0	0	0
Librarians	6	6	0	0	0	0	12
Library Technicians	0	0	0	0	0	4	4
Student, Academic Affairs and Other Educational Services	0	0	0	0	0	76	76
Management Occupations	13	0	0	0	13	51	77
Business and Financial Operations Occupations	0	0	0	0	0	258	258
Computer, Engineering, and Science Occupations	0	0	0	0	0	85	85
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	10	5	0	0	0	64	79
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	0	0
Service Occupations	0	0	0	0	0	167	167
Sales and Related Occupations	0	0	0	0	0	20	20
Office and Administrative Support Occupations	0	0	0	0	0	260	260
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	29	29
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	0	0
Total	363	79	0	81	25	1,014	1,562

**Florida College System
2015 IPEDS Human Resources Survey
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College: 28 Valencia**

**Part G - Salary Outlays for Full-Time Instructional Staff
Salary Outlays for Full-Time Instructional Staff
By Gender and Academic Rank**

		Total Employees for Salary Reporting	Total Number of Months	Salary Outlays
Gender	Academic Rank			
Men	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	176	1,766	11,202,614
	Total	176	1,766	11,202,614
Women	Academic Rank			
	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	241	2,436	14,823,516
Total	241	2,436	14,823,516	
Total		417	4,202	26,026,130

**Florida College System
2015 IPEDS Human Resources Survey
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College: 28 Valencia**

**Part G - Salary Outlays for Full-Time Non-Instructional Staff
Salary Outlays for Full-Time Non-Instructional Staff
By Occupational Category**

Occupational Category	Total Salary Outlays
Postsecondary Teachers - Research	0
Postsecondary Teachers - Public Service	0
Library and Other Teaching Occupations	3,916,395
Management Occupations	8,951,370
Business and Financial Occupations	13,675,979
Computer, Engineering, and Science Occupations	4,853,694
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	3,472,935
Healthcare Practitioners and Technical Occupations	0
Service Occupations	4,415,081
Sales and Related Occupations	611,594
Office and Administrative Support Occupations	8,454,048
Natural Resources, Construction, and Maintenance Occupations	968,543
Production, Transportation, and Material Moving Occupations	0

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part H - New Hires - Full-Time Instructional Staff
Number of Newly Hired Full-Time Permanent Instructional Staff
By Tenure Status, Gender and Race/Ethnicity**

		Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	1	0	0	0	0	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	1	0	0	0	0	1
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	2	0	0	0	0
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	1	0	0	0	0	1
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total		0	1	0	0	0	0	1
Total		0	3	0	0	0	0	3

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part H - New Hires - Full-Time Staff
Number of Newly Hired Full-Time Staff
By Occupational Category, Gender and Race/Ethnicity**

		Instructional Staff	Research	Public Service	Library and Other Teaching Occupations
Gender	Race/Ethnicity				
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	1	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	1	0	0	1
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total	2	0	0	1
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	1	0	0	0
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
Total	1	0	0	0	
Total		3	0	0	1

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 28 Valencia**

**Part H - New Hires - Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	2	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	3	1	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	1	0
	Total	0	3	3	1	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	1	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	2	0	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	4	0	1	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	1	6	0	3	0	
Total		1	9	3	4	0

**Florida College System
2015 IPEDS Human Resources Survey
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College: 28 Valencia**

**Part H - New Hires - Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	2	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	1	0	2	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	0	0	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	3	0	2	0	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	1	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	1	0	0
	Black or African American	0	0	1	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	0	2	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	0	0	5	0	0	
Total		3	0	7	0	0

**Florida College System
2015 IPEDS Human Resources Survey
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College: 28 Valencia**

**Part H - New Hires - Full-Time Non-Instructional Staff
Total Number of Newly Hired Full-Time Non-Instructional Staff
By Gender and Race/Ethnicity**

		Total
Gender	Race/Ethnicity	
Men	Nonresident Alien	0
	Hispanic/Latino	5
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	3
	Native Hawaiian or Other Pacific Islander	0
	White	6
	Two or more races	0
	Race and ethnicity unknown	1
	Total	15
Women	Race/Ethnicity	
	Nonresident Alien	0
	Hispanic/Latino	2
	American Indian or Alaska Native	0
	Asian	1
	Black or African American	4
	Native Hawaiian or Other Pacific Islander	0
	White	9
	Two or more races	0
	Race and ethnicity unknown	0
Total	16	
Total		31

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

		Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Male	White Male	White Female	Total
Occupation Category	Salary Range									
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	1	1
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	1	0	0	0	1	1	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	1	0	1
	65,000 To 75,000	0	0	1	0	0	0	1	2	4
	Above 75,000	0	0	0	0	0	0	0	1	1
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	1	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	1	0	0	1	0	2
	Above 75,000	0	0	0	0	0	0	0	0	0
Community Service,Legal,Arts,And Media	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	1	1
	35,000 To 40,000	0	0	1	0	1	1	0	0	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0

(Continued)

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

		Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Male	White Male	White Female	Total
Occupation Category	Salary Range									
Instruction	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	1	0	0	1	1	3
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	1	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0
Service Occupations	Below 25,000	0	1	0	2	0	0	0	0	3
	25,000 To 30,000	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	1	2	1	0	1	0	0	0	5
	30,000 To 35,000	0	0	0	0	0	0	0	1	1
	35,000 To 40,000	0	0	0	0	0	0	0	1	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0
Total		1	3	4	5	2	1	6	9	31

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

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

		Asian		Black		Hispanic		Indian		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Terms Employed	Salary Range													
Less Than 9 Month	35,000 To 40,000	0	0	0	0	0	0	0	0	1	2	0	0	3
	40,000 To 45,000	4	0	1	3	0	3	0	0	28	19	3	1	62
	45,000 To 55,000	1	0	1	0	2	0	0	0	6	2	0	1	13
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
9-10 Month	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	1	2	0	0	3
	45,000 To 55,000	2	1	5	2	6	4	0	0	43	19	2	2	86
	55,000 To 65,000	7	4	7	6	9	7	1	2	70	58	3	1	175
	65,000 To 75,000	1	3	4	4	7	3	0	0	47	34	0	1	104
	Above 75,000	0	0	1	4	1	1	1	0	10	15	0	0	33
11-12 Month	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	5	0	0	0	0	0	5	0	0	0	10
	65,000 To 75,000	0	0	0	0	0	0	0	0	2	2	0	0	4
	Above 75,000	0	0	0	0	0	0	0	0	1	1	0	0	2
Total		15	8	24	19	25	18	2	2	214	154	8	6	495

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

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

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Occupation Activity	Salary Range																	
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	3	2	0	3	3	0	0	0	1	0	0	39	26	0	0	77
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	1	0	1	0	0	0	1	0	0	0	3	1	1	0	8
	35,000 To 40,000	2	1	12	5	16	3	0	0	0	0	0	0	20	7	3	1	70
	40,000 To 45,000	3	0	6	1	9	1	0	0	0	0	0	0	11	3	1	0	35
	45,000 To 55,000	1	0	6	1	4	3	0	0	0	0	0	0	16	9	1	0	41
	55,000 To 65,000	0	1	5	1	8	1	0	0	0	0	0	0	1	14	10	2	43
	65,000 To 75,000	2	0	3	0	2	1	0	0	1	0	0	0	17	7	1	0	34
	Above 75,000	0	0	4	1	2	1	0	0	0	0	0	0	12	7	0	0	27
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
	35,000 To 40,000	0	1	0	2	0	5	0	0	0	0	0	0	0	0	7	0	15
	40,000 To 45,000	0	0	0	2	0	0	0	0	0	0	0	0	0	1	1	0	4
	45,000 To 55,000	2	1	0	2	1	5	0	0	0	0	0	0	0	3	10	0	24
	55,000 To 65,000	0	0	0	2	1	2	0	0	0	0	0	0	0	2	7	0	14
	65,000 To 75,000	0	2	0	0	1	2	0	0	0	0	0	0	0	2	6	0	14
	Above 75,000	0	1	0	2	0	2	0	0	0	0	0	0	2	6	0	0	13

(Continued)

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

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

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range																	
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	1	1	2	1	0	0	0	0	0	0	2	1	0	0	8
	35,000 To 40,000	1	0	9	6	9	8	0	0	0	0	0	0	9	3	2	1	48
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	4
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	3
	55,000 To 65,000	0	0	1	0	0	1	0	0	0	0	0	0	2	1	0	0	5
	65,000 To 75,000	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	5
	Above 75,000	0	0	0	0	2	1	0	0	0	0	0	0	1	2	0	0	6
Librarians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	1	0	0	0	0	0	0	0	0	0	4	1	0	0	6
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	4
	Above 75,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Library Technicians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

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

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

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Occupation Activity	Salary Range																	
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	4
	30,000 To 35,000	0	0	1	0	2	1	0	0	0	0	0	0	5	0	0	1	10
	35,000 To 40,000	1	1	0	1	5	4	0	0	0	0	0	0	8	8	1	0	29
	40,000 To 45,000	1	0	0	1	2	1	0	0	0	0	0	0	7	8	2	0	22
	45,000 To 55,000	0	0	1	0	1	2	0	0	0	0	0	0	1	5	0	0	10
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	Below 25,000	2	13	10	21	15	28	0	1	0	1	0	1	5	9	0	3	109
	25,000 To 30,000	0	5	0	10	1	6	0	0	0	0	0	0	2	8	0	2	34
	30,000 To 35,000	1	2	0	3	1	1	0	0	0	0	0	0	1	6	0	0	15
	35,000 To 40,000	0	0	0	1	0	1	0	0	0	0	0	0	0	2	0	0	4
	40,000 To 45,000	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	3
	45,000 To 55,000	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sales And Related Occupations	Below 25,000	2	0	1	0	1	2	0	0	0	0	0	0	3	0	0	0	9
	25,000 To 30,000	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
	35,000 To 40,000	1	0	1	0	1	0	0	0	0	0	0	0	2	0	0	0	5
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

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

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

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Occupation Activity	Salary Range																	
Office And Administrative Support Occupations	Below 25,000	0	0	1	0	2	0	0	0	0	0	0	0	1	0	0	0	4
	25,000 To 30,000	4	1	10	7	18	9	0	0	0	0	0	0	19	6	3	0	77
	30,000 To 35,000	4	1	24	1	31	3	1	0	1	0	0	0	38	8	3	0	115
	35,000 To 40,000	2	0	5	0	6	1	0	0	0	0	0	0	18	3	1	0	36
	40,000 To 45,000	2	0	2	0	3	0	0	0	0	0	0	0	9	1	0	0	17
	45,000 To 55,000	0	0	2	0	1	0	0	0	0	0	0	0	7	0	0	0	10
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Natural Resources,Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	3
	30,000 To 35,000	0	1	0	3	0	9	0	0	0	0	0	0	0	2	0	2	17
	35,000 To 40,000	0	0	0	1	0	2	0	0	0	0	0	0	0	2	0	0	5
	40,000 To 45,000	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		33	34	114	77	155	114	1	1	3	2	0	2	299	199	22	11	1,067

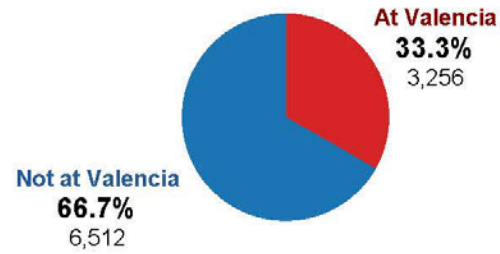
What are the demographics of our service counties?

Orange County

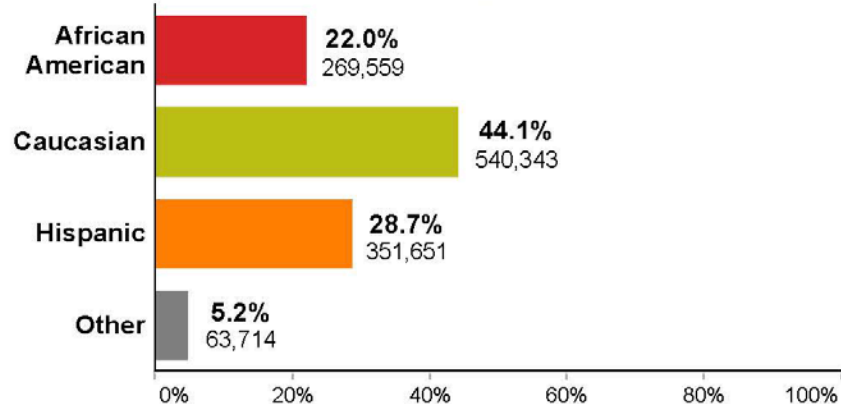
Total Population **1,225,267**

9,768 Orange County high school graduates

Percent of High School Graduates at Valencia



Ethnicity

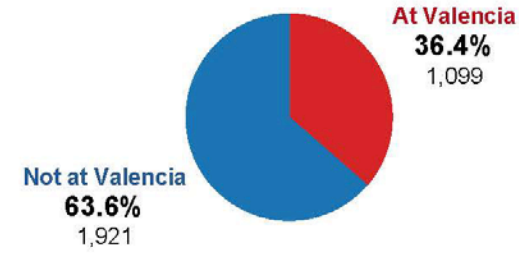


Osceola County

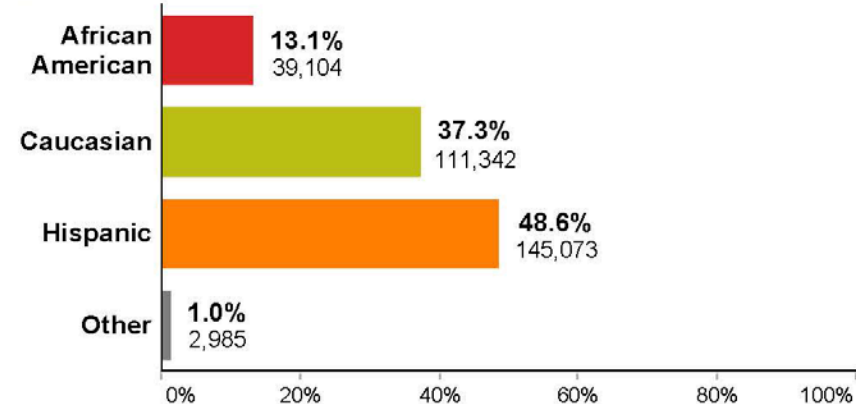
Total Population **298,504**

3,020 Osceola County high school graduates

Percent of High School Graduates at Valencia



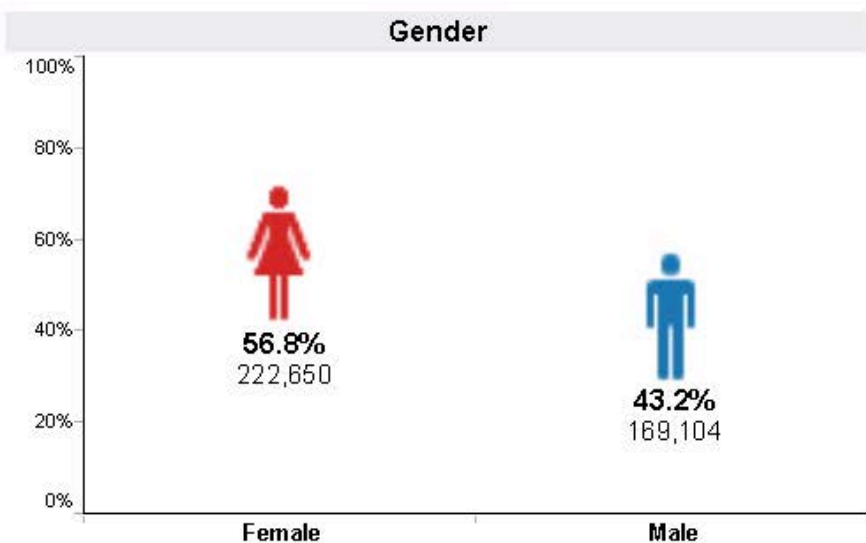
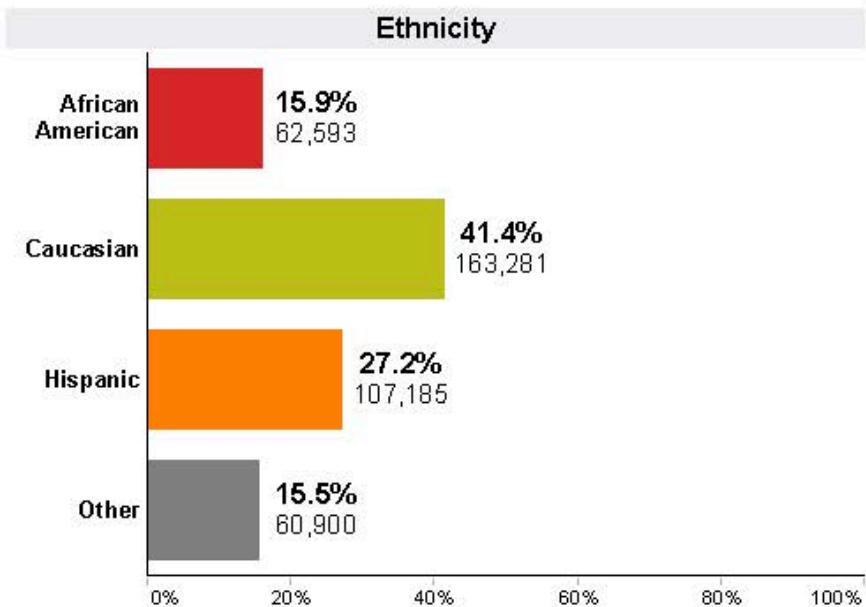
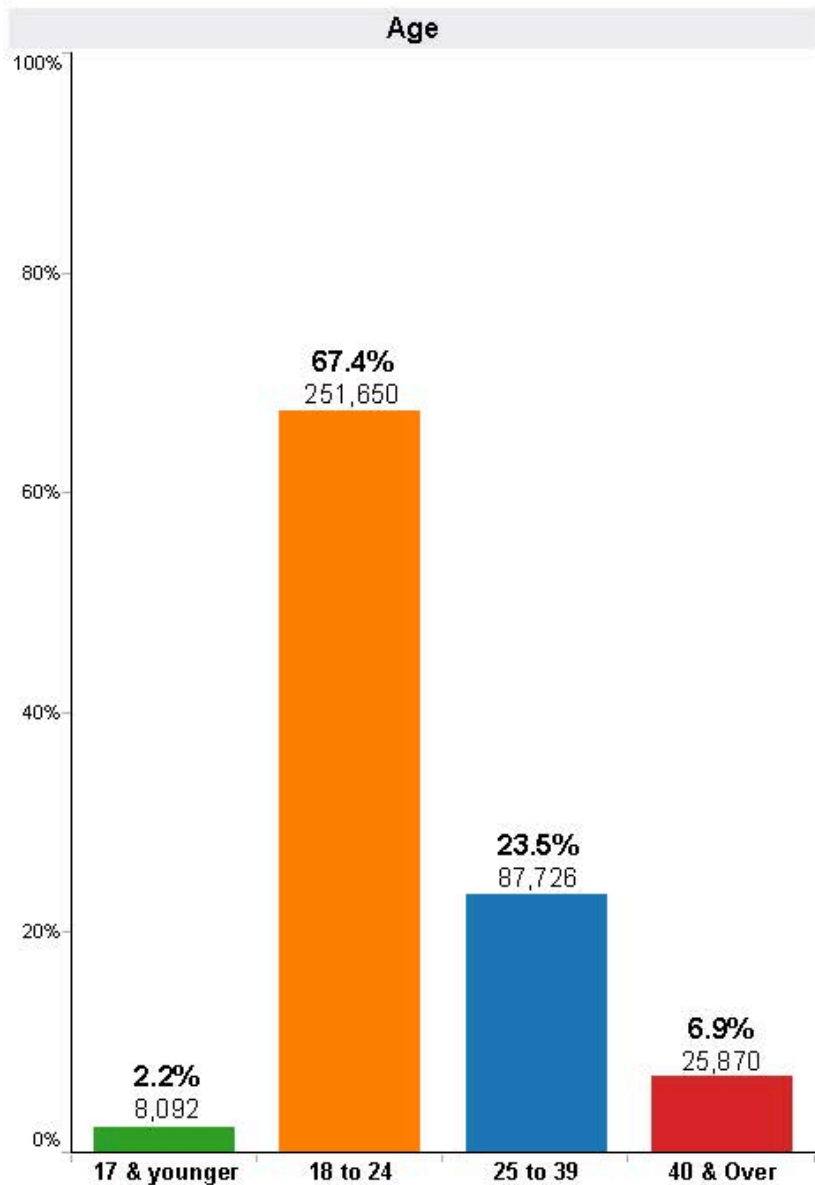
Ethnicity



What strategies do we employ to recruit students from underrepresented minority groups?

- Freshman Freebie
- Central Florida Access Network
- College Nights and Open Houses
- College Day
- Media outreach and advertising
- Partnerships with public school systems
- FAFSA Frenzy
- Got College?

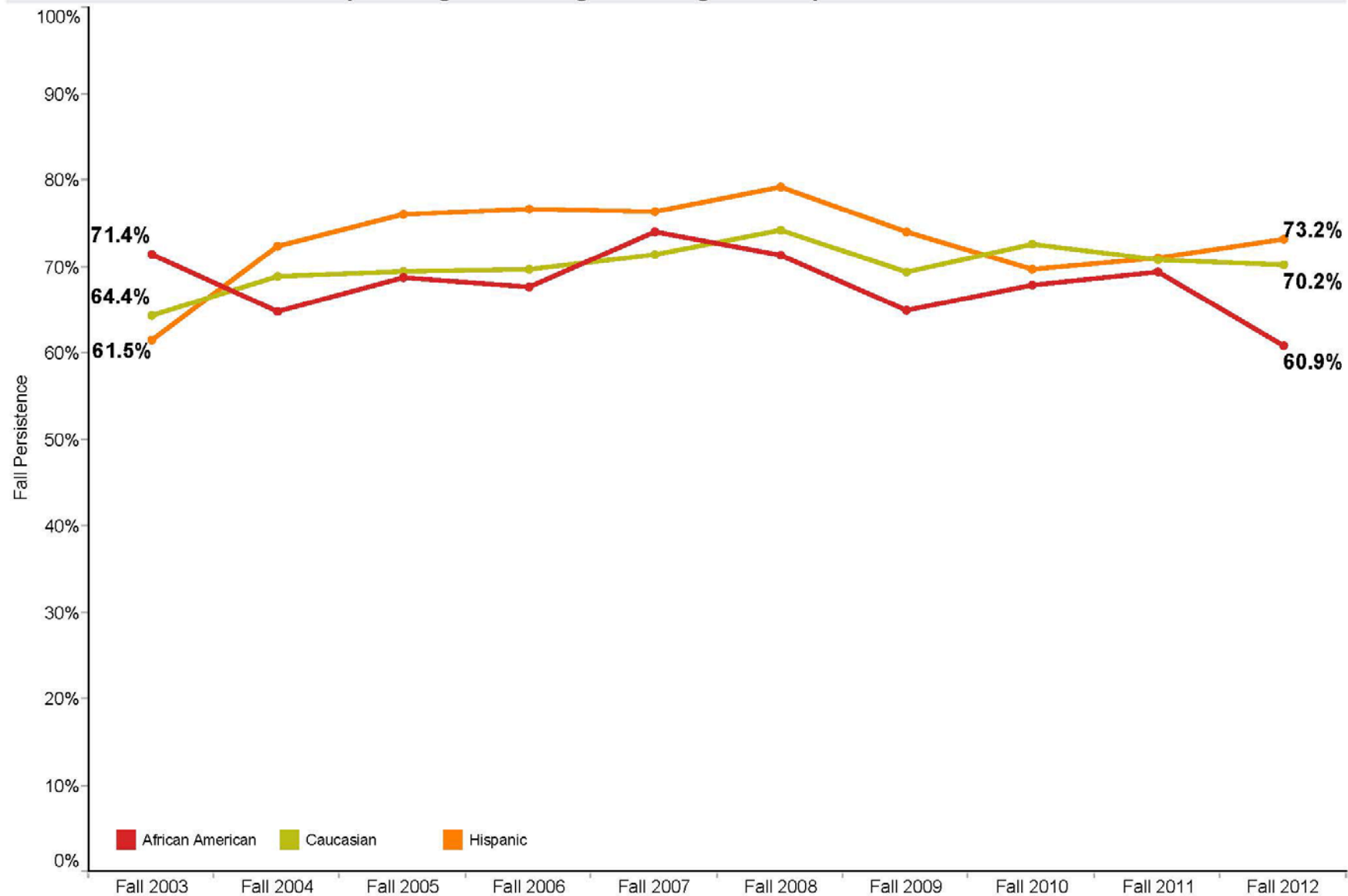
Who are our students*?



*demographics for Fall students between Fall 2003 and Fall 2013

Do our students return to Valencia in the following Fall term*?

What percentage of FTIC degree-seeking students persist from Fall to Fall?



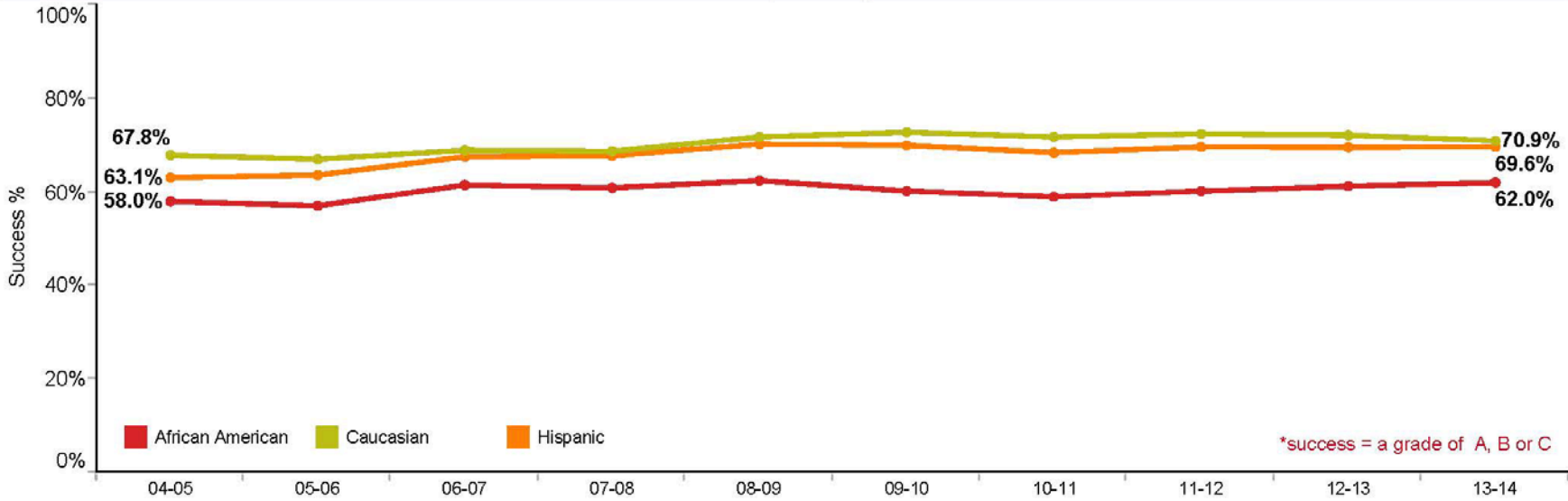
*persistence rates for FTIC degree-seeking students between Fall 2003 and Fall 2012

What strategies do we employ to retain students from underrepresented minority groups?

- Stop Out program
- New Student Experience
- Bridges to Success

How do students perform in the top ten highest enrolled courses*?

What are the success rates* for the top ten high enrolled courses at Valencia?



What are the top ten high enrolled courses at Valencia?

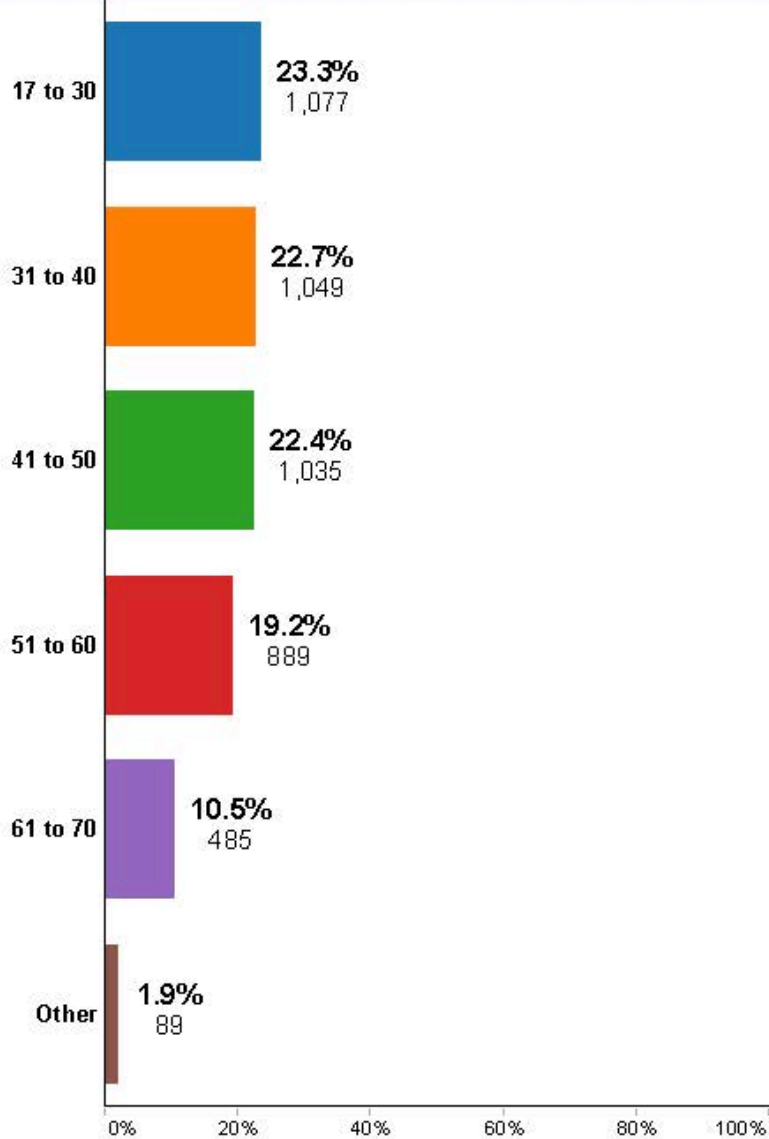
Top ten courses	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
ENC1101	7,020	6,813	7,343	7,871	8,791	9,934	10,898	10,674	10,570	10,539
HUM1020	4,691	4,485	4,558	5,016	6,157	7,164	7,786	6,986	6,344	6,509
MAC1105	6,236	6,470	6,798	7,026	7,584	8,160	8,672	8,696	8,904	9,279
MAT0018C	3,535	3,346	2,943	3,661	4,069	4,887	5,671	5,883	5,318	3,659
MAT0028C	5,672	5,385	4,879	5,902	6,591	7,254	7,888	8,040	8,001	7,707
MAT1033C	5,042	4,977	4,981	5,457	5,822	6,463	6,818	7,550	7,625	7,798
POS2041	6,743	6,496	7,149	7,995	8,829	10,432	10,496	10,067	9,661	9,535
PSY1012	5,427	5,658	5,773	5,969	6,704	7,899	7,910	7,647	6,822	6,728
SLS1122	3,374	3,081	3,926	4,764	4,958	5,768	6,191	5,993	5,115	4,397
SPC1608	6,127	6,064	6,815	7,752	8,493	9,295	10,387	10,363	8,836	8,183

What strategies do we employ to support completion for students from underrepresented minority groups?

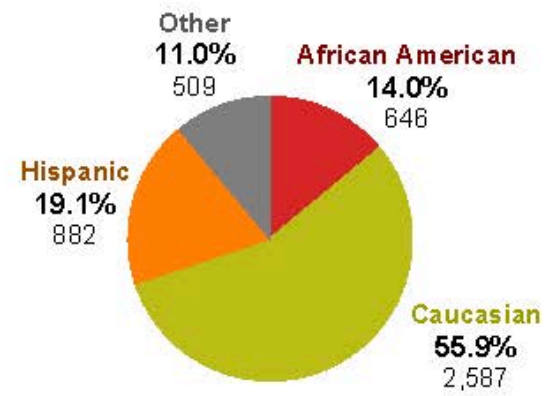
- Ramp Up
- R.E.A.C.H.
- LSAMP Grant

Who serves our students*?

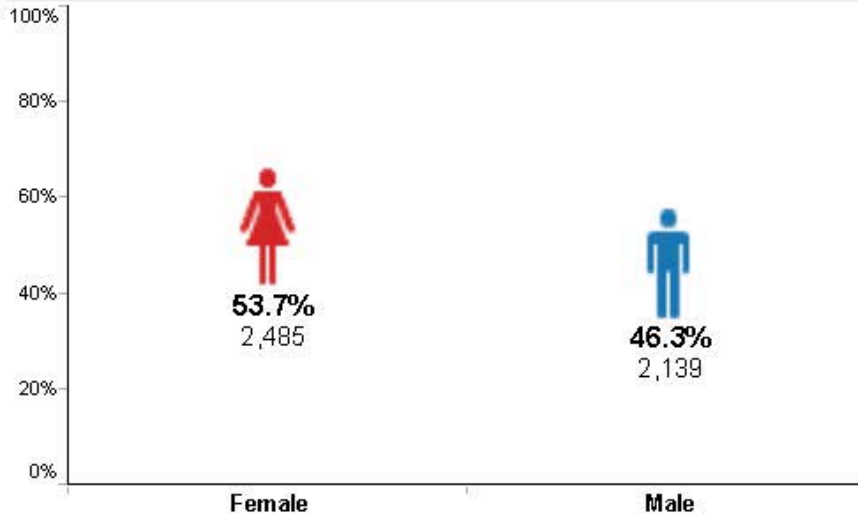
Age Range



Ethnicity



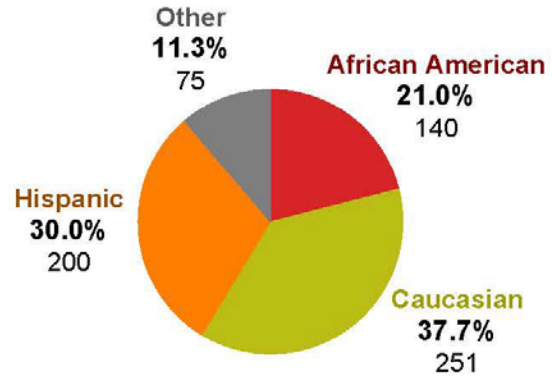
Gender



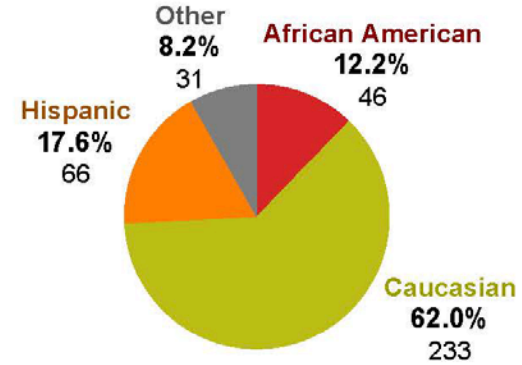
*demographics for Valencia in 2014.

Who serves our students*?

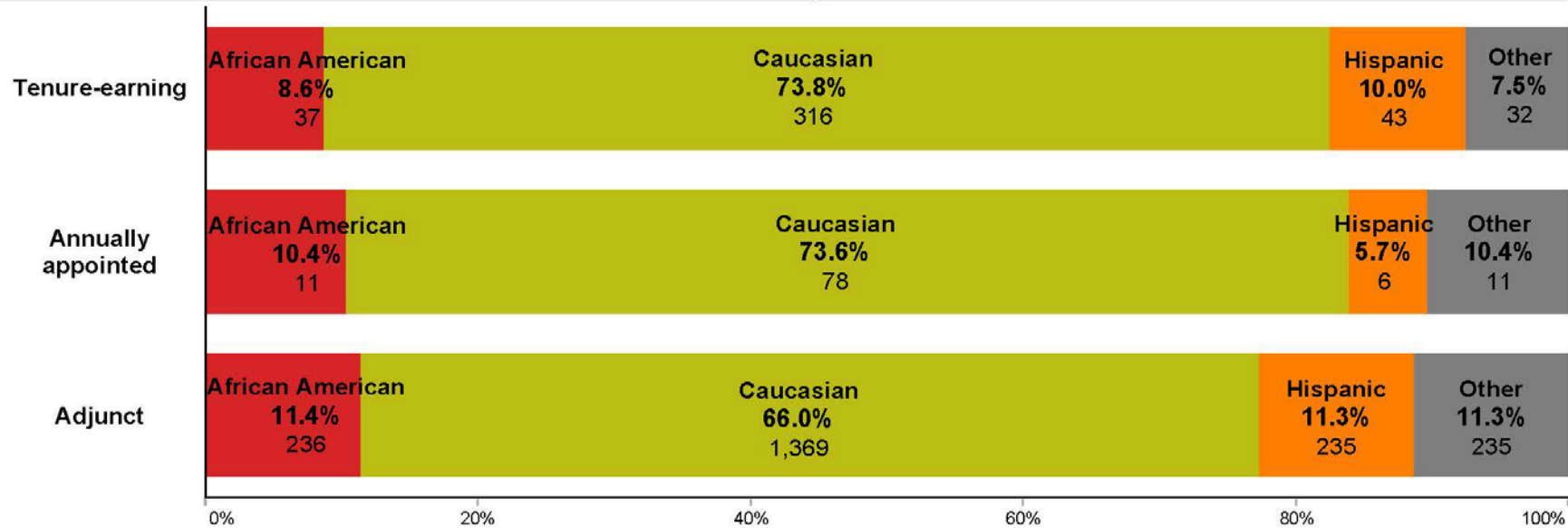
Career Service



Professional / Administrative



Faculty



*demographics for Valencia in 2014 (current as of 10/1/2014)

What strategies do we employ to recruit and retain employees from underrepresented minority groups?

- Require training for all search committees
- Create inclusive employer brand
- Identify positions that require unique outreach/recruitment efforts
- Publicize Nondiscrimination/Equal Opportunity statements
- Review/Revise recruitment and selection policies/procedures
- Expand employment advertising