

EQUITY ACT REPORT

Annual Equity Update Plan

2012-2013

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**The Florida College System
Annual Equity Update Report
Guidelines for 2012/2013**

For

Valencia College

Produced by:

**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. Annual updates to college equity reports meet requirements under the following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (FAC):

- §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, FAC, Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, FAC, 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, FAC, 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
- Implementing Rules 6A-.001 – 6A-19.010, FAC, not previously mentioned and which address educational equity.

Additionally, the Annual College Equity Update Report serves to document efforts by each college in the Florida College System to meet federal laws related to civil rights and nondiscrimination in the treatment and admission of students and employees. 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

The Report should be prepared 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
- Part VII. Signature Page
Appropriate Appendices

Each part has instructions for completion along with appropriate legal citations. Each college is 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, 2013. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It 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, FAC. (use space as needed):

Description of plan development: The plan shall identify:

A. Description of the process used to prepare the report.

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

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

B. The persons involved in the development of the plan, by title and organizational location:

The 2012-2013 Annual Equity Update Report Taskforce members are:

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

Dr. Renee Simpson
Asst. VP, Admissions & Records

Dr. Dan Dutkofski
Dean of Fine Arts

Dr. Russell Takashima
Dean of Mathematics

Ms. Jennifer Page

Dr. Nasser Hedayat

Director, Employment & Onboarding
Human Resources & Diversity
Ms. Rachel Luce-Hitt
Coordinator, Office of Diversity &
Inclusion
Human Resources & Diversity

Asst. VP, Career & Workforce Development

Dr. Deborah Larew
Director, Students with Disabilities Office

Ms. Alys Arceneaux
Analyst, Institutional Research

Ms. Beverly Andrews
Coordinator, Grants & Contracts

B. A Description of the participation of any advisory groups or persons

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

C. The date of adoption of the plan by the governing board:

The report was presented for the District Board of Trustee's adoption on April 16, 2013.

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 Section 1000.05, Florida Statutes, and Rules 6A-19.001-010, FAC. Use space below as needed.

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

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

B. Policy of Nondiscrimination:

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

**Please note information as requested in Appendix 1.

Check for compliance! Does your college's policy of nondiscrimination address the following as required by state and federal laws that prohibit discrimination? Items 1 – 3 are provided as a checklist to ensure that requirements are met related to nondiscrimination policies. Check all that are in compliance:

1. Rule 6A-19.010(1)(f), FAC: Discrimination is prohibited against:

- a. Students:
- b. Employees:
- c. Applicants for admission:
- d. Applicants for employment:
- e. The general public:

2. Discrimination is prohibited based on:

- a. Race:
- b. Ethnicity:
- c. National origin:
- d. Color:
- e. Gender or Sex:
- f. Disability:
- g. Marital status:
- h. Age:
- i. Genetic Information:

3. Both federal and state laws require that no person in this state shall, on the basis of race, ethnicity, national origin, color, sex or gender, age, disability, genetic information or marital status, **be excluded from participation in, be denied the benefits of, or be subjected to discrimination under public education program or activity, or in any employment conditions or practices.** The College's policy contains this or similar language: yes or no

C. NEW for report! Regular Notification: Rule 6A-19.010(f), FAC: In addition to the policy adopted by the governing board, the plan shall include a description of the procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units and the general public of this policy. Please describe these procedures, using space as needed.

Notification of the College's policies pertain to staff, students, applicants for employment and admission, parents, and the general public.

D. Continuous Notice of Nondiscrimination: Provide a copy of the college's continuous notice (statement) of nondiscrimination as posted in the college's public places (course catalog, posters, application forms, etc.) as Appendix 2. Please provide the source and/or name of the document from which the notice in Appendix 2 is taken:

**Please note this information as requested is discussed in Appendix 2.

E. Notice of Equity Officer/Coordinator:

Designation of Coordinators is required by state and federal laws:

- Rule 6A-19.010(g), FAC: Equity Coordinator. The implementation plan shall identify the person(s) by name and title, designated to coordinate the institution's compliance with Section 1000.05, F.S. and Rules 6A-19.0010.010, FAC. The identity of the Equity Coordinator shall be included in the regular notification of the policy of nondiscrimination.
- Title IX, 34 C.F.R. §106.8(a) requires designation of at least one employee to coordinate efforts to comply with and carry out Title IX responsibilities. Notification is required for all students and employees and must include the name, office address, and telephone number of the responsible employee or employees.
- Section 504, 34 C.F.R. §104.7(a) requires the designation of at least one person to coordinate Section 504 compliance efforts.
- Title II, 28 C.F.R. §35.107 requires the designation of at least one employee to coordinate efforts to comply with and carry out Title II responsibilities. This includes investigation of any complaint communicated to the public entity alleging noncompliance with the regulation or alleging prohibited actions. Any public entity is required to make available to all interested individual the name, office address and telephone number of the responsible employee or employees.

Equity Coordinator(s):

- a. Please provide the name and contact information for the person(s) designated to coordinate the college's compliance with Rule 6A-19.010, FAC, Title IX, Section 504, and Title II, using space as appropriate.

Dr. Amy Bosley, Interim Vice President

Human Resources & Diversity

Criminal Justice Institute

8600 Valencia College Lane

Orlando, Florida 32825

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- b. Is the identity of the equity coordinator included in the regular notification (statement) of the policy of nondiscrimination as required under Rule 6A-19.010(g), FAC? Yes No
- c. Does the nondiscrimination notice include the name, address, and phone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures, including responsibilities as the Title IX Coordinator as required under Title IX, Section 106.8, and under Title II? Yes No

F. NEW! Grievance or Complaint Procedures: Please provide as Appendix 3, a copy of the grievance or complaint procedures for use by students, applicants, and employees who allege discrimination. Under Rule 6A-19.010(h), FAC, grievance or complaint procedures should address the following at a minimum:

1. The procedure 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. Procedures 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 note this information as requested is contained in Appendix 3.

G. Revised Policies and Procedures – only related to Civil Rights and Grievance Procedures

Submit as Appendix 4, any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college’s last Annual Equity Update Report.

1. Policy(s) Prohibiting Discrimination
 - i. Revisions made: (yes) (no)
 - ii. If yes, name of policy(s) and date of Board approval: December 18, 2012
2. Student and/or Employee Grievance Procedures
 - i. Revisions made: (yes) (no)
 - ii. If yes, name of procedures(s) and date of revision: December 18, 2012
3. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
 - i. Revisions made: (yes) (no)
 - ii. If yes, name of policy(s) and date of Board approval: December 18, 2012

4. AIDS/HIV Infectious Disease Policy/Procedures

- i. Revisions made: (yes) (no)
- ii. If yes, name of policy and date of Board approval/date of revision: December 18, 2012

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

PART III

Strategies to Overcome Underrepresentation of Students

Plan for Diversity in Student Participation

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

A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race and gender, students who have self-reported a disability, 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 (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next), and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

Florida College System

College: Valencia

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2009-10	1,069	8,228	12.99	5,644	48,778	11.57
	2010-11	1,097	9,192	11.93	6,119	52,994	11.55
	2011-12	1,271	9,466	13.43	6,472	54,485	11.88
Male	2009-10	793	8,228	9.64	3,553	48,778	7.28
	2010-11	966	9,192	10.51	4,098	52,994	7.73
	2011-12	1,022	9,466	10.80	4,402	54,485	8.08
Total	2009-10	1,862	8,228	22.63	9,197	48,778	18.85
	2010-11	2,063	9,192	22.44	10,217	52,994	19.28
	2011-12	2,293	9,466	24.22	10,874	54,485	19.96

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2009-10	1,684	8,228	20.47	8,668	48,778	17.77
	2010-11	1,831	9,192	19.92	9,780	52,994	18.45
	2011-12	1,963	9,466	20.74	10,356	54,485	19.01
Male	2009-10	1,346	8,228	16.36	6,119	48,778	12.54
	2010-11	1,595	9,192	17.35	7,021	52,994	13.25
	2011-12	1,640	9,466	17.33	7,442	54,485	13.66
Total	2009-10	3,030	8,228	36.83	14,787	48,778	30.31
	2010-11	3,426	9,192	37.27	16,801	52,994	31.70
	2011-12	3,603	9,466	38.06	17,798	54,485	32.67

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2009-10	163	8,228	1.98	1,525	48,778	3.13
	2010-11	317	9,192	3.45	1,879	52,994	3.55
	2011-12	327	9,466	3.45	2,054	54,485	3.77
Male	2009-10	192	8,228	2.33	1,326	48,778	2.72
	2010-11	307	9,192	3.34	1,574	52,994	2.97
	2011-12	335	9,466	3.54	1,736	54,485	3.19
Total	2009-10	355	8,228	4.31	2,851	48,778	5.84
	2010-11	624	9,192	6.79	3,453	52,994	6.52
	2011-12	662	9,466	6.99	3,790	54,485	6.96

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2009-10	1,519	8,228	18.46	11,956	48,778	24.51
	2010-11	1,543	9,192	16.79	12,191	52,994	23.00
	2011-12	1,480	9,466	15.63	12,012	54,485	22.05
Male	2009-10	1,462	8,228	17.77	9,987	48,778	20.47
	2010-11	1,536	9,192	16.71	10,332	52,994	19.50
	2011-12	1,428	9,466	15.09	10,011	54,485	18.37
Total	2009-10	2,981	8,228	36.23	21,943	48,778	44.99
	2010-11	3,079	9,192	33.50	22,523	52,994	42.50
	2011-12	2,908	9,466	30.72	22,023	54,485	40.42

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2009-10	4,435	8,228	53.90	27,793	48,778	56.98
	2010-11	4,788	9,192	52.09	29,969	52,994	56.55
	2011-12	5,041	9,466	53.25	30,894	54,485	56.70
Male	2009-10	3,793	8,228	46.10	20,985	48,778	43.02
	2010-11	4,404	9,192	47.91	23,025	52,994	43.45
	2011-12	4,425	9,466	46.75	23,591	54,485	43.30
Total	2009-10	8,228	8,228	100.00	48,778	48,778	100.00
	2010-11	9,192	9,192	100.00	52,994	52,994	100.00
	2011-12	9,466	9,466	100.00	54,485	54,485	100.00

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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	2009-10	339	67	2,201	624
	2010-11	343	74	2,355	637
	2011-12	355	52	2,397	612
Male	2009-10	243	81	1,360	571
	2010-11	278	69	1,440	565
	2011-12	253	75	1,508	530
Total (ALL)	Rpt Year				
	2009-10	582	148	3,561	1,195
	2010-11	621	143	3,795	1,202
	2011-12	608	127	3,905	1,142

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Source: Student Data Base (2009-10, 2010-11, AND 2011-12) Annual Unduplicate Counts. FL DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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 EPL. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1. Program Analysis:

Provide a summary of the results of analyses of student enrollments by race, gender, students with disabilities and students with limited English proficiencies. (Use space as needed.)

FTIC

Black: Female FTIC enrollment **increased slightly** from 1,069 (12.99%) in 2009-10 to 1,097 (11.93%) in 2010-11 and **increased greatly** to 1,271 (13.43%) in 2011-12. Male FTIC **increased greatly** from 793 (9.64%) in 2009-10 to 966 (10.51%) in 2010-11 and **improved** to 1,022 (10.8%) in 2011-12. The projected goal was met.

Hispanic: Female FTIC enrollment **rose** from 1,684 (20.47%) in 2009-10 to 1,831 (19.92%) in 2010-11 and **grew** to 1,963 (20.74%) in 2011-12. Male FTIC **increased** from 1,346 (16.36%) in 2009-10 to 1,595 (17.35%) in 2010-11 and **improved** to 1,640 (17.33%) in 2011-12. The goal as projected was met.

Other: Female FTIC enrollment **significantly increased** from 163 (1.98%) in 2009-10 to 317 (3.45%) in 2010-11 and **improved** to 327 (3.45%) in 2011-12. Male enrollment **increased significantly** from 192 (2.33%) in 2009-10 to 307 (3.34%) in 2010-11 and **increased** to 335 (3.54%) in 2011-12. The projected goal was met.

Females: The goal projection of 1% - 2% was **met**; Female FTIC enrollment data shows an **increase** from 4,435 (53.90%) in 2009-10 to 4,788 (52.09%) in 2010-11 and **further increased** to 5,041 (53.25%) in 2011-12.

LEP: The data shows a **slight increase** in the number of LEP students from 582 in 2009-10 to 621 in 2010-11 and declined to 608 in 2011-12.

DIS: The data shows a **very slight decrease** in the number of DIS students from 148 in 2009-10 to 143 in 2010-11 and **declined** to 127 in 2011-12.

Total Enrollments

Black: Female total enrollment **greatly increased** from 5,644 (11.57%) in 2009-10 to 6,119 (11.55%) in 2010-11 and **improved greatly** to 6,472 (11.88%) in 2011-12. Male total enrollment **increased greatly** from 3,553 (7.28%) in 2009-10 to 4,098 (7.73%) in 2010-11 and **increased further** to 4,402 (8.08%) in 2011-12. The goal as projected was **met**.

Hispanic: Female total enrollment **rose significantly** from 8,668 (17.77%) in 2009-10 to 9,780 (18.45%) in 2010-11 and **greatly increased** to 10,365 (19.01%) in 2011-12. Male total enrollment **rose** from 6,119 (12.54%) in 2009-10 to 7,021 (13.25%) in 2010-11 and **improved** to 7,442 (13.66%) in 2011-12. The projected goal was **met**.

Other: Female total enrollment **grew** from 1,525 (3.13%) in 2009-10 to 1,879 (3.55%) in 2010-11 and **increased** to 2,054 (3.77%) in 2011-12. Male total enrollment **rose greatly** from 1,326 (2.72%) to 1,574 (2.97%) in 2010-11 and **improved** to 1,736 (3.19%) in 2011-12. The goal as project was **met**.

Females: Total enrollment **grew significantly** from 27,793 (56.98%) in 2009-10 to 29,969 (56.55%) in 2010-11 and **significantly increased** to 30,894 (56.70%) in 2011-12. The projected goal was **met**.

LEP: The data shows an **increase** from 3,561 in 2009-10 to 3,795 in 2010-11 and **rose** to 3,905 in 2011-12.

DIS: The number of DIS students **rose** from 1,195 in 2009-10 to 1,202 in 2010-11 and **decreased** to 1142 in 2011-12.

2. Achievement of goals:

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

Group	2011/12 Goal for FTIC	Achieved Y/N	Modification of Goals	2011/12 Goal for Overall Enrollments	Achieved Y/N	Modification of Goals
Black	1% - 2%	Y	No modification	1% - 2%	Y	No modification
Hispanic	2% - 3%	Y	No modification	2% - 3%	Y	No modification
Other	2%	Y	No	2%	Y	No

	modification			modification		
White	-----	-----	-----	-----	-----	-----
Male	-----	-----	-----	-----	-----	-----
Female	1% - 2%	Y	No modification	1% - 2%	Y	No modification
LEP	1% - 2%	Y	No modification	1% - 2%	Y	No modification
DIS	1% - 2%	Y	No modification	1% - 2%	Y	No modification

3. Methods and Strategies

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

- ▶ Continue Bridges to Success, Dual Enrollment, Career Pathways, Reach Program, Go Higher and Get Accepted Programs, and FAFSA Friday events. These programs are most beneficial in increasing the number of minority FTIC students enrolled at the College.
- ▶ Continue utilizing Valencia’s comprehensive and intentional communication system (ATLAS) to assist students who have applied. This highly acclaimed system is a positive vehicle in communicating with students and alerts them to various opportunities for early registration, financial aid and other programs on an on-going basis.
- ▶ Institute College Transition Programs aimed at middle and high school students to increase awareness of college choice and preparation to apply for college. In addition, the College’s Black Advisory Committee presented a plan to “take Valencia to the community” which was the cornerstone to their annual project.
- ▶ Increase awareness of high school students for early preparation and registration when applying to college. The College’s Black Advisory Committee’s plan was an important element.
- ▶ Continue the new student orientation to further prepare them for first term, emphasizing educational planning.
- ▶ Maintain co-curricular programs and activities for students who seek support groups of peers.
- ▶ Continue to celebrate and appreciate diversity through programming on campuses.
- ▶ Distribute program flyers targeting other minority populations in business areas, special needs in the district. The Black Advisory Committee partners with the community to foster better communication.
- ▶ Continue developing partnership with Asian American Chamber of Commerce.

- ▶ Conduct on-going review of literature and brochures that are sent to prospective students.
- ▶ Continue to support the Yo Sí Puedo Program.
- ▶ Continue to support the Take Stock in Children Program.

B. Student Completions (college degree and certificate programs)

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

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

Florida College System

College: Valencia

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	417	4,583	9.10	108	963	11.21	261	3,018	8.65
	2010-11	398	4,734	8.41	89	1,054	8.44	283	3,385	8.36
	2011-12	581	5,911	9.83	142	1,265	11.23	343	3,666	9.36
Male	2009-10	235	4,583	5.13	55	963	5.71	207	3,018	6.86
	2010-11	247	4,734	5.22	72	1,054	6.83	251	3,385	7.42
	2011-12	332	5,911	5.62	66	1,265	5.22	304	3,666	8.29
Total	2009-10	652	4,583	14.23	163	963	16.93	468	3,018	15.51
	2010-11	645	4,734	13.62	161	1,054	15.28	534	3,385	15.78
	2011-12	913	5,911	15.45	208	1,265	16.44	647	3,666	17.65

CCTCMIS = CCEE0192 01/14/2013 13:51:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. 2013 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	2009-10	752	4,583	16.41	131	963	13.60	370	3,018	12.26
	2010-11	839	4,734	17.72	164	1,054	15.56	488	3,385	14.42
	2011-12	1,057	5,911	17.88	198	1,265	15.65	545	3,666	14.87
Male	2009-10	491	4,583	10.71	96	963	9.97	449	3,018	14.88
	2010-11	554	4,734	11.70	117	1,054	11.10	556	3,385	16.43
	2011-12	716	5,911	12.11	165	1,265	13.04	591	3,666	16.12
Total	2009-10	1,243	4,583	27.12	227	963	23.57	819	3,018	27.14
	2010-11	1,393	4,734	29.43	281	1,054	26.66	1,044	3,385	30.84
	2011-12	1,773	5,911	29.99	363	1,265	28.70	1,136	3,666	30.99

CCTCMIS = CCEE0192 01/14/2013 13:51:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. 2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Valencia
Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	161	4,583	3.51	27	963	2.80	85	3,018	2.82
	2010-11	185	4,734	3.91	40	1,054	3.80	111	3,385	3.28
	2011-12	232	5,911	3.92	44	1,265	3.48	119	3,666	3.25
Male	2009-10	147	4,583	3.21	30	963	3.12	81	3,018	2.68
	2010-11	166	4,734	3.51	25	1,054	2.37	116	3,385	3.43
	2011-12	185	5,911	3.13	31	1,265	2.45	114	3,666	3.11
Total	2009-10	308	4,583	6.72	57	963	5.92	166	3,018	5.50
	2010-11	351	4,734	7.41	65	1,054	6.17	227	3,385	6.71
	2011-12	417	5,911	7.05	75	1,265	5.93	233	3,666	6.36

CCTCMIS = CCEE0192 01/14/2013 13:51:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. 2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Valencia
Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	1,341	4,583	29.26	305	963	31.67	697	3,018	23.09
	2010-11	1,303	4,734	27.52	328	1,054	31.12	664	3,385	19.62
	2011-12	1,605	5,911	27.15	351	1,265	27.75	733	3,666	19.99
Male	2009-10	1,039	4,583	22.67	211	963	21.91	868	3,018	28.76
	2010-11	1,042	4,734	22.01	219	1,054	20.78	916	3,385	27.06
	2011-12	1,203	5,911	20.35	268	1,265	21.19	917	3,666	25.01
Total	2009-10	2,380	4,583	51.93	516	963	53.58	1,565	3,018	51.86
	2010-11	2,345	4,734	49.54	547	1,054	51.90	1,580	3,385	46.68
	2011-12	2,808	5,911	47.50	619	1,265	48.93	1,650	3,666	45.01

CCTCMIS = CCEE0192 01/14/2013 13:51:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. 2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Valencia
Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2009-10	2,671	4,583	58.28	571	963	59.29	1,413	3,018	46.82
	2010-11	2,725	4,734	57.56	621	1,054	58.92	1,546	3,385	45.67
	2011-12	3,475	5,911	58.79	735	1,265	58.10	1,740	3,666	47.46
Male	2009-10	1,912	4,583	41.72	392	963	40.71	1,605	3,018	53.18
	2010-11	2,009	4,734	42.44	433	1,054	41.08	1,839	3,385	54.33
	2011-12	2,436	5,911	41.21	530	1,265	41.90	1,926	3,666	52.54
Total	2009-10	4,583	4,583	100.00	963	963	100.00	3,018	3,018	100.00
	2010-11	4,734	4,734	100.00	1,054	1,054	100.00	3,385	3,385	100.00
	2011-12	5,911	5,911	100.00	1,265	1,265	100.00	3,666	3,666	100.00

CCTCMIS = CCEE0192 01/14/2013 13:51:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. 2013 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	2009-10	178	100	27	26	89	47
	2010-11	182	76	49	28	148	41
	2011-12	237	101	52	27	135	57
Male	2009-10	100	67	29	20	129	74
	2010-11	119	70	46	23	131	55
	2011-12	137	71	38	19	132	47
Total (ALL)	Rpt Year						
	2009-10	278	167	56	46	218	121
	2010-11	301	146	95	51	279	96
	2011-12	374	172	90	46	267	104

CCTCMIS = CCEE0192 01/14/2013 13:51:37 Source: AA1A2010, AA1A2011, AA1A2012

DOE collection years begin with the summer term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring of 2011). 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. 2013 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, handicap, or national origin minority having limited English proficiency skills. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

COMPLETION BY AA AND AS DEGREES AND BY CERTIFICATES

AA Degrees: **Black total actual completers** dipped slightly from 652 (14.23%) in 2009-10 to 645 (13.62%) in 2010-11 but rose significantly to 913 (15.45%) in 2011-12. The projected goal was met. **Hispanic total actual completers** grew from 1,243 (27.12%) in 2009-10 to 1,393 (29.43%) in 2010-11 and grew further to 1,773 (29.99%) in 2011-12. The goal was met. **Other total actual completers** grew from 308 (6.72%) in 2009-10 to 351 (7.41%) in 2010-11 and increased to 417 (7.05%) in 2011-12. The projected goal was met. **Female total actual completers** increased from 2,671 (58.28%) to 2,725 (57.56%) and rose significantly to 3,475 (58.79%). This goal was met. The **LEP total actual completers** modestly increased from 278 in 2009-10 to 301 in 2010-11 and grew to 374 in 2011-12. The **DIS total actual completers** dipped from 167 in 2009-10 to 146 in 2010-11 and rose to 172 in 2011-12.

AS Degrees: **Black total actual completers** decreased very, very slightly from 163 (16.93%) in 2009-10 to 161 (15.28%) in 2010-11 but grew to 208 (16.44%) in 2011-12. The projected goal was met. **Hispanic total actual completers** showed an increase from 227 (23.57%) in 2009-10 to 281 (26.66%) in 2010-11 and significantly increased to 363 (28.70%) in 2011-12. The goal was met. **Other total actual completers** met goal projections

and grew from 57 (5.92%) in 2009-10 to 65 (6.17%) in 2010-11 and grew further to 75 (5.93%) in 2011-12. **Female total actual completers** modestly increased from 571 (59.29%) in 2009-10 to 621 (58.92%) in 2010-11 and increased again to 735 (58.10%) in 2011-12. The projected goal was met. The **LEP total actual completers** rose from 56 in 2009-10 to 95 in 2010-11 and very slightly decreased to 90 in 2011-12. The **DIS total actual completers** slightly rose from 46 in 2009-10 to 51 in 2010-11 but dipped again to 46 in 2011-12.

Certificates: **Black total actual completers** showed an increase from 468 (15.51%) in 2009-10 to 534 (15.78%) in 2010-11 and increased again to 647 (17.65%) in 2011-12 thereby meeting the projected goal. **Hispanic total actual completers** rose greatly from 819 (27.14%) in 2009-10 to 1,044 (30.84%) in 2010-11 and increased further to 1136 (30.99%) in 2011-12. The goal was met. **Other total actual completers** modestly increased from 166 (5.50%) in 2009-10 to 227 (6.71%) in 2010-11 and very, very slightly rose to 233 (6.36%) in 2011-12, thereby meeting the projected goal. **Female total actual completers** grew from 1,413 (46.82%) in 2009-10 to 1,546 (45.67%) in 2010-11 and improved to 1,740 (47.46%) in 2011-12. The **LEP total actual completers** rose from 218 in 2009-10 to 279 in 2010-11 but very, very slightly declined to 267 in 2011-12. The **DIS total actual completers** slightly decreased from 121 in 2009-10 to 96 in 2010-11, yet grew to 104 in 2011-12.

2. Achievement of goals:

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

AA Degrees			
Group	2011-12 Goal	Achieved Y/N	Modification of Goals for 2012-13
Black	1%-2%	Y	No modification of goal
Hispanic	1%-2%	Y	No modification of goal
Other	1%-2%	Y	No modification of goal
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal
LEP	1% - 2%	Y	No modification of goal
DIS	1% - 2%	Y	No modification of goal

AS Degrees			
Group	2010-12 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	Y	No modification of goal
Hispanic	1%-2%	Y	No modification of goal
Other	1%-2%	Y	No modification of goal
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal
LEP	1% - 2%	N	No modification of goal
DIS	1% - 2%	N	No modification of goal

Certificates			
Group	2010-11 Goal	Achieved Y/N	Modification of Goals
Black	1%-2%	Y	No modification of goal
Hispanic	1%-2%	Y	No modification of goal
Other	1%-2%	Y	No modification of goal
White	-----	-----	-----
Male	-----	-----	-----
Female	1%-2%	Y	No modification of goal
LEP	1% - 2%	N	No modification of goal
DIS	1% - 2%	Y	No modification of goal

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.

- ▶ Over the next two years, continue intervention program designed to reassess students who are on academic probation and/or suspension.
- ▶ Continue program to re-engage students who drop out with at least 50% of their degree already earned; many are not aware of the number of hours earned. This has been successful.
- ▶ Increase the number of LinC courses with Student Success to assist students in developing a graduation/completion plan prior to earning 15 credit hours; this will help students to plan early and understand major course pre-requisites.
- ▶ Continue working relationship with UCF for the DirectConnect Program and other pathways for student success transition; graduation officials have auto graduated students without CLAST.
- ▶ Continue to offer RoadMap Scholarships aimed at students who successfully complete prep and skill workshops.
- ▶ Work with community business partners to develop certificate programs; continue partnership with the Black Advisory Committee and their Incentive Awards Programs for scholarship opportunities.

C. Student Retention by Race and Gender

The College 2012-13 Update Report should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2010-11 FTIC students returning Fall 2011-12 and Fall 2011-12 FTIC students returning Fall 2012-13.

Florida College System

College: Valencia

Full-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	49	26	475	674	8	12	118	122	939	1,122	862	971	90	90	2,541	3,017	5,558
Num. Retained	38	21	250	391	6	8	89	104	602	794	576	699	59	69	1,620	2,086	3,706
% Retained	78	81	53	58	75	67	75	85	64	71	67	72	66	77	64	69	67

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Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

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

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

CCTCMIS - Retention 01/18/2013 9:40:45

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

Florida College System

College: Valencia

Part-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	7	9	273	322	5	4	42	45	365	511	358	365	59	53	1,109	1,309	2,418
Num. Retained	3	7	97	156	4	3	29	24	148	301	181	234	30	34	492	759	1,251
% Retained	43	78	36	48	80	75	69	53	41	59	51	64	51	64	44	58	52

CCTCMIS - Retention 01/18/2013 9:40:45

Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Valencia

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

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

CCTCMIS - Retention 01/18/2013 9:40:45

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

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

a. Full-time students:

Blacks: The percentage of Black males retained was **smaller** compared to the gap which existed for Black females from one year to the next. However, the total number of black students **increased** over the same period from 559 to 641. There was a **very slight increase** in the actual number of Black male FTIC students from Fall Beginning-of-Term 2010-11/2011-12 (242) to Fall Beginning-of-Term 2011-12/2012-13 (250). Similarly, there was a **modest increase** in the actual number of Black female FTIC students from Fall Beginning-of-Term 2010-11/2011-12 (317) to Fall Beginning-of-Term (391). A **gap exists** when comparing Black males and females to White non-Hispanic males and females.

Hispanics: The total number of Hispanic FTIC students retained was **greater** in Fall Beginning-of-Term 2011-12/2012-13 (1,396) than Fall Beginning-of-Term 2010-11/2011-12 (1,230). There was an **increase** in the actual number of Hispanic females from Fall Beginning-of-Term 2010-11/2011-12 (726) to Fall Beginning-of-Term 2011-12/2012-13 (794). For Hispanic males, there was an **increase** in the actual number of students retained from Fall Beginning-of-Term 2010-11/2011-12 (504) to Fall Beginning-of-Term 2011-12/2012-13 (602). There was a **slight gain** in the percentage of females for the same period. Although, overall a **gap exists** when comparing Hispanic males and females to White non-Hispanic males and females, the percentage of female Hispanic FTIC students are nearly the same as White non-Hispanic females (70% vs. 71%).

Other: For purposes of reviewing this data, Other is comprised of those students who are American Indian or Alaskan Native, Asian, or Unknown/Not Reported. The data shows that the total number of students retained from Fall Beginning-of-Term 2011-12/2012-13 (335) was **fewer** than those retained from Fall Beginning-of-Term 2010-11/2011-12 (354); however, if analyzed according to category, the data shows that a **greater number** of Asian male and female students were retained. Although a **very small gap exists** when comparing Other students to that of White non-Hispanic students, it continues to diminish.

b. Part-time students:

Blacks: The data shows **little difference** in the number of Black students retained from one year to the next: Fall Beginning-of-Term 2010-11/2011-12 (255) to Fall Beginning-of-Term 2011-12/2012-13 (253). There were **more** female students retained from Fall Beginning-of-Term 2010-11/2011-12 (149) to Fall Beginning-of-Term 2011-12/2012-13 (156). A **gap exists** when comparing Black males and females to White non-Hispanic males and females.

Hispanics: The data shows **little difference** in the number of Hispanic students retained from one year to the next: Fall Beginning-of-Term 2010-11/2011-12 (447) to Fall Beginning-of-Term 2011-12/2012-13 (449). There were **more** female students retained than male students from Fall Beginning-of-Term 2010-11/2011-12 (252) to Fall Beginning-of-Term 2011-12/2012-13 (301). A **gap exists** when comparing Hispanic males and females to White non-Hispanic males and females.

Other: As indicated above, Other is comprised of students who are American Indian or Alaskan Native, Asian, or Unknown/Not Reported. The data shows that the total number of student retained **decreased** from Fall Beginning-of-Term 2010-11/2011-12 (133) to Fall Beginning-of-Term 2011-12/2012-13 (124). By

specific category, there were **more** American Indian or Alaskan Native retained from one period to the next as well as **more** Asian male students than Asian female students. A gap exists.

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.

- ▶ New strategy: Student Services personnel make personal call to students who attend orientation but do not register.
- ▶ New strategy: Office of Diversity & Inclusion will work with Bridges to Success students who are STEM or STEAM majors to support in retention efforts. Partnership with UCF will provide further support related to this strategy.
- ▶ Continue Bridges to Success Program and their mentorship programs for minority students and males.
- ▶ Continue to utilize LifeMap tools suite.
- ▶ Continue to assist students in developing a career/education plan.
- ▶ Continue LinC courses providing peer support and tutoring.
- ▶ Continue other co-curricular programs that are specifically targeted to minority groups.
- ▶ Continue working with SGA to discuss and resolve student transportation, housing, and child care issues.
- ▶ Continue the SOS money awards to help students in financial crisis to remain in class.
- ▶ Continue partnerships with the RAFMAN, Black Advisory Committee and the Orange County Black History Committee providing scholarship opportunities for students.

D. Student Success Rates in Gatekeeper Mathematic Courses by Race

The College 2012-13 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, MGF1106, and STA2023) from 2009-10 through 2011-12. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

1. Success is defined as grades of A, B, C, and S
2. Courses with grades of X, P, PR, and Z are excluded from the data.
3. 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.

4. **NEW!** Statistics 2023 (Statistical Methods I) has been added in the reporting year.
5. **Important!** MAT 0028 has been recently implemented as the highest level course in developmental mathematics, replacing MAT 0024. Colleges determined the term of implementation, but all colleges were expected to implement by spring 2012. For next year's report, the template will be revised to reflect this number change.

Charts of Success Rates in Gatekeeper Mathematic Courses by Race

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

White	2009-10			2010-11			2011-12		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT0024	642	1,091	58.85	698	1,177	59.30	0	0	0.00
MAT1033	739	1,136	65.05	729	1,143	63.78	820	1,212	67.66
MAC1105	988	1,534	64.41	1,030	1,498	68.76	1,070	1,599	66.92
MGF1106	253	318	79.56	293	365	80.27	254	322	78.88
STA2023	0	0	0.00	0	0	0.00	590	735	80.27

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Source: SDB2009 - SDB2012 Community College Office of Evaluation DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Black	2009-10			2010-11			2011-12		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT0024	394	816	48.28	372	819	45.42	0	0	0.00
MAT1033	344	576	59.72	321	583	55.06	373	685	54.45
MAC1105	273	541	50.46	312	590	52.88	361	581	62.13
MGF1106	73	100	73.00	91	120	75.83	85	112	75.89
STA2023	0	0	0.00	0	0	0.00	223	324	68.83

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Source: SDB2009 - SDB2012 Community College Office of Evaluation DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

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

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

Hispanic	2009-10			2010-11			2011-12		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT0024	722	1,185	60.93	684	1,239	55.21	0	0	0.00
MAT1033	627	967	64.84	669	1,062	62.99	813	1,237	65.72
MAC1105	664	1,066	62.29	745	1,198	62.19	902	1,320	68.33
MGF1106	113	135	83.70	115	144	79.86	141	182	77.47
STA2023	0	0	0.00	0	0	0.00	473	619	76.41

CCTCMIS - Disparity Gap 01/18/2013 9:42:22

Source: SDB2009 - SDB2012 Community College Office of Evaluation DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

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

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

Course	2009-10		2010-11		2011-12	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT0024	-10.57	2.08	-13.88	-4.09	0.00	0.00
MAT1033	-5.33	-0.21	-8.72	-0.79	-13.21	-1.94
MAC1105	-13.95	-2.12	-15.88	-6.57	-4.79	1.41
MGF1106	-6.56	4.14	-4.44	-0.41	-2.99	-1.41
STA2023	0.00	0.00	0.00	0.00	-11.44	-3.86

CCTCMIS - Disparity Gap 01/18/2013 9:42:22

Source: SDB2009 - SDB2012 Community College Office of Evaluation DOE collections years begin with the Summer Term. (Ex. 2010-11 includes Summer and Fall of 2010, Winter/Spring 2011).

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2009-10 through 2011-12.

MAT0028 - Replaced MAT0024 - data is provided in Appendix 8. Of the 922 Black students enrolled, 476 (51.63%) were successful. A **gap** exists for Black students when compared to White students enrolled in this new course (-8.29%). Of the 1416 Hispanic students enrolled in the course, 833 (58.83%) were successful. There were more Hispanic students enrolled in this course than Black or White students. There was a **narrow gap** shown when comparing the success rates of Hispanic and White students (-1.09%). Of the 1155 White students enrolled in this course, 692 were successful.

MAT1033 – Black students successfully completing this course **slightly decreased** from 55.06% in 2010-11 to 54.45% in 2011-12; however, the number of Black students enrolled has **steadily increased** from 576 in 2009-10 to 583 in 2010-11 and 685 in 2011-12. The gap as it relates to Black students success rates to that of White students' success rates have **widen** from 2009-10 to 2011-12. Hispanic students successfully completing this course had taken a **dip** from 64.84% in 2009-10 to 62.99% in 2010-11 but **increased** to 65.72% in 2011-12. The number of Hispanic students enrolled has also shown an **increase** rising from 967 in 2009-10 to 1,062 in 2010-11 and 1,237 in 2011-2. The gap as it relates to Hispanic students' success rates to that of White students' success rates also **grew** from 2009-10 to 2011-12.

MAC1105 – Black students successfully completing this course **increased** from 50.46% in 2009-10 to 52.88% in 2010-11 and **grew further** to 62.13% in 2011-12. There was a **smaller** number of Black students enrolled in 2011-12, but **more students successfully** completed this course. Although a **gap exists** when comparing Black students success rates to White students' success rates, the **gap greatly diminished** from 2010-11 (-15.88%) to 2011-12 (-4.79%). Hispanic students successfully completing this course **rose** from 62.19% in 2010-11 to 68.33% in 2011-12. The number of Hispanic students enrolled in this course has **increased** over the past three years. **No gap exists** when comparing Hispanic students' success rates to that of White students' success rates in 2011-12. The percentage of successful White students completing this course **decreased** from 68.76% in 2010-11 to 66.92% in 2011-12.

MGF1106 – Although positive, the percentage of Black students successfully completing this course **showed little difference** from 75.83% in 2010-11 to 75.89% in 2011-12. The number of Black students enrolled in this course **decreased** from 120 in 2010-11 to 112 in 2011-12. A **downward trend was shown in the gap** when comparing the success rates of Black students to White students. The **gap has decreased** from -6.56% in 2009-10 to -4.44% in 2010-11 to (-2.99%) in 2011-12. Hispanic students successfully completing the course **slightly dipped** from 79.86% in 2010-11 to 77.47% in 2011-12. The number of Hispanic students enrolled in this course has **increased** each year from 135 in 2009-10 to 144 in 2010-11 to 182 in 2011-12. A **gap exists** when comparing Hispanic student success to that of White students' success rates from (-0.41) in 2010-11 to (-1.41) in 2011-12. The number of White students enrolled in this course **decreased** from 365 in 2010-11 to 322 in 2011-12. The data shows that the number of White students successfully completing this course **slightly decreased** from 80.27% in 2010-11 to 78.88% in 2011-12.

STA2023 – The Fall Term 2011-12 was first opportunity for this course. Of the 324 Black students enrolled, 223 (68.83%) were successful. A **gap exists** for Black students when compared to White students (-11.44%). Of the 619 Hispanic students enrolled, 473 (76.41%) were successful. A **gap exists** for Hispanic students when compared to White students (-3.86%). Of the 735 White students enrolled, 590 (80.27%) were successful.

2. Continuous Improvement Process:

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

- ▶ New strategy: Review success of pilot program which assesses the readiness and awareness of students who want to enroll in developmental on-line mathematics courses prior to registration.
- ▶ New strategy: Review the success of the on-line LinC course with Student Success on East Campus.
- ▶ New strategy: Offer a digital professional certificate program to faculty learning about teaching hybrid mathematics courses.
- ▶ New strategy: Remove "N" courses in remedial math; continue to provide remediation to students who do well in class, but cannot pass state tests.
- ▶ New strategy: Focus College-wide effort to create different mathematics pathways and review of learning modalities for these pathways. Continue to conduct faculty workshops to explore teaching strategies for MAT0028 curriculum and ancillary materials by the Developmental Math Advisory Group (DMAG).
- ▶ Continue scheduling of LinC courses: MAT 0028, MAT1033, MAC105 with SLS courses. These courses include a "success coach" from the Student Services area.
- ▶ Continue partnership with the Bridges to Success Program partnering with LinC, MAT0028, and MAT1033.
- ▶ Continue STATWAY™ initiative. The STATWAY™ initiative is an opportunity for students placed into MAT0028 that takes them "to and through" STA2033-Statistical Methods, in two consecutive terms.
- ▶ Use of supplemental learning, Student Success, peer tutoring (student support).
- ▶ Implement REACH program on Osceola campus targeting Hispanic students.
- ▶ Use of Support Centers: Specialized Preparation Area, Math Depot, Math Connections and the Hands-On Math Room on each campus and continue outreach efforts through the Developmental Education Initiative (DEI).

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

This Part applies to all college academic programs.

Florida Statutes (F.S.)

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations: Applies to any student with a disability, as defined in §1007.02(2), 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 Sections 1007.264 and 1007.265, Florida Statutes, Rule 6A-10.041, FAC, and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

Rule 6A-10.041(1), FAC, 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), FAC, requires that the college have policies and procedures addressing the following to implement Section 1007.264, F.S., and Section 1007.265, F.S.

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

Rule 6A-10.041(3), FAC, 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), FAC, 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, FAC**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. For the 2012/2013 Equity Update Report, colleges should submit as Appendix 5, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.
- 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."

Provided below is the information regarding eligible students with disabilities, using Form CSR01.

Please refer to Appendix 5A and Appendix 5B for the information requested in this Part of the Report.

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Autism Spectrum Disorder	0			
Traumatic Brain Injury	0			
Hearing Impairment	0			
Specific Learning Disabilities	27	Developmental Math	Dev. Math Waived. College level Science required	Math
		Gordon Rule Math (College Level math)	Choice of two from attached list	Math
		Foreign Language	Choice of two from attached list	Foreign Language
Emotional or Behavioral Disability	5	Gordon Rule Math (College Level math)	Choice of two from attached list	Math
Other Health Impairment	0			
Physical Impairment	2	Gordon Rule Math (College Level math)	Choice of two from attached list	Math
Speech Impairment	0			
Visual 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	7	6
Spring	13	11
Summer	21	17

PART IV 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 Department of Education. This part constitutes the college's progress report related to its Employment Equity Accountability Program required in Section 1012.86, F.S.

A. Data, Analysis and Benchmarks

Employment Analysis

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years of 2008-09 through 2012-13.

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 2011-12 with 2012-13. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

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

Executive/administrative/managerial Staff:

Florida College System

College: Valencia

Historical Track Of College Full-Time Exec/Administrative/Managerial Staff
Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13		# DIF 2011-12 2012-13	% DIF 2011-12 2012-13
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	5,601	4.3	2,199	3.9	10.5%	4	7.3	4	6.7	4	6.0	4	6.7	3	4.3	-1	(25.0%)
	Male	4,332	3.3	1,754	3.1	7.21%	3	5.5	3	5.0	3	4.5	3	5.0	3	4.3	0	0.0%
	Total	9,933	7.6	3,953	7.0	17.7%	7	12.7	7	11.7	7	10.4	7	11.7	6	8.7	-1	(14.3%)
Hispanic	Female	7,681	5.9	3,011	5.3	17.1%	3	5.5	3	5.0	2	3.0	2	3.3	0	0.0	-2	(100.0%)
	Male	6,027	4.6	3,027	5.3	12.4%	2	3.6	2	3.3	2	3.0	1	1.7	4	5.8	3	300.0%
	Total	13,708	10.5	6,038	10.7	29.5%	5	9.1	5	8.3	4	6.0	3	5.0	4	5.8	1	33.3%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.69%	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	0.72%	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	1.41%	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	8.10%	1	1.8	1	1.7	1	1.5	0	0.0	0	0.0	0	0.0%
	Male	5,725	4.4	3,168	5.6	6.65%	0	0.0	0	0.0	1	1.5	0	0.0	1	1.4	1	100.0%
	Total	12,400	9.5	5,700	10.1	14.8%	1	1.8	1	1.7	2	3.0	0	0.0	1	1.4	1	100.0%
White	Female	45,401	34.8	17,765	31.4	19.7%	24	43.6	27	45.0	34	50.7	33	55.0	37	53.6	4	12.1%
	Male	49,136	37.6	23,137	40.9	16.9%	18	32.7	20	33.3	20	29.9	17	28.3	21	30.4	4	23.5%
	Total	94,537	72.4	40,902	72.3	36.6%	42	76.4	47	78.3	54	80.6	50	83.3	58	84.1	8	16.0%
Total	Female	65,358	50.1	25,507	45.1	56.1%	32	58.2	35	58.3	41	61.2	39	65.0	40	58.0	1	2.6%
	Male	65,220	49.9	31,086	54.9	43.9%	23	41.8	25	41.7	26	38.8	21	35.0	29	42.0	8	38.1%
	Total	130,578	100.0	56,593	100.0	100%	55	100.0	60	100.0	67	100.0	60	100.0	69	100.0	9	15.0%

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Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). 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:

	Actual Data (%) 2011-12	Actual Data (%) 2012-13	U.S Census Data Benchmark Grad. Deg. And Higher	Stated Goals (2012-13)	Met Goal (yes/no)	Goals for 2013-14
Black						
-female	6.7%	4.3%	3.9%	3.9%	Yes	3.9%
-male	5.0%	4.3%	3.1%	3.1%	Yes	3.1%
Hispanic						
-female	3.3%	0%	5.3%	5.3%	No	5.3%
-male	1.7%	5.8%	5.3%	5.3%	Yes	5.3%
White						
-female	55.0%	53.6%	31.4%	NA	NA	NA
-male	28.%	30.4%	40.9%	NA	NA	NA
Other Minority						
-female	0%	0%	4.5%	4.55	No	4.5%
-male	0%	1.4%	5.6%	5.6%	No	5.6%
by Gender						
Female (total)	65%	58%	45.1%	45.1%	Yes	45.1%
Male (total)	35%	42%	54.9%	54.9%	No	54.9%

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

Black EAMs: There are **no gaps** when comparing the percentage of female or male employees to the Census Data for Grad. Deg. & Higher.

Hispanic EAMs: Comparing female and male employees to the Census Data for Grad. Deg. & Higher there are **gaps**; the actual number of female employees in this group decreased for 2012-13.

White EAMs: No prior review of the statistical data for this group of employees has been required. The percentage of males **increased** from 2011-12 to 2012-13. Data shows that unlike males, however, **no gap** exists for females.

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

Female EAMS: No gap exists when comparing the percentage of female EAMs in 2012-13 to the Census Data for Grad. Deg. & Higher. A gap was shown when comparing the percentage of male EAMs in 2012-13 to the Census Data for Grad. Deg. & Higher; however, there was an increase in the percentage of those male EAMS in 2011-12 (35%) to 2012-13 (42%).

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

- ▶ There are no plans to modify the goals and timelines for the 2013-14 Equity Update Report.
- ▶ The College will continue to use the U.S. Census Data for Graduate Degrees and Higher as a benchmark for success.

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

- ▶ Develop and implement an interactive, mandatory training program for hiring managers and selection committees on the Selection and Hiring Process and Diversity and Inclusion.
- ▶ Re-develop the employer brand to attract diverse candidates including enhancements to the valenciacollege.edu/hr and “jobs” page on the college website.
- ▶ Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.
- ▶ Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
- ▶ Examine, develop, and deploy EEO statements and related policies/procedures. Develop guidelines for the consistent and pervasive communication of the College’s commitment to equal opportunity in employment practices.
- ▶ 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.
- ▶ Develop a strategy to understand the impact of recruitment, selection, and retention efforts by collecting and analyzing data at employment entry and exit points.

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

- ▶ There were no EAM recruitment or retention barriers.

Full-time Instructional Staff:

Florida College System

College: Valencia

Historical Track Of College Full-Time Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13		# DIF	% DIF
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	2011-12	2011-12
																	2012-13	2012-13
Black	Female	5,601	4.3	2,199	3.9	10.5%	15	4.3	15	4.3	17	4.7	17	4.2	17	4.3	0	0.0%
	Male	4,332	3.3	1,754	3.1	7.21%	13	3.7	12	3.4	14	3.9	18	4.5	18	4.6	0	0.0%
	Total	9,933	7.6	3,953	7.0	17.7%	28	8.0	27	7.7	31	8.7	35	8.7	35	8.9	0	0.0%
Hispanic	Female	7,681	5.9	3,011	5.3	17.1%	23	6.6	25	7.1	22	6.1	28	7.0	26	6.6	-2	(7.1%)
	Male	6,027	4.6	3,027	5.3	12.4%	11	3.2	10	2.8	10	2.8	11	2.7	12	3.1	1	9.1%
	Total	13,708	10.5	6,038	10.7	29.5%	34	9.7	35	10.0	32	8.9	39	9.7	38	9.7	-1	(2.6%)
Non-Resident Aliens	Female	0	0.0	0	0.0	0.69%	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0	-1	(100.0%)
	Male	0	0.0	0	0.0	0.72%	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	1.41%	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0	-1	(100.0%)
Other	Female	6,675	5.1	2,532	4.5	8.10%	8	2.3	7	2.0	9	2.5	11	2.7	11	2.8	0	0.0%
	Male	5,725	4.4	3,168	5.6	6.65%	6	1.7	7	2.0	7	2.0	8	2.0	9	2.3	1	12.5%
	Total	12,400	9.5	5,700	10.1	14.8%	14	4.0	14	4.0	16	4.5	19	4.7	20	5.1	1	5.3%
White	Female	45,401	34.8	17,765	31.4	19.7%	151	43.3	154	43.9	160	44.7	180	44.9	173	44.1	-7	(3.9%)
	Male	49,136	37.6	23,137	40.9	16.9%	122	35.0	121	34.5	119	33.2	127	31.7	126	32.1	-1	(0.8%)
	Total	94,537	72.4	40,902	72.3	36.6%	273	78.2	275	78.3	279	77.9	307	76.6	299	76.3	-8	(2.6%)
Total	Female	65,358	50.1	25,507	45.1	56.1%	197	56.4	201	57.3	208	58.1	237	59.1	227	57.9	-10	(4.2%)
	Male	65,220	49.9	31,086	54.9	43.9%	152	43.6	150	42.7	150	41.9	164	40.9	165	42.1	1	0.6%
	Total	130,578	100.0	56,593	100.0	100%	349	100.0	351	100.0	358	100.0	401	100.0	392	100.0	-9	(2.2%)

CCTCMIS EQUITY 01/14/13 14:05:29 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

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:

	Actual Data (%) 2011-12	Actual Data (%) 2012-13	U.S Census Data Benchmark Grad. Deg. & Higher	Stated Goals (2012-13)	Met Goal (yes/no)	Goals for 2013-14
Black						
-female	4.2%	4.3%	3.9%	3.9%	Yes	3.9%
-male	4.5%	4.6%	3.1%	3.1%	Yes	3.1%
Hispanic						
-female	7.0%	6.6%	5.3%	5.3%	Yes	5.3%
-male	2.7%	3.1%	5.3%	5.3%	No	5.3%
White						
-female	44.9%	44.1%	31.4%	31.4%	N/A	31.4%
-male	31.7%	32.1%	40.9%	40.9%	N/A	40.9%
Other Minority						
-female	2.7%	2.8%	4.5%	4.5%	No	4.5%
-male	2.0%	2.3%	5.6%	5.6%	No	5.6%
by Gender						
Female (total)	59.1%	57.9%	45.1%	45/1%	Yes	45.1%
Male (total)	40.9%	42.1%	54.9%	54.9%	No	54.9%

b) Did the College achieve its goals as stated in the 2011/2012 Equity Update Report?

Blacks: There are **no gaps** when comparing the percentage of female or male employees to the U.S. Census Data for Grad. Deg. & Higher: 4.3% and 4.6%, respectively. The goal for Black Full-time Instructional Staff was **met**.

Hispanics: The projected goal for female Hispanic Full-time Instructional Staff was **met**; **a gaps** does exist for the males in this group.

Whites: No prior review of the statistical data for this group of employees has been required. Data shows a **narrow increase** in the percentage of White males; **no gap** exists for White females and the goal was **met**.

Others: There **were gaps** when comparing the percentage of female and male employees in 2012-13 to the U.S. Census Data for Grad. Deg. & Higher: 2.8% and 2.3%, respectively; however, a **very slight increase** was shown by both compared to the actual data for 2011-12.

Females: No gap exists when comparing the total number of female Full-time Instructional Staff to the U.S. Census Data for Grad. Deg. & Higher; a very small decrease in the percentage of females from 2011-12 to 2012-13 was shown. As it relates to the total quantity of male Full-time Instructional Staff, a gap exists but there was an increase in the percentage of males from 40.9% in 2011-12 to 42.1% in 2012-13.

c) identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:

- ▶ There are no plans to modify the goals and timelines for the 2013-14 Equity Update Report.
- ▶ The College will continue to use the U.S. Census Data for Graduate Degrees and Higher as a benchmark for success.

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

- ▶ Develop and deploy an interactive, mandatory training program for hiring managers and selection committees on the Selection and Hiring Process and diversity and inclusion.
- ▶ Re-develop the employer brand to attract diverse candidates including enhancements to the valenciacollege.edu/hr and “jobs” page on the college website.
- ▶ Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.
- ▶ Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
- ▶ Examine, develop, and deploy EEO statements and related policies/procedures. Develop guidelines for the consistent and pervasive communication of the College’s commitment to equal opportunity in employment practices.
- ▶ 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.
- ▶ Develop a strategy to understand the impact of recruitment, selection, and retention efforts by collecting and analyzing data at employment entry and exit points.

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

- ▶ There were no recruitment or retention barriers identified in the 2011-12 Equity Update Report.

Full-time Continuing Contract Instructional Staff:

Florida College System

College: Valencia

Historical Track Of College Full-Time Continuing Contract Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2008-09		2009-10		2010-11		2011-12		2012-13		# DIF 2011-12 2012-13	% DIF 2011-12 2012-13
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
Black	Female	5,601	4.3	2,199	3.9	10.5%	11	4.4	11	4.3	10	3.9	10	3.6	9	3.3	-1	(10.0%)
	Male	4,332	3.3	1,754	3.1	7.21%	11	4.4	10	3.9	8	3.1	9	3.2	8	2.9	-1	(11.1%)
	Total	9,933	7.6	3,953	7.0	17.7%	22	8.8	21	8.2	18	7.0	19	6.9	17	6.2	-2	(10.5%)
Hispanic	Female	7,681	5.9	3,011	5.3	17.1%	11	4.4	13	5.1	15	5.8	17	6.1	17	6.2	0	0.0%
	Male	6,027	4.6	3,027	5.3	12.4%	7	2.8	7	2.7	7	2.7	7	2.5	9	3.3	2	28.6%
	Total	13,708	10.5	6,038	10.7	29.5%	18	7.2	20	7.8	22	8.5	24	8.7	26	9.5	2	8.3%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.69%	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	0.72%	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	1.41%	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	8.10%	5	2.0	6	2.3	7	2.7	7	2.5	7	2.6	0	0.0%
	Male	5,725	4.4	3,168	5.6	6.65%	6	2.4	6	2.3	6	2.3	6	2.2	6	2.2	0	0.0%
	Total	12,400	9.5	5,700	10.1	14.8%	11	4.4	12	4.7	13	5.0	13	4.7	13	4.8	0	0.0%
White	Female	45,401	34.8	17,765	31.4	19.7%	106	42.4	108	42.2	110	42.6	125	45.1	123	45.1	-2	(1.6%)
	Male	49,136	37.6	23,137	40.9	16.9%	93	37.2	95	37.1	95	36.8	96	34.7	94	34.4	-2	(2.1%)
	Total	94,537	72.4	40,902	72.3	36.6%	199	79.6	203	79.3	205	79.5	221	79.8	217	79.5	-4	(1.8%)
Total	Female	65,358	50.1	25,507	45.1	56.1%	133	53.2	138	53.9	142	55.0	159	57.4	156	57.1	-3	(1.9%)
	Male	65,220	49.9	31,086	54.9	43.9%	117	46.8	118	46.1	116	45.0	118	42.6	117	42.9	-1	(0.8%)
	Total	130,578	100.0	56,593	100.0	100%	250	100.0	256	100.0	258	100.0	277	100.0	273	100.0	-4	(1.4%)

CCTCMIS EQUITY 01/14/13 14:11:15 Source: APR2009 - APR2013, 2009 American FactFinder Educational Attainment Census Data, SDB2012

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:

	Actual Data (%) 2011-12	Actual Data (%) 2012-13	U.S Census Data Benchmark Grad. Deg. & Higher	Stated Goals (2012-13)	Met Goal (yes/no)	Goals for 2013-14
Black						
-female	3.6%	3.3%	3.9%	3.9%	No	3.9%
-male	3.2%	2.9%	3.1%	3.1%	No	3.1%
Hispanic						
-female	6.1%	6.2%	5.3%	5.3%	Yes	5.3%
-male	2.5%	3.3%	5.3%	5.3%	No	5.3%
White						
-female	45.1%	45.1%	31.4%	31.4%	N/A	31.4%
-male	34.7%	34.4%	40.9%	40.9%	N/A	40.9%
Other Minority						
-female	2.5%	2.6%	4.5%	4.5%	No	4.5%
-male	2.2%	2.2%	5.6%	5.6%	No	5.6%
by Gender						
Female (total)	57.4%	57.1%	45.1%	45.1%	Yes	45.1%
Male (total)	42.6%	42.9%	54.9%	54.9%	No	54.9%

Blacks: Relatively small **gaps exist** when comparing the percentage of female and male employees of this group to the U.S. Census Data for Grad. Deg. & Higher; the goal was **not met**.

Hispanics: There was **little difference** in the percentage of female employees of this group (6.1% v. 6.2%), comparatively; the goal was **met**. Although the projected goal for males (based upon the U.S. Census Data for Grad. Deg. & Higher was **not met**; there was an **increase** in the percentage of males of this group from 2.5% in 2011-12 to 3.3% in 2012-13.

Whites: No prior review of the statistical data for this group of Full-time Continuing Contract Instructional Staff has been required. Data shows that unlike females, **a gap exists** for males.

Others: There were gaps when comparing the percentage of female and male employees in 2012-13 to the U.S. Census Data for Grad. Deg. & Higher; a very narrow increase was shown for females; however there was no change shown for males.

Females: No gap was shown as it relates to female Full-time Continuing Contract Instructional Staff and the goal was met. Very little difference was shown when comparing the percentage of male Full-time Continuing Contract Instructional Staff from 42.6% in 2011-12 to 42.9% in 2012-13. The goal was not met.

b) Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:

- ▶ There are no plans to modify the goals and timelines for the 2013-14 Equity Update Report.
- ▶ The College will continue to use the U.S. Census Data for Graduate Degrees and Higher as a benchmark for success.

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:

- ▶ Develop and deploy an interactive, mandatory training program for hiring managers and selection committees on the Selection and Hiring Process and diversity and inclusion.
- ▶ Re-develop the employer brand to attract diverse candidates including enhancements to the valenciacollege.edu/hr and "jobs" page on the college website.
- ▶ Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.
- ▶ Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.
- ▶ Examine, develop, and deploy EEO statements and related policies/procedures. Develop guidelines for the consistent and pervasive communication of the College's commitment to equal opportunity in employment practices.
- ▶ 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.
- ▶ Develop a strategy to understand the impact of recruitment, selection, and retention efforts by collecting and analyzing data at employment entry and exit points.

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 in the 2011-12 Equity Update Report.

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

- 1) The college should provide a summary of results as requested in Section 1012.86(3)(a), F.S., which provides that:**

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

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

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

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 space below:

Each Valencia District Board of Trustee received a form to be completed for the evaluation of the President. Seven Board members completed and submitted the evaluation. The evaluation was approved on September 18, 2012. The President's performance was evaluated in 22 areas. This evaluation solicits input on the President's leadership toward the achievement of the goals in the College's plans for diversity, equity, inclusion and accountability. These Board members rated the President satisfactory in all respects, including equity. As it relates to this important factor, the Board rated their overall satisfaction with the President's leadership to enhance the goal to diminish disparities as shown by the data and indicated that he had accomplished the goals as set forth.

B. Additional Requirements:

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

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

Beginning in the Fall of 2012, new processes and procedures have been implemented in regard to selection committee membership and training. In previous years, the College had appointed one person per committee to serve as a Diversity Representative. This person's function would be to approach all matters relating to the recruitment and selection of a particular position through the lens of equity, diversity, and inclusion. To improve upon this practice, Diversity Representatives have been phased out. Instead, every single member of a hiring committee is now required to go through two diversity trainings, accessed online, before participation of any kind in the selection process.

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

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

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

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

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the

incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

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

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

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

- 6) 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 section 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.

* 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, 2012 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, 2012.”

The data as requested compares the salary ranges of new hires for faculty and administrators for the period of July 1 and October 31, 2012 as it relates to experience and qualifications. Please refer to Appendix 10 for additional information regarding the data.

FLORIDA EDUCATIONAL EQUITY ACT

2011-12 ANNUAL EQUITY UPDATE REPORT

Signature Page

Valencia College

(name of institution)

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

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

The college actively implements and monitors the Employment Equity Accountability Plan and certifies compliance with all statutory requirements of Section 1012.86, F.S.

The institution is in compliance with the identified components of the athletic programs, as required by Title IX, the Florida Educational Equity Act, Section 1006.71, F.S., Gender Equity in Intercollegiate Athletics, and, where not compliant, the college has implemented a corrective action plan. (Applicable for institutions with athletic programs)

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2012/2013.

APPENDIX 1

Policy of Non-Discrimination



Policies and Procedures
Nondiscrimination and Equal Opportunity

Policy: 6Hx28:2-01 Volume 2 - Nondiscrimination and Equal Opportunity

Policy: 6Hx28:2-01

Authority: 1001.64 and 1001.65, F.S.

Law: 1001.64 and 1001.65, F.S.

Responsible Party: Vice President, Human Resources and Diversity

Policy Effective Date: 12/18/2012

Policy Statement:

- A. Valencia College strives to be a learning community in which all members can participate fully and equally in an atmosphere free from all forms of harassment, including sexual harassment, discrimination, or intimidation. Valencia College is an equal opportunity institution, and it is the policy of the District Board of Trustees to provide equal opportunity for employment and educational opportunities to all applicants for employment, employees, applicants for admission, students, and others affiliated with the College without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations (“the Protected Categories”).
- B. Respect for the rights and privileges of each other is essential in preserving the learning environment at the College. Actions that make the atmosphere intimidating, threatening, or hostile to individuals are, therefore, regarded as serious offenses. Valencia College prohibits discrimination and harassment on the basis of the Protected Categories in educational services and activities and in employment policies and practices. Additionally, no member of the Valencia College community will be retaliated against, intimidated, or coerced for making a good faith report of alleged discrimination or harassment or for participating in an investigation, proceeding or hearing conducted by the College or by a state or federal agency.
- C. Socially and economically disadvantaged businesses, and local developing businesses, as defined in this Policy, shall have an opportunity to participate in College contracts in a non-discriminatory environment. All employees involved in College procurement activities shall adhere to this policy of nondiscrimination. Similarly, all vendors and/or contractors who do business with the College shall do so subject to this policy, to the extent that it requires that vendors and/or contractors do not discriminate against or harass members of the College community.
- D. Any employee, student, student organization, business entity or person privileged to work or study in or for the Valencia College community who violates this policy will be subject to disciplinary action up

to and including periodic or permanent exclusion from the College or College business. The College shall implement grievance procedures for filing a complaint regarding discrimination or harassment in violation of this policy which may be found on the College website, in any Learning Resource Center, or in the office of any Dean, Campus President, or Vice President.

E. The person designated for general coordination and compliance with this policy is the Vice President for Human Resources and Diversity who can be contacted at Valencia College, Post Office Box 3028, Orlando, Florida 32802, 407-582-5000.

F. Applicants for employment, employees, applicants for admission, and students shall be notified of this policy in appropriate College publications, documents and the College website.

Policy Related Items:

There are no related items for this Policy.

Policy History

Amended 12-18-2012

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

Adopted 12-10-02; Amended 12-21-04

Procedure Statement:

There is no Procedure associated with Policy: 6Hx28:2-01

APPENDIX 2A
Guidelines for Continuous Notice of
Discrimination

Guidelines*
Valencia College Nondiscrimination and Equal Opportunity
Policy Communications

Valencia College shall widely communicate its policy of Nondiscrimination and Equal Opportunity to prospective students, current students, prospective employees, current employees, prospective vendors and existing vendors.

The policy, approved in December 2012 by the Valencia College District Board of Trustees, is the primary communication and source material. It is published in the Policies and Procedures web page under the Office of Policy and General Counsel, <http://valenciacollege.edu/generalcounsel/policy>.

Four (4) additional statements (below) enable a wide variety of printed and electronic communications to include meaningful reference to the policy. It is Valencia's intent to provide the most comprehensive versions of the statements in the most significant (highest-exposure) publications or digital environments through these guidelines.

1. HR Nondiscrimination Statement

- HR Website: <http://valenciacollege.edu/HR/EqualAccessEqualOpportunity.cfm>

COMMITMENT TO EQUAL ACCESS AND EQUAL OPPORTUNITY

Valencia College is an equal opportunity institution. We provide equal opportunity for employment and educational services to all individuals as it relates to admission to the College or to programs, any aid, benefit, or service to students or wages and other terms, conditions or privileges of employ, without regard to race, color, ethnicity, national origin, age, religion, disability, marital status, gender, sexual orientation, genetic information and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations.

In line with our Strategic Plan and in accordance with Title IX of the Education Amendments of 1972, the College is committed to ensuring that current and future students are not discriminated against and ensures a bias-free learning environment. Specific procedures for filing a complaint and resolving academic disputes are provided under valenciacollege.edu/students/Disputes as well as the prevailing policy - 6Hx28:8-10 (Student Academic Dispute and Administrative Complaint Resolution). In addition, the College provides an ombudsman on each campus with whom students are able to conduct off-the-record discussions about student concerns. This information is also provided in the Student LifeMap Handbook and College Catalog.

Dr. Amy Bosley is the interim Vice President for Human Resources and Diversity and the College's Title IX Coordinator, who ensures compliance with federal, state and local laws prohibiting discrimination and sexual harassment.

Employees and students who believe they have been a victim of discrimination or sexual harassment should contact:

*Dr. Amy Bosley
Vice President
Human Resources & Diversity
Criminal Justice Institute
RM 219
8600 Valencia College Lane
Orlando, Florida 32825
407-582-8255
abosley@valenciacollege.edu*

*Mr. Kevin Bonnewitz
Equal Opportunity Officer
Policy & Compliance
Downtown Center
190 S. Orange Avenue
Orlando, Florida 32801
407-582-3421
kbonnewitz@valenciacollege.edu*

*Dr. Martha Williams
Assistant Vice President
Diversity & Inclusion
Criminal Justice Institute
8600 Valencia College Lane
Orlando, Florida 32825
407-582-8090
mwilliams@valenciacollege.edu*

2. Long Statement

- College catalog (Optionally, print entire policy)
- Student handbook (Optionally, print entire policy)
- Employee handbook
- Faculty handbook

Valencia College provides equal opportunity for employment and educational opportunities to all, without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations. Contact the Office of Human Resources and Diversity at 407-582-8090 for information.

Print: Preferred location is the back cover or inside front cover. Statement should be typeset in 7 pt. type using Gotham Book font (or Arial Book).

Electronic: [Hyperlink to HR Nondiscrimination Statement.](#)

<http://valenciacollege.edu/HR/EqualAccessEqualOpportunity.cfm>

3. Two-Sentence Statement

- Official Valencia College website footer
- Official Valencia College portal footer (Atlas)
- All collateral (printed) material of 3 panels/3 pages or more
- Valencia forms (i.e., PDPs, applications, Student Record Information Form, Student Consent to Release Education Records, Statement of Florida Residency, etc.) (Preferred, if space permits.)

Valencia College provides equal opportunity for employment and educational opportunities to all. Contact the Office of Human Resources and Diversity at 407-582-8090 for information.

Print: Preferred location is the back cover or inside front cover. Statement should be typeset in 7 pt. type using Gotham Book font (or Arial Book).

Electronic: Hyperlink to HR Nondiscrimination Statement.
<http://valenciacollege.edu/HR/EqualAccessEqualOpportunity.cfm>

4. Four-Word Tag

- All collateral (printed) material of fewer than 3 panels/3 pages
- Print advertising
- Forms (i.e., PDPs, applications, Student Record Information Form, Student Consent to Release Education Records, Statement of Florida Residency, etc.) (Optionally, if the Two-Sentence Statement does not fit.)

Equal Access/Equal Opportunity Institution

Print: Preferred location is adjacent to the copyright and/or job number. Statement should be typeset in 7 pt. type using Gotham Book font (or Arial Book).

Electronic: Hyperlink to HR Nondiscrimination Statement.
<http://valenciacollege.edu/HR/EqualAccessEqualOpportunity.cfm>

***Exemptions**

A nondiscrimination statement is not *required* for the following items: Inclusion is at the discretion of the art director or director of organizational communications for non-instructional material. Other exemptions to these guidelines are permitted based on unique circumstances where the use of a statement compromises best practices in design and communications or requires additional, prohibitive costs.

1. College stationery and business cards
2. Invitations to special events (i.e., arts/performing events, building dedications, business forums, etc.)
3. Event programs
4. Outdoor billboards
5. Signage
6. Email and email-distributed marketing materials (i.e., Constant Contact, Raiser's Edge, etc.)
7. Course syllabi, Valencia published print or e-textbooks, and educational materials
8. Broadcast advertising (radio and TV)
9. Digital advertising (banner ads)

Revised: 3-25-2013 (lb)

APPENDIX 2B
Continuous Notice of Nondiscrimination
Examples

VALENCIA COLLEGE

COMMITMENT TO EQUAL ACCESS AND EQUAL OPPORTUNITY



Valencia College is an equal opportunity institution. We provide equal opportunity for employment and educational services to all individuals as it relates to admission to the College or to programs, any aid, benefit, or service to students or wages and other terms, conditions or privileges of employment, without regard to race, color, ethnicity, national origin, age, religion, disability, marital status, gender, sexual orientation, genetic information and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations.

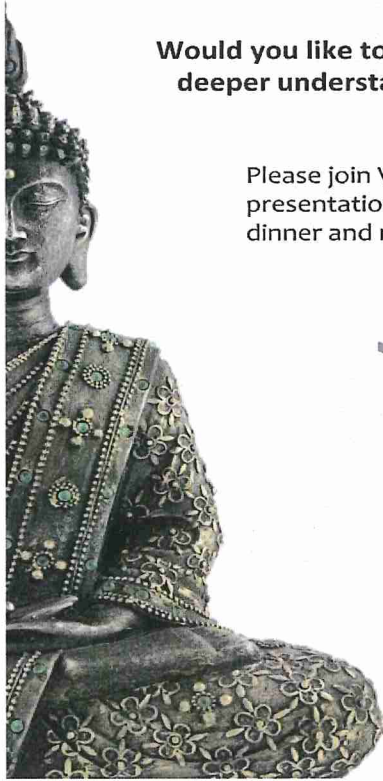
In line with our Strategic Plan and in accordance with Title IX of the Education Amendments of 1972, the College is committed to ensuring that current and future students are not discriminated against and ensures a bias-free learning environment. Specific procedures for filing a complaint and resolving academic disputes are provided under valenciacollege.edu/students/Disputes as well as the prevailing policy - 6Hx28:8-10 (Student Academic Dispute and Administrative Complaint Resolution). In addition, the College provides an ombudsman on each campus with whom students are able to conduct off-the-record discussions about student concerns. This information is also provided in the Student LifeMap Handbook and College Catalog.

Dr. Amy Bosley is the Interim Vice President for Human Resources and Diversity and the College's Title IX Coordinator, who ensures compliance with federal, state and local laws prohibiting discrimination and sexual harassment.

Employees and students who believe they have been a victim of discrimination or sexual harassment should contact:

Dr. Amy Bosley	Kevin Bonnewitz
Interim Vice President	Equal Opportunity Officer
Human Resources & Diversity	Policy & Compliance
<u>Criminal Justice Institute</u>	Downtown Center
8600 Valencia College Lane	190 S. Orange Avenue
Orlando, Florida 32825	Orlando, Florida 32801
407/582-8255	407/582-3421
abosley@valenciacollege.edu	kbonnewitz@valenciacollege.edu

****From the Link on the Valencia Home Page****



Would you like to learn more about Buddhism and share a deeper understanding with our Buddhist neighbors?

Please join Valencia students, faculty and staff for a tour of a temple, a presentation on Buddhism, a tea ceremony, calligraphy, a vegetarian dinner and more...

Join us for an evening at Guang Ming Temple

When: **March 29, 2013, 5:30pm - 7:30pm**
Address **6555 Hoffner Ave, Orlando, FL 32822**

For a free ticket go to:

<http://www.eventbrite.com/event/5519932266>



**PEACE AND
JUSTICE INITIATIVE**
for people and places, for justice

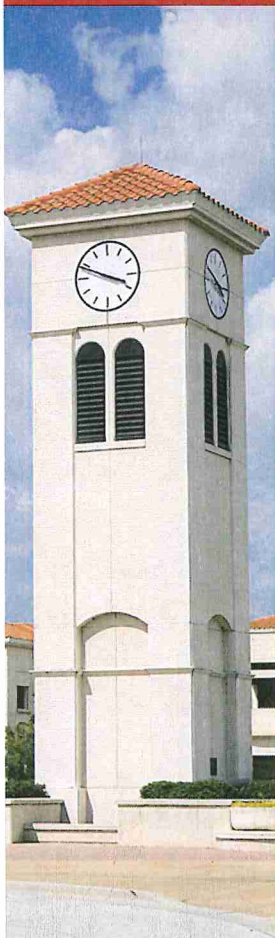
**Office of Diversity
& Inclusion**
Valencia College is an equal access/equal
opportunity institution. Contact the Office of
Human Resources and Diversity at
407-582-8090 for information

VALENCIA

****From Event for Human Resources & Peace and Justice Initiative****

VALENCIA COLLEGE

Learn How to Conduct Business with the College



You are invited to attend a

Vendor Discussion Meeting

Date: January 15, 2013
Time: 9:00am—10:00am
Place: Valencia College-West Campus
1800 S. Kirkman Road
Building 8, Room 111AB
Orlando, FL 32811
RSVP: valenciaprourement@valenciacollege.edu
Phone: (407)-582-5532

*Sponsored by the Procurement Office and
the Black Advisory Committee*



Valencia College is an equal access/equal opportunity institution. Contact the Office of Human Resources and Diversity at 407-582-8090 for information.

****From Procurement Office and Black Advisory Committee Workshop Announcement****

Diversity & Inclusion Inventory

for

VALENCIA COLLEGE

Rachel Luce-Hitt, MBA, PHR
Coordinator, Office of Diversity & Inclusion

Mission of the Office of Diversity & Inclusion

We envision a College where the commitment to building a community of excellence through the affirmation of difference is seen in the composition of its administration, faculty, staff and students; through its policies, procedures and practices; within its organizational framework; across its curricula; integrated into its co-curricular services and programs; and woven into the fabric of its interpersonal relationships.

To that end our mission is to promote, sustain, and advance an environment that supports principles of equity, diversity, inclusion, and community.

Background Facts

60,770 = Annual Enrollment
(credit-seeking)

17.2% African American
36.1% Caucasian
4.7% Asian/Pacific Islander
30.5% Hispanic
11.5% Other



DirectConnect to UCF

Valencia graduates are UCF's number one source of transfer students at 35%

89.3% = Valencia A.A. graduates who transferred to the Florida State University System and continued their studies at UCF (Fall 2010)

Purpose of a Diversity & Inclusion Inventory

The Office of Diversity & Inclusion was only just recently created in July 2011. As it is housed under Human Resources, there is less of a structural connection to practices, programs, and initiatives being implemented on individual campuses. This survey will help to create a consolidated list of practices, programs, and initiatives related to diversity and inclusion to maximize effectiveness, minimize the duplication of efforts, share resources, and identify possible gaps.



Valencia College is an equal access/equal opportunity institution. Contact the Office of Human Resources and Diversity at 407-582-8090 for information.

****Presentation: Leadership Enhancement Program at the University of Central Florida****

MARK YOUR CALENDAR!

Past Incentive Award Nominees & Recipients

LIFE ENRICHMENT WORKSHOP

with

Monica May

News/Community Affairs Director



WHAT: Workshop-Consider Your Image - Discover Your Success

WHEN: Saturday, March 16, 2013

TIME: 10:00a.m.-2:30p.m.

WHERE: Criminal Justice Institute
8600 Valencia College Lane
Orlando, FL 32825

Light lunch will be provided

Valencia College is an equal access/equal opportunity institution. Contact the Office of Human Resources and Diversity at 407-582-8090 for information.

Sponsored by the Office of Diversity & Inclusion in conjunction with the Black Advisory Committee

VALENCIA COLLEGE

****Public Announcement of Valencia Sponsored Workshop****

APPENDIX 2C
Regular Notification of Nondiscrimination

VALENCIA COLLEGE
COMMITMENT TO EQUAL/ACCESS-
EQUAL/OPPORTUNITY



Valencia College provides equal opportunity for employment and educational opportunities to all, without regard to race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal, state, and local civil rights laws, rules and regulations.

For more information, contact the Office of Human Resources and Diversity at (407) 582-8088, the Equal Opportunity Officer at (407) 582-3421, or visit <http://valenciacollege.edu/HR/EqualAccessEqualOpportunity.cfm>.

**** Notification is published annually throughout the district, prominently displayed campus-wide in buildings and in the community.****

APPENDIX 3

Complaint Procedures



VALENCIA

Procedure Effective Date: 12/18/2012

Procedure Statement:

I. INTRODUCTION

- A. Investigating and Resolving Discrimination, Harassment and Sexual Harassment Complaints
- B. Valencia College recognizes and accepts its responsibilities to act in accordance with the College's policy, federal and state laws and regulations of the State Board of Education. Therefore, the College establishes these Nondiscrimination and Equal Opportunity Dispute Resolution Procedures to review, investigate, and resolve allegations of harassment and discrimination on the basis of race, ethnicity, color, national origin, age, religion, disability, marital status, gender, genetic information, sexual orientation and any other factor protected under applicable federal state, and local civil rights laws, rules and regulations ("the Protected Categories"). The College may, from time to time, amend these procedures as necessary.
- C. These internal procedures provide mechanisms for aggrieved students, faculty and staff to receive a fair hearing on issues of harassment and discrimination. Complainants, accused and witnesses who participate in these processes are bound by rules of confidentiality. Employees are not required to exhaust these procedures with regard to any complaint before pursuing remedies outside the College with any external enforcement agencies including, the Equal Employment Opportunity Commission, the Florida Commission on Human Relations, and the Office of Civil Rights of the Department of Education and the Department of Labor.

II. JURISDICTION OF THE OFFICE OF EMPLOYEE RELATIONS, DIVERSITY, AND COMPLIANCE AND THE VICE PRESIDENT FOR HUMAN RESOURCES AND DIVERSITY OFFICE

- A. Complaint by Student, Faculty, or Staff against Faculty or Staff

In carrying out the applicable College policies, any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance receives complaints of harassment and discrimination at Valencia, and refers the matter to the Office of Employee Relations, Diversity, and Compliance to investigate or facilitate investigation and make recommendations following such investigations. Consistent with federal and state law and the State Board of Education's and College policies related to harassment and nondiscrimination, these offices will investigate (or facilitate investigation) complaints of harassment and discrimination on the basis of any Protected Category. These offices may

also conduct investigations (or facilitate investigations) based upon requests for Administrative Reviews from Deans, Directors, Department Heads, Campus Presidents, Vice Presidents, and the President when those administrators believe that harassment and/or discrimination in violation of federal or state law or the State Board of Education's and College policies may be occurring in their units.

B. Complaint by Student against Student

Upon receipt of a complaint by a student against another student charging harassment or discrimination, the Office of Employee Relations, Diversity, and Compliance shall refer the complaint to the appropriate Dean of Student Services Office. The Office of Employee Relations, Diversity, and Compliance may assist the Dean of Student Services Office with such complaints upon request to do so.

- C. It is a violation of this policy to file a harassment and/or discrimination complaint for the purpose of injuring the reputation or causing harm to another person. Without minimizing the injury that can be suffered by the victim of harassment and/or discrimination, the College also recognizes that the filing of a harassment and/or discrimination complaint can have serious consequences for the person accused of harassment or discrimination. That person, too, has rights that the policy on Nondiscrimination must preserve and protect. A person who abuses this policy by filing a frivolous complaint will himself or herself be subject to discipline if it is determined that the complaint was filed in bad faith. This provision is not meant in any way to discourage legitimate complaints.

III. PRINCIPLE OF NON-RETALIATION

The College strongly encourages any victims of harassment and/or discrimination to report the incident and seek redress, if s/he is unable to resolve it satisfactorily and completely through informal means. The College recognizes the unusual burden that the alleged harassing or discriminatory conduct places on the recipient and acknowledges the necessity for a thorough and careful resolution of all reported cases. It is illegal and contrary to College policy for any individual to engage, whether directly or indirectly, in retaliatory conduct against a person who files a harassment and/or discrimination complaint or gives testimony during an investigation of such a complaint. As used in this paragraph, "retaliatory conduct" means conduct that adversely and unjustifiably affects another's terms and conditions of employment, educational experience, or quality of life, and that is motivated by an intent to cause harm because of the targeted individual's involvement in the filing or investigation of a harassment and/or discrimination complaint. Any student or employee who believes that retaliatory actions have been taken against him or her for having filed a complaint or provided testimony in an investigation of harassment and/or discrimination may seek redress through the Office of the Vice President of Human Relations and Diversity, or the Office of Employee Relations, Diversity, and Compliance.

IV. GENERAL INFORMATION

A. Consultation

Anyone may seek advice, information or counseling on matters related to harassment and/or discrimination without having to lodge an informal or formal complaint. Persons who feel they are being harassed or discriminated against, or are uncertain as to whether what they are experiencing is harassment and/or discrimination, and/or desire information as to their options in dealing with harassment and/or discrimination are encouraged to talk with any of the Vice Presidents, Campus Presidents, Deans, the Director, Office of Employee Relations, Diversity, and Compliance.

B. External Resources

Complainant(s) may also contact external agencies such as the Florida Commission on Human Relations; Equal Employment Opportunity Commission (Miami Office); and the Office of Civil Rights, U.S. Department of Education. The phone numbers for these agencies can be found in the "Government" section (blue pages) of your local phone book.

V. RESOLUTION PROCESS (When the Accused is Faculty or Staff)

A. First Steps: Informal Dispute Resolution

1. The aim of the informal dispute resolution process is not to determine whether there was intent to harass and/or discriminate but to ensure that the alleged harassing and/or discriminatory conduct ceases and that the matter is resolved promptly at the lowest possible level.
2. No disciplinary action is taken in resolving informal complaints. Hence, informal dispute resolution procedures should not be used for severe cases of harassment and/or discrimination, nor should they be used when the Accused has been the subject of a previous formal complaint.
3. Additionally, there is no requirement that informal procedures be used before filing a formal complaint, or that the complaint be put into writing before informal resolution procedures are utilized. Likewise, the Complainant is free to withdraw from informal procedures altogether and file formally with the College.
4. In severe cases of harassment and/or discrimination or instances when the Accused is a repeat offender(s), the College may conduct a College-generated investigation if there is sufficient reason to believe that harassment and/or discrimination could have or does exist.
5. An initial course of action for any faculty member, staff member, or student who feels that s/he is being harassed or discriminated against is for that individual to tell or otherwise inform the Accused that the harassing and/or discriminatory conduct is unwelcome or offensive and must stop.

However, in some circumstances this course of action may not be feasible, may be unsuccessful, or the individual may be uncomfortable dealing with the matter in this manner.

6. To encourage individuals to come forward, the College provides several channels of communication, information, and both informal and formal dispute resolution procedures. The College is committed to ensuring that harassment/discrimination ceases. If the problems do not cease after taking any of these informal actions, you are encouraged to immediately contact any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance and to proceed with the negotiated procedure or the formal procedure, as deemed appropriate by the Complainant.

7. Some informal actions that may be appropriate are:
 - a. Talk personally with or write a confidential (no third person receives a copy) letter to the Accused informing him/her of the alleged harassing and/or discriminatory conduct, the resulting impact on the Complainant, and what the Complainant wants next, usually "I want the harassing/discriminatory conduct to stop," or "I want to be treated the way a student or fellow employee should be treated." This is a personal step taken solely among the parties.

 - b. Contact the Office of Employee Relations, Diversity, and Compliance to resolve the complaint informally with the help of a third party, to be identified by the Office of Employee Relations, Diversity, and Compliance, or an external person identified by the College. The goal here is to allow the parties to resolve complaints without an investigation and without elevating the complaint within the College. However, persons in these positions are obligated to follow up to be sure the situation has been resolved. This action might include referring to an appropriate individual within the College or sharing some of this information with other persons holding positions of responsibility at the College. The third party may:
 - i. Speak to the Accused on behalf of the Complainant;

 - ii. Meet with the Accused and the Complainant together to facilitate communication and explain the College's policy.

 - iii. Request through the Office of Employee Relations, Diversity, and Compliance that a workshop be conducted for the department/ area for purposes of education and/or sensitivity training.

B. Negotiated Procedure

1. This is a more formal procedure which can be chosen by contacting the Office of Employee Relations, Diversity, and Compliance which will assign a negotiator to handle your matter. By this procedure, the Complainant formally requests remedial action on the part of the Accused. If the Accused agrees to participate, both parties work towards resolution with the help of a negotiator.
2. The negotiator may be a member of the Office of Employee Relations, Diversity, and Compliance, another member of the faculty or staff trained for this purpose, or an outside person.
3. A Complainant is not required to seek a negotiated solution, but may bring the matter directly to a formal complaint for resolution by contacting any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance.

- a. Initiating the Negotiations

The Complainant gives a statement through the Office of Employee Relations, Diversity, and Compliance which includes the names of the Complainant and the Accused, and the details of the conduct which s/he alleges as harassing and/or discriminatory. The negotiator promptly forwards the report to the Accused, provides the Accused with a copy of the College's complaint policies and procedures, and requests participation in negotiations. The Accused must reply within seven (7) calendar days of receiving the notice.

- b. Negotiation Sessions

Meetings are held as quickly as possible and, normally, no more than one (1) week apart. Every effort should be made to reach resolution within one (1) month.

- c. Outcomes

The negotiations end when a resolution has been reached or when the Complainant or the Accused has terminated the process. Some examples of possible resolutions include discussion of the feelings and perceptions of the Complainant and the Accused; agreement to terminate the harassing and/or discriminatory conduct; letter to the file; withdrawal of the complaint. (The complaint is resolved to the satisfaction of both parties). Or, the complaint is not resolved: In cases where resolution of the complaint is not possible, the Director, Office of Employee Relations, Diversity, and Compliance, or the negotiator will advise the Complainant of the option of filing a formal complaint within the College.

C. Formal Dispute Resolution

1. The Complainant files a written or verbal complaint with any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance in order to initiate a formal investigation and determine whether a violation of College policy has occurred. The procedure and person handling formal complaints depends on the College community status of the Complainant and the College community status of the Accused. "College community status" refers to whether a person is a student, faculty member, or staff member. Accordingly, formal complaints are filed as follows: (Please note that for purposes of this discussion "student" is defined to include all students whether credit or noncredit.) If the Accused is a student, file the complaint with the Campus Dean of Student Services. If the Accused is a Faculty or Staff member, file the grievance with any of the Vice Presidents, Campus Presidents, Deans, or the Director, Office of Employee Relations, Diversity, and Compliance.

2. All formal investigating officials will conduct prompt investigations. Investigating officials will provide the Accused with the allegations, to which s/he will be required to respond in a timely manner. During the course of the investigation, the formal investigating officials normally will interview the Complainant, the Accused, and witnesses identified by each party. As previously indicated herein, to the extent possible, complaints will be handled confidentially, with the facts made available only to those who have a need to know for purposes of investigation, resolution, or legal compliance. At any time during the formal process, the investigating officials (or designee) may work to negotiate or mediate resolution between the Complainant and the Accused.
 - a. Some possible outcomes of a formal investigation include:
 - i. a negotiated or mediated resolution; or

 - ii. a finding that there is a reasonable basis for believing that inappropriate conduct or a violation of College policy occurred; or

 - iii. a finding that there is no reasonable basis for believing that inappropriate conduct or a violation of College policy occurred; or

 - iv. if the investigator finds there is a reasonable basis for believing that inappropriate conduct or a violation of College policy occurred, the investigator may also issue a separate recommendation to the Assistant Vice president or Campus President, or next layer of management, as may be appropriate, regarding sanctions up to and including termination and/or other corrective action deemed appropriate, such as education and training.

b. Harassment and Discrimination Formal Complaint Procedures

- i. Who May File a Complaint? Employees, applicants for employment, applicants for admission to College programs, participants in College-sponsored activities, other persons affiliated with the College, and students (if the complaint is against an employee or affiliate of the College, but not another student) may file a complaint alleging harassment and/or discrimination with the Office of Employee Relations, Diversity, and Compliance in accordance with these procedures.
- ii. Time for Filing a Complaint. To be timely, a Complainant must submit a complaint to the Office of Employee Relations, Diversity, and Compliance within ninety (90) days of the most recent alleged harassing and/or discriminatory conduct.
- iii. Requirements of a Complaint. Although not required to be accepted for filing, the complaint should be on a form provided by the Office of Employee Relations, Diversity, and Compliance.

a) Elements. Each complaint shall include the following:

aa) The full name and address of the Complainant, who must be the individual claiming to be harmed by the alleged harassment and/or discrimination;

ab) The full name of the Accused;

ac) A clear and concise statement of the facts that constitute the alleged harassing and/or discriminatory conduct, including pertinent dates and sufficient information to identify any other individuals who may provide information during the course of an investigation conducted under these procedures and to bring the matter within the jurisdiction of the Office of Employee Relations, Diversity, and Compliance to investigate;

ad) A statement by the Complainant verifying that the information supporting the allegations of harassment and/or discrimination is true and accurate to the best of the Complainant's knowledge;

ae) Information that establishes that both the Complainant and the Accused have a sufficient relationship to the College to require application of the State Board of

Education's or College policies as to the alleged harassing and/or discriminatory conduct.

(b) Intake Interview. At or after the time a Complainant initiates a complaint, a representative from the Office of Employee Relations, Diversity, and Compliance shall conduct an interview with the Complainant.

c. Complaint Processing.

- i. Notice to the Accused. The Accused shall be given reasonable notice of the complaint and the allegations contained therein, as well as the opportunity to provide information and to be heard concerning the allegations of the complaint.
- ii. Notice to Others Regarding Complaint. With the exception of the Accused, who is entitled to a summary of the complaint, only those persons with a legitimate need to know will be apprised of the filing of and final disposition of a complaint. Those persons may include, but are not necessarily limited to, appropriate organizational unit administrators (Deans, Department Heads, Directors, Campus Presidents or Vice Presidents), who may have an obligation to monitor the workplace to ensure that retaliatory action does not occur during or after the investigative process concludes, and who may be required to implement recommendations of the Vice President for Human Resources and Diversity Office and/or Office of Employee Relations, Diversity, and Compliance when it completes its investigation.
- iii. Access to Information Regarding the Investigation. The Complainant(s) and the Accused, upon inquiry and during the course of an investigation, shall be advised of the status of the investigation.
- iv. Amending a Complaint. If, during the course of an investigation, a staff member from the Vice President for Human Resources and Diversity Office and/or Office of Employee Relations, Diversity, and Compliance determines that more information is required to enable a meaningful investigation, s/he may request Complainant to clarify or amplify allegations in the complaint. Complainants may also be allowed to add a new Accused or a new charge of harassment and/or discrimination related to the original complaint, so long as the addition falls within the time limits otherwise applicable to the filing of a complaint.
- v. Investigation of Allegations in Complaint. Following receipt of a complaint, the Vice President for Human Resources and Diversity Office and/or Office of Employee Relations, Diversity, and Compliance investigator will act as a neutral fact-finder. The investigator (who may also be a trained/qualified College Faculty or Staff member or outside person) shall assemble statements, documents, and other relevant evidence from the Complainant, the Accused, witnesses, and other

identified individuals who have or may have information concerning the allegations set forth in the complaint.

d. Appeal of Finding.

The issues raised on appeal shall be limited to those issues raised during the investigation by the Vice President for Human Resources and Diversity and/or Office of Employee Relations, Diversity, and Compliance. Any issues not raised during the investigation or new issues that could have been raised, but were not, shall be precluded on appeal.

- i. By Accused or by Complainant. Following receipt of a final report, which will identify the Appeals Officer (an Executive Officer of the College) for the matter, the Accused may seek to have a "cause" finding reviewed by the Appeals Officer. Following receipt of a final report, the Complainant may seek to have a "no cause" finding reviewed by the Appeals Officer.
- ii. To secure an appeal, the Complainant or the Accused must file a written request with the designated Appeals Officer no later than thirty (30) days from the date on which the Complainant or the Accused receives a copy of the final report, seeking to have such finding reviewed.
- iii. Upon acceptance of an appeal, the Appeals Officer shall notify the Complainant or the Accused, the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance, and those individuals who received a copy of the final investigative report.
- iv. The Appeals Officer shall consider the facts in support of the request and develop any additional facts deemed necessary. The Appeals Officer may request that the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance investigator do additional investigation or address particular issues. If the Appeals Officer receives new information pursuant to his/her request for further investigation that s/he believes may change the outcome, the Appeals Officer shall ask the Vice President for Human Resources and Diversity and the Office of Employee Relations, Diversity, and Compliance investigator to reconsider his/her findings in light of the new information. The investigator shall inform the Appeals Officer of his/her reconsidered finding. The Appeals Officer shall apprise the Accused and the Complainant 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.
- v. The Appeals Officer shall complete the review in a timely manner and shall prepare and provide a written decision to the Accused, the Complainant, the Vice President for Human Resources and Diversity and the Office of Employee

Relations, Diversity, and Compliance, and to those individuals who received a copy of the final investigative report.

vi. The Appeals Officer may endorse or reject the findings of the investigator.

vii. The decision by the Appeals Officer shall be final.

e. Closure.

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 Accused or the Complainant 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.

f. Withdrawal of Complaints.

Once filed, the Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance has an obligation to investigate complaints raising significant claims of harassment and/or discrimination. However, in appropriate circumstances, and in the discretion and judgment of either the Vice President for Human Resources and Diversity or Office of Employee Relations, Diversity, and Compliance the College may agree, upon a written and signed request to do so by the Complainant, to withdraw a complaint. A Complainant seeking to withdraw a complaint must set forth reasons in the request that support withdrawal. The Vice President for Human Resources and Diversity or the Office of Employee Relations, Diversity, and Compliance shall notify both the Complainant and the Accused of such withdrawal.

g. Further Provisions on Time Limits

Any of the time limits contained within this formal complaint procedure or within the procedures for dispute resolution (all stages) may be extended.

Procedure Related Items - There are no related items for this Procedure. **Procedure History**

Date: 12/18/2012 Adopted 12-10-02; Amended 12-21-04; Amended 12-18-12, Adopted 12-10-02; Amended 12-21-04

APPENDIX 4

Revision of Policies/Procedures

Revised Policies/Procedures

The policies and procedures relating to civil rights and grievance (compliant) procedures that were revised by the District Board of Trustees since the submission of Valencia's last Annual Equity Update Report have been provided in this 2012-13 Report. Please note that those policies and procedures that were adopted on December 18, 2012 are reprinted in Appendix 1 and Appendix 3 of this Equity Update Report above.

APPENDIX 5A
Policies and Procedures for Program Admission and/or
Course Substitution
Waivers for Eligible Students with Disabilities
Contained in this Appendix

Valencia College Course Substitution Request Process

Who is Eligible?

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

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

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

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

Procedure:

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

Course Substitution check-list:

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

Assign Disability Code:

The Outcome:

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

Appeal:

Appeal of Course Substitution Committee Decision

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

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

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

Graduation:

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

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

COURSE SUBSTITUTION REQUEST FORM

Student Name: VID# (Must be Included):
Street Address: City, State & Zip Code:
E-Mail Address: @mail.valenciacollege.edu
Phone Number: Alternate Phone Number:
Have you previously made a request to the committee? Yes No If yes, date
Degree Goal: Major: Career Goal:
Student Signature: Date

Course History (For Office Use Only)

Student is requesting a course substitution for:

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

Appropriate and reasonable accommodations student is eligible for:

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

Date: MC:

For Committee Use Only

Committee Meeting Date	Yes	No
	Substitution Granted?	
# /	Level of Substitution Courses	

Committee Chair

Vice President for Academic Affairs

**Valencia College
Course Substitution
Departmental Support Form**

Date:

Dear Professor:

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

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

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

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

Deborah Larew, Director Office for Students with Disabilities

dlarew@valenciacollege.edu

Phone: 407-582-2236

Fax: 407-582-8908

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

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

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

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

APPENDIX 5B
Course Substitution Lists

Mathematics Course Substitution List Proposal
(Revised December 2008)

Notes:

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

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

Approved Course Substitutions in Math

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

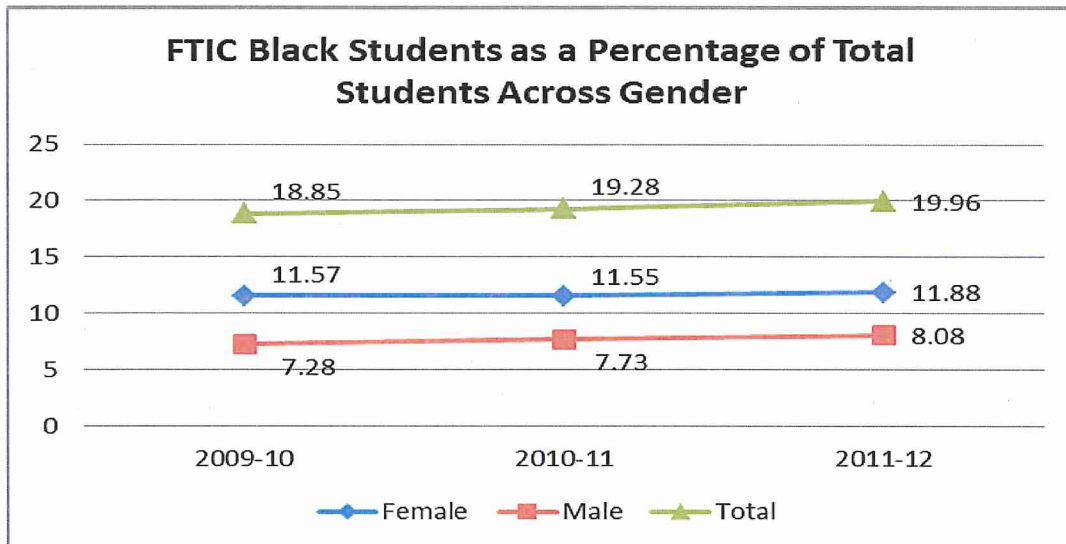
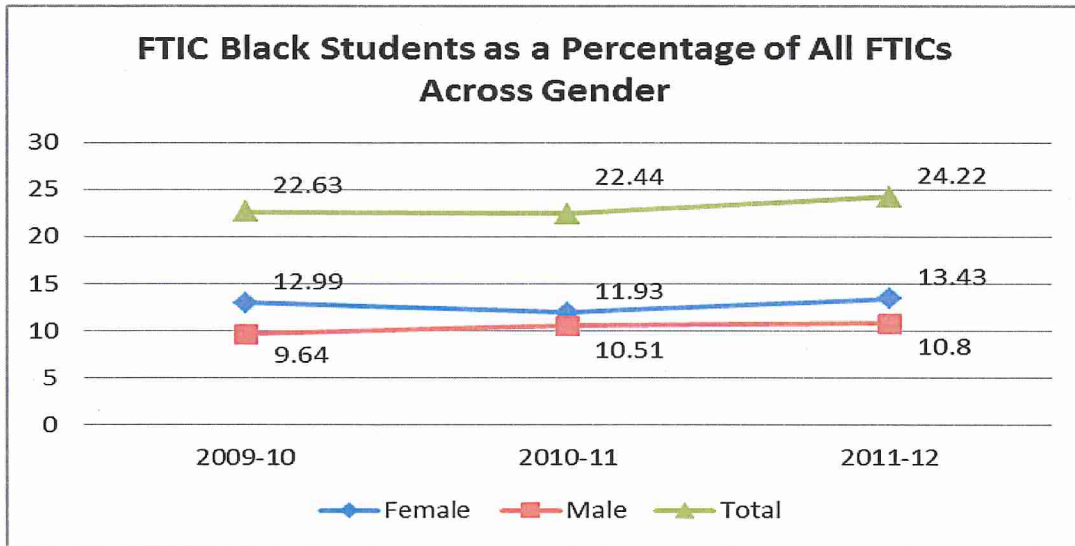
Advising note: credit cannot be earned for ECO 1000 if ECO 2013 & 2023 have been satisfactorily completed

Foreign Language Substitution List

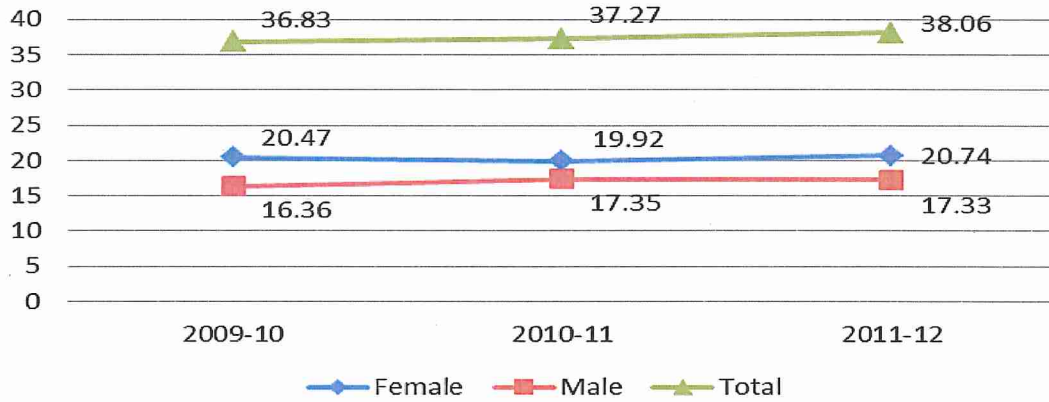
Revised 11/30/01

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

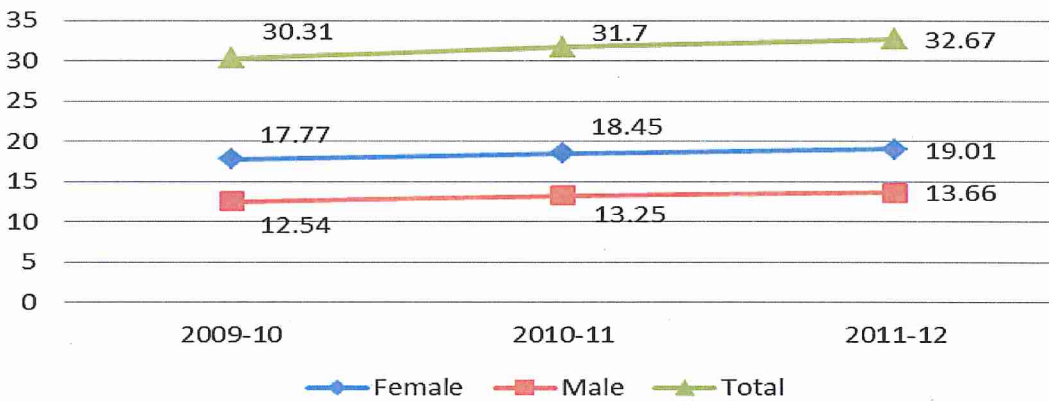
APPENDIX 6
Student FTIC/Total Enrollment
By Ethnicity



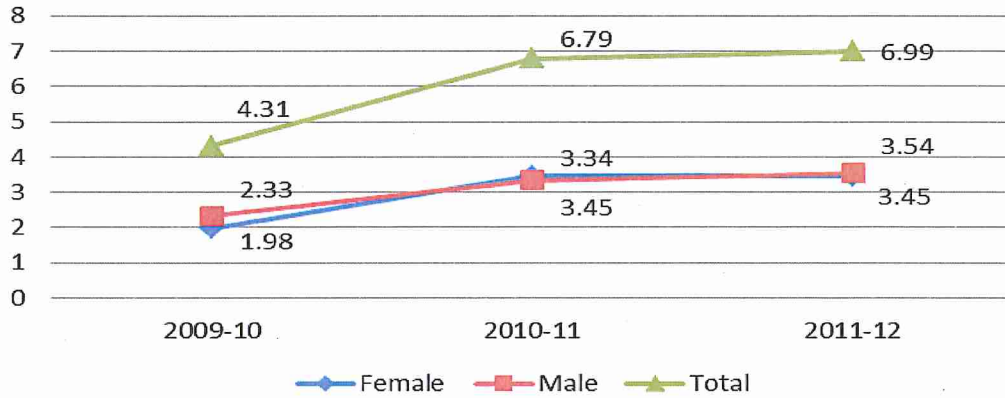
FTIC Hispanic Students as a Percentage of All FTICs Across Gender



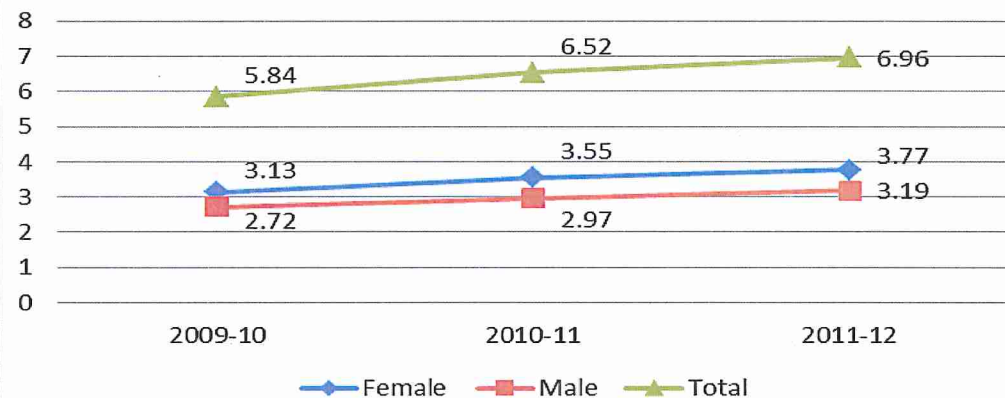
FTIC Hispanic Students as a Percentage of Total Students Across Gender



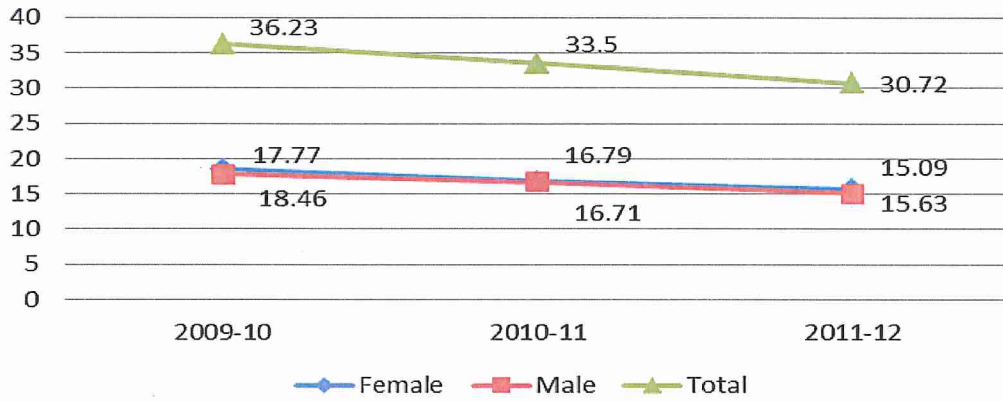
FTIC Other Race Students as a Percentage of All FTICs Across Gender



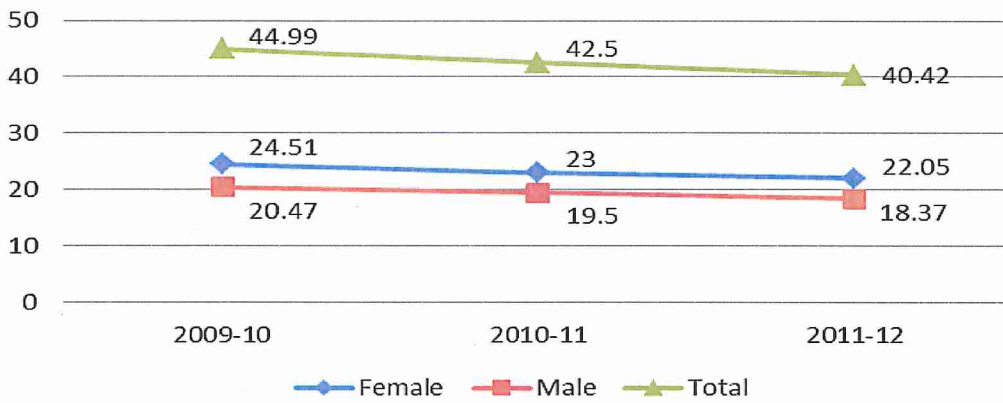
FTIC Other Race Students as a Percentage of Total Students Across Gender

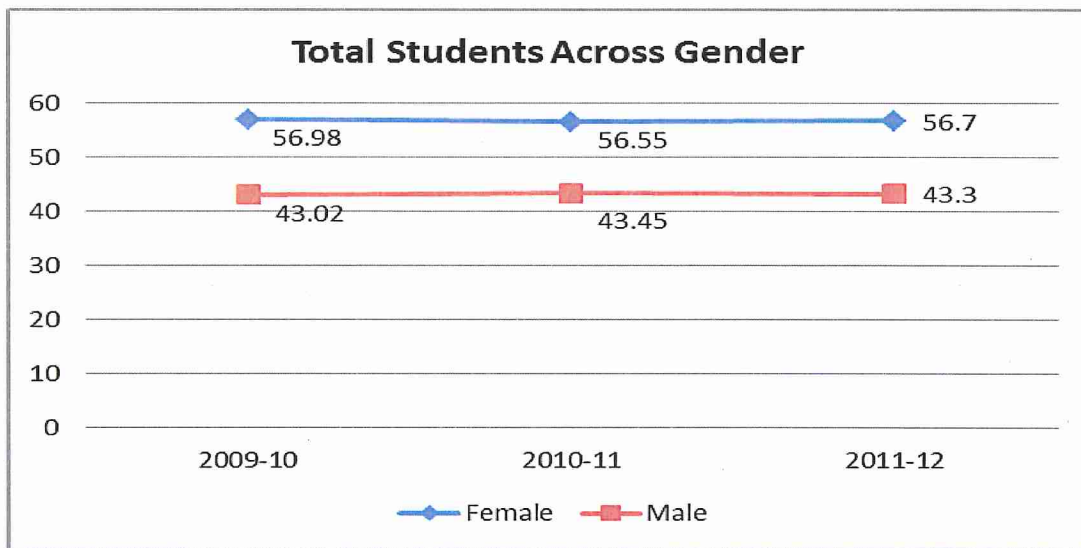
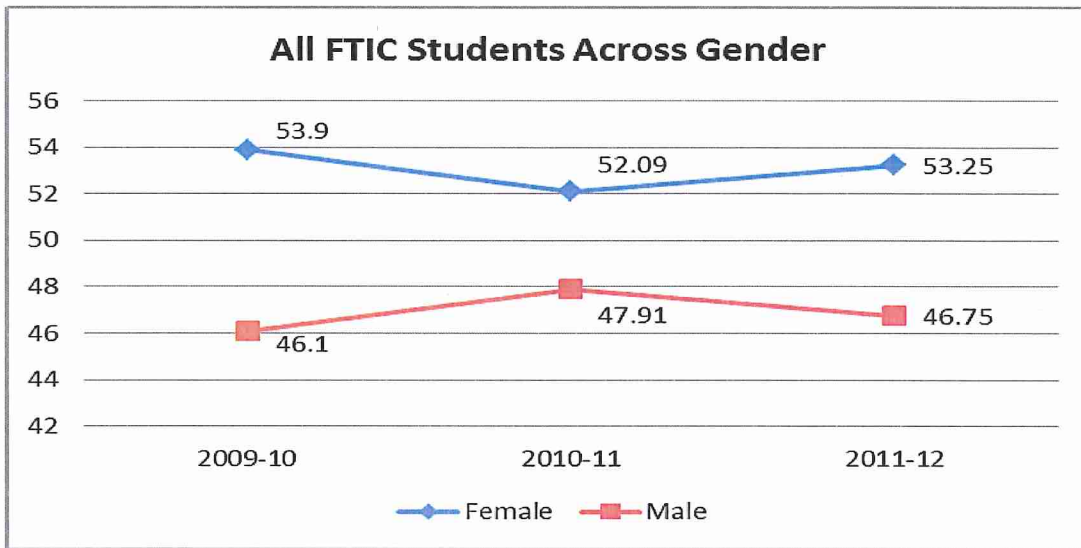


FTIC White Students as a Percentage of All FTICs Across Gender



FTIC White Students as a Percentage of Total Students Across Gender

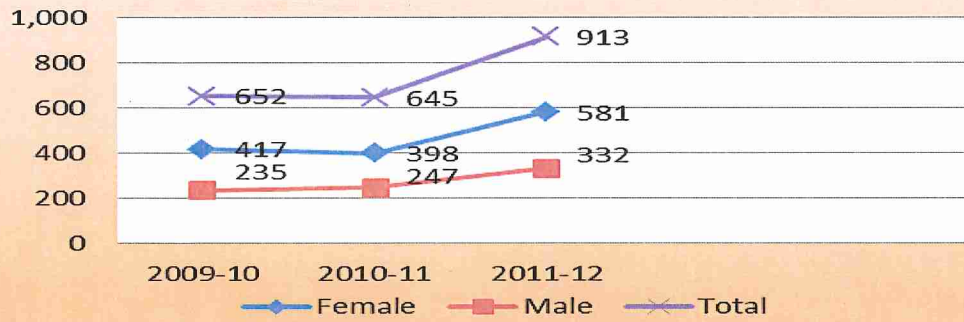




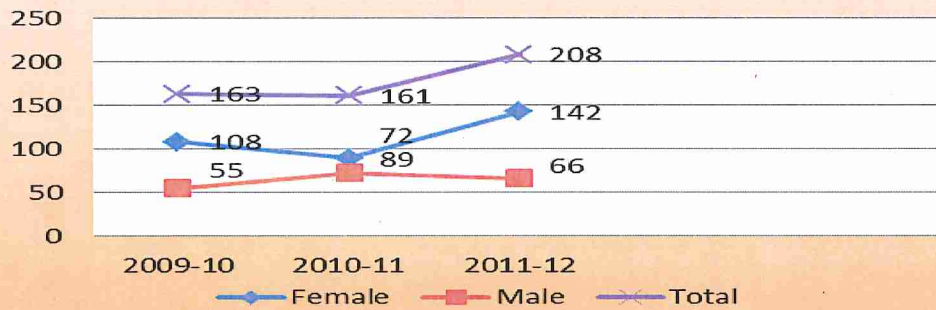
APPENDIX 7

Student Completions

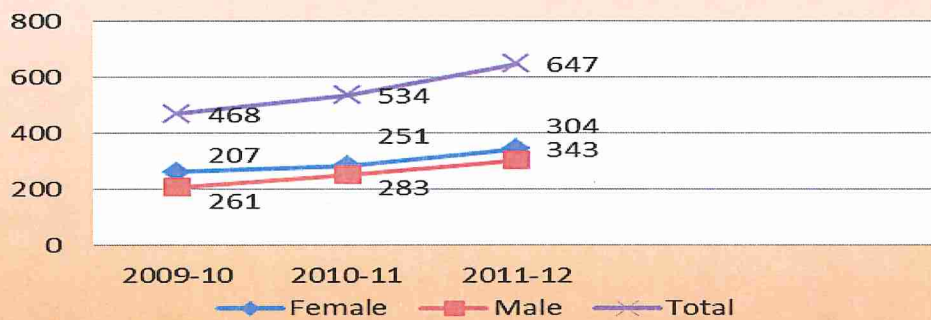
Valencia College AA Degree - Black Students



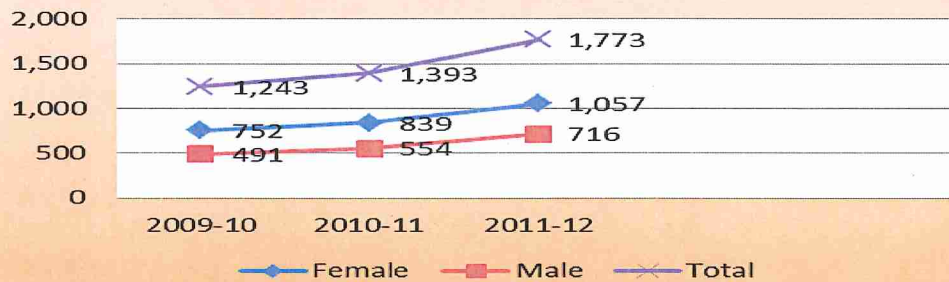
Valencia College AS Degree - Black Students



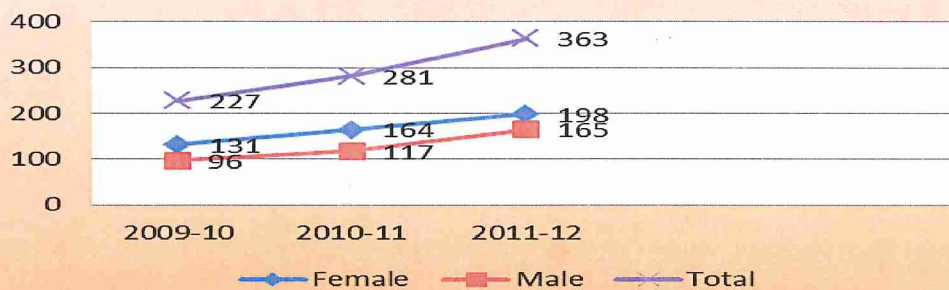
Valencia College Certificate- Black Students



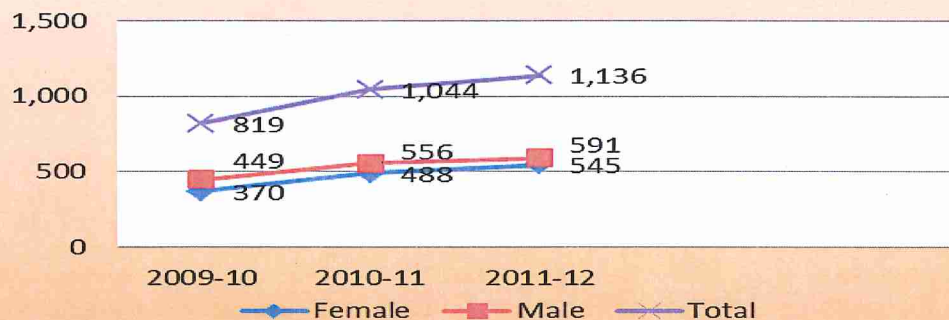
Valencia College AA Degree - Hispanic Students



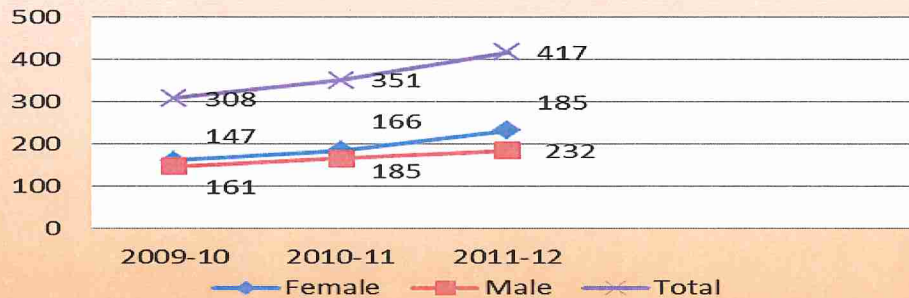
Valencia College AS Degree - Hispanic Students



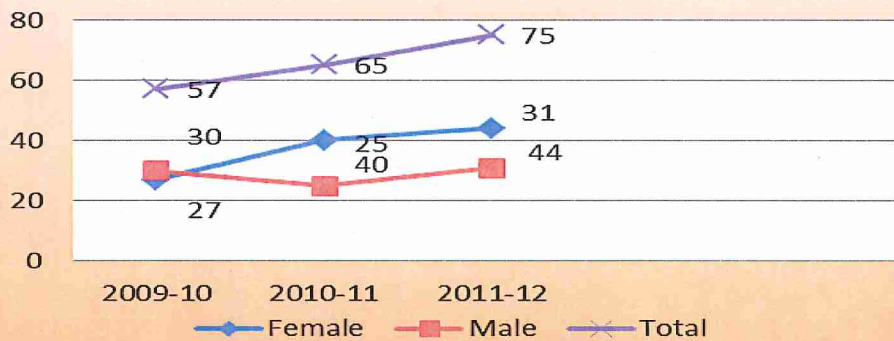
Valencia College Certificates- Hispanic Students



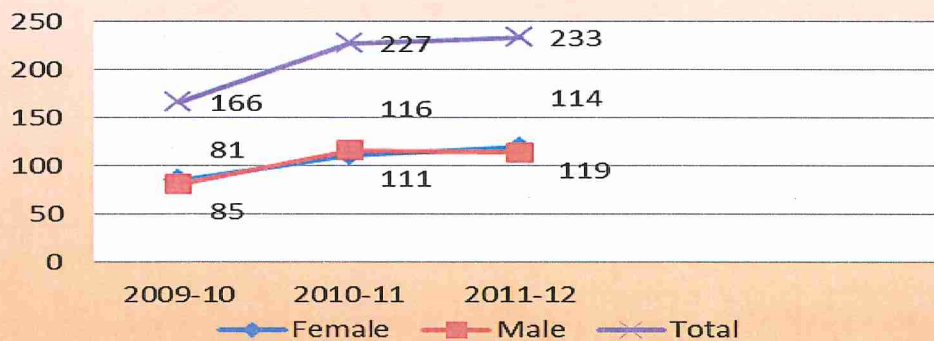
Valencia College AA Degree - Other Students



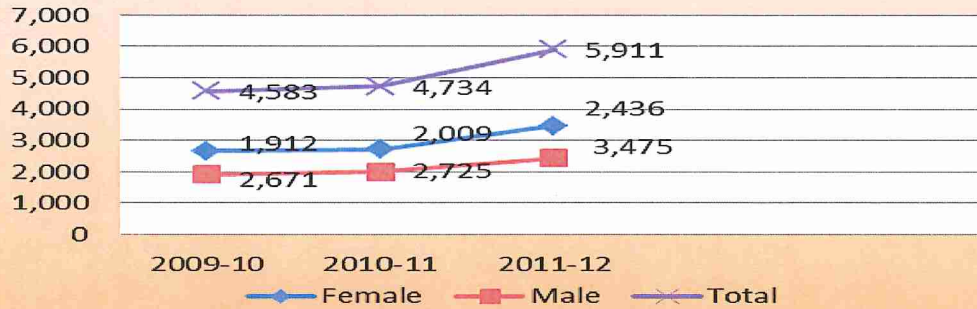
Valencia College AS Degree - Other Students



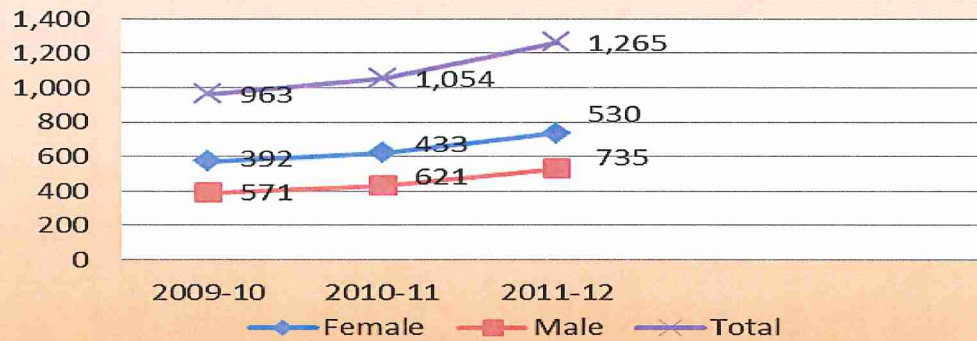
Valencia College Certificate - Other Students



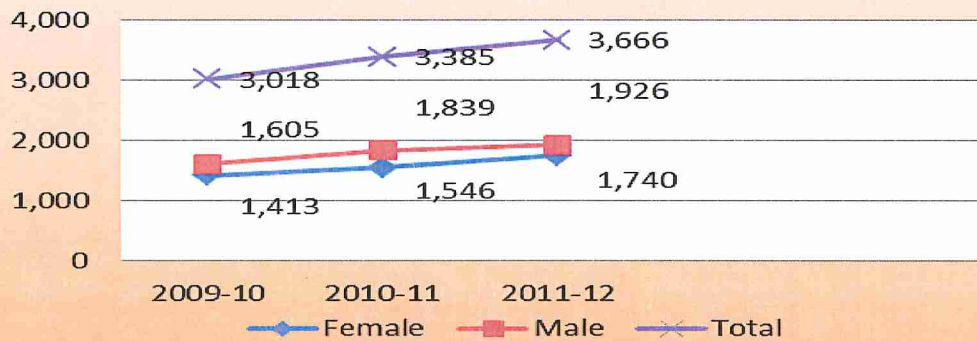
Valencia College AA Degree - Female/Male Students



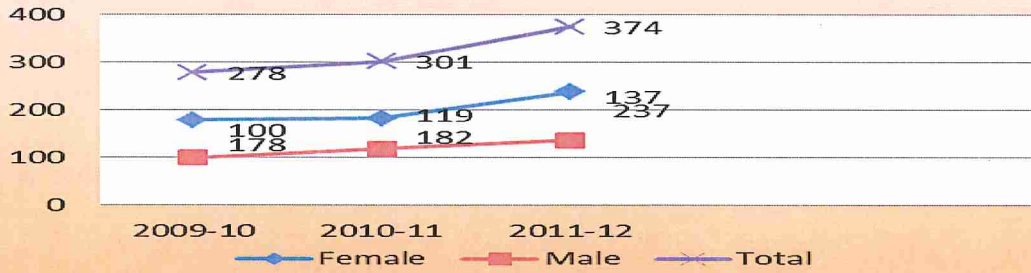
Valencia College AS Degree - Female/Male Students



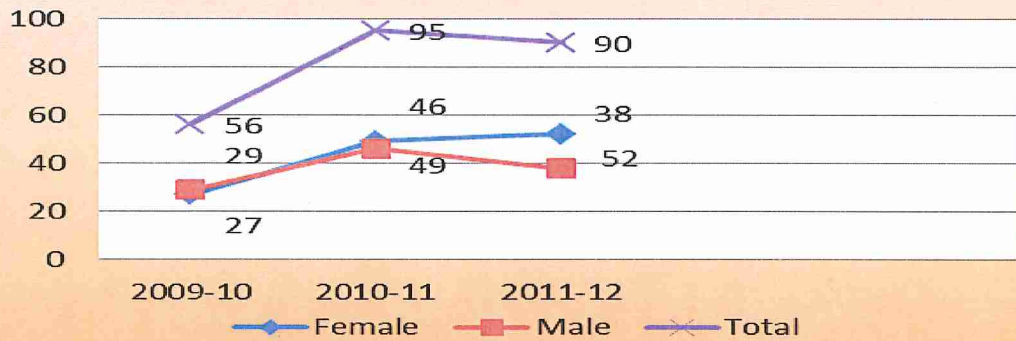
Valencia College Certificate - Female/Male Students



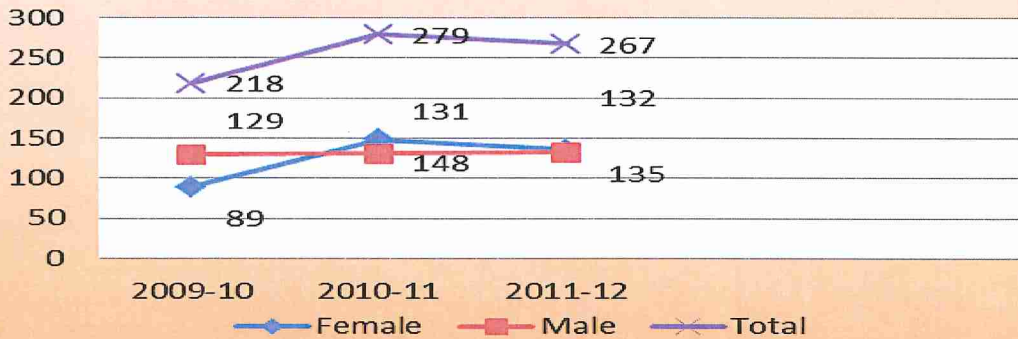
Valencia College AA Degree -LEP Students



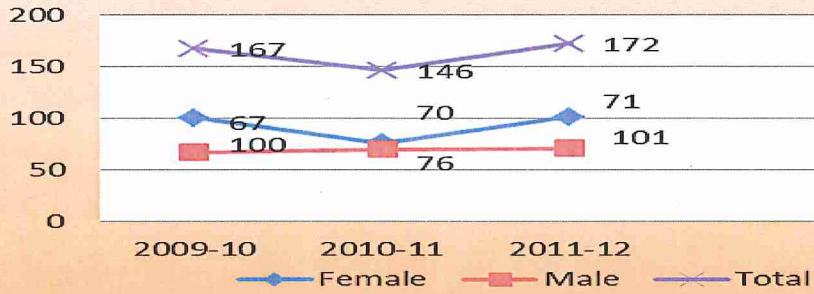
Valencia College AS Degree -LEP Students



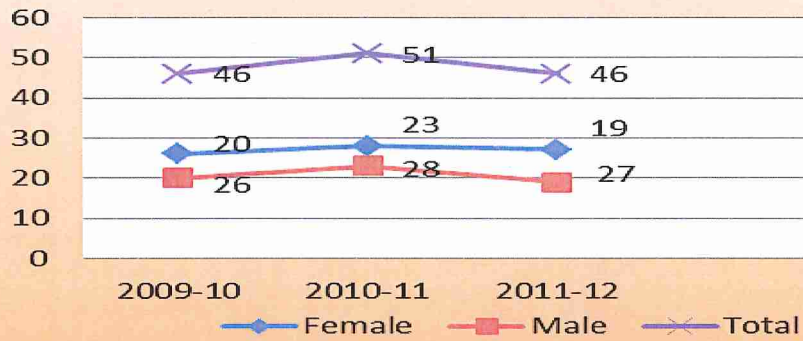
Valencia College Certificate -LEP Students



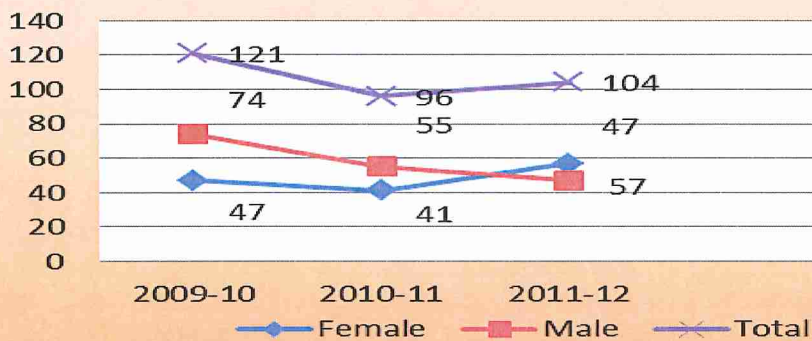
Valencia College AA Degree - DIS Students



Valencia College AS Degree - DIS Students



Valencia College Certificate - DIS Students



APPENDIX 8

Mathematics Gatekeeper

Valencia College

Part III Student Participation

Gatekeeper Course: MAT0028 Replaces MAT0024

Fall 2011 (Yr 2011-12)

	2011-12		
	White # Successful	White # Enrolled	White % Successful
MAT0028	692	1155	59.91%

	2011-12		
	Black # Successful	Black # Enrolled	Black % Successful
MAT0028	476	922	51.63%

	2011-12		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
MAT0028	833	1416	58.83%

Gatekeeper Course MAT0028: Disparity Gaps

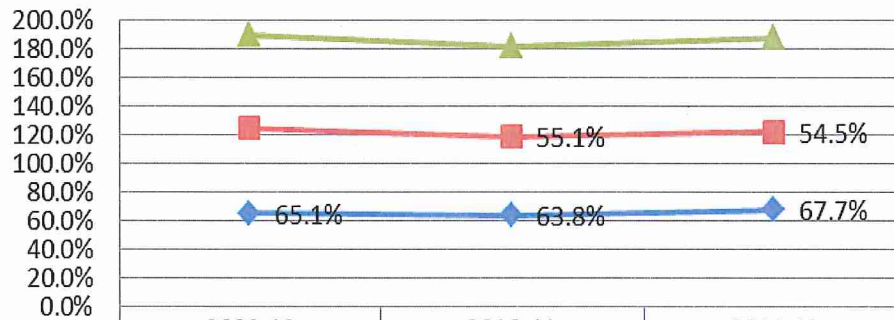
Gap Comparison in Percentage of Success at Valencia Fall End of Term

	2011-12	
	Hispanic-White Gap	Black-White Gap
MAT0028	-1.09%	-8.29%

Valencia College - Institutional Research 01/24/2013 (aa)

Source: SDB2012 (Fall 2011)

Valencia College Success Rate : MAT1033



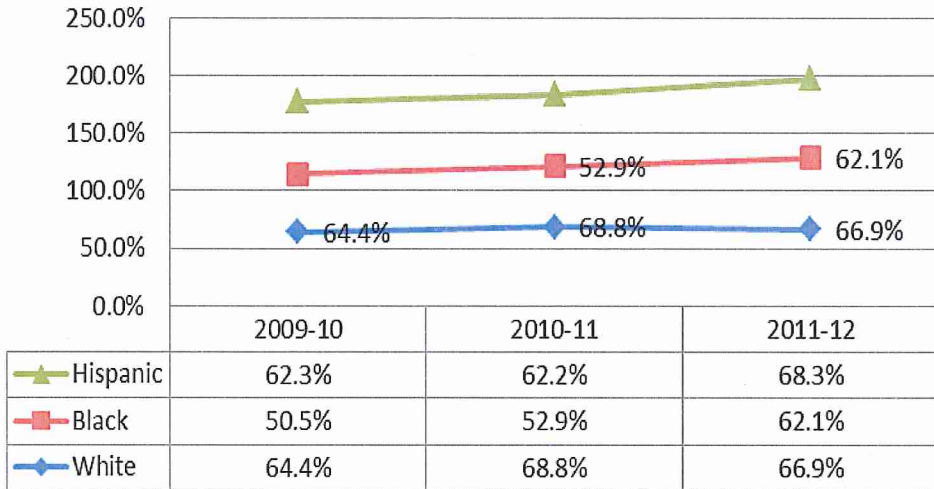
	2009-10	2010-11	2011-12
Hispanic	64.8%	63.0%	65.7%
Black	59.7%	55.1%	54.5%
White	65.1%	63.8%	67.7%

Valencia College Ethnic Success Comparisons: MAT1033

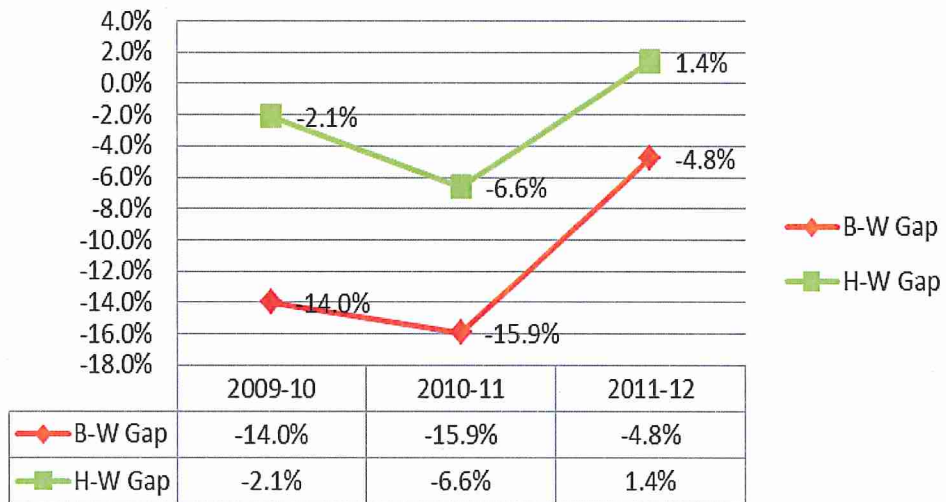


	2009-10	2010-11	2011-12
B-W Gap	-5.3%	-8.7%	13.2%
H-W Gap	-0.2%	-0.8%	-1.9%

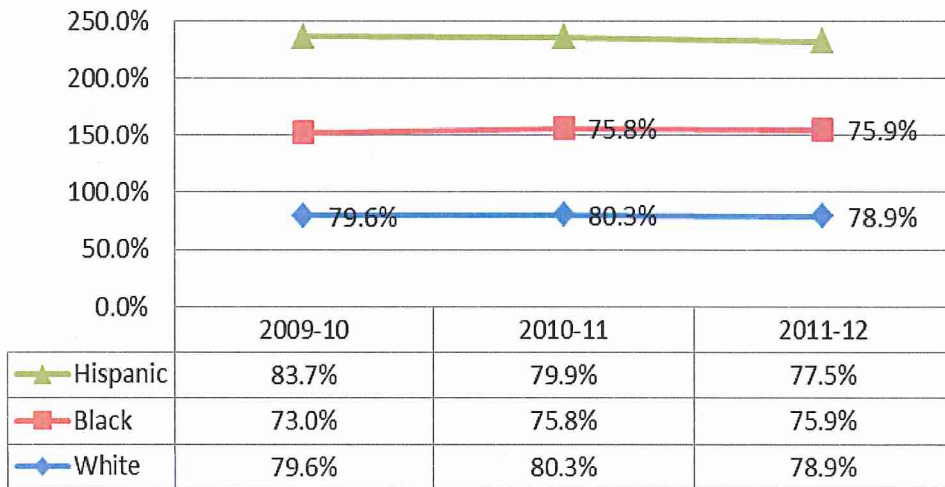
Valencia College Success Rate : MAC1105



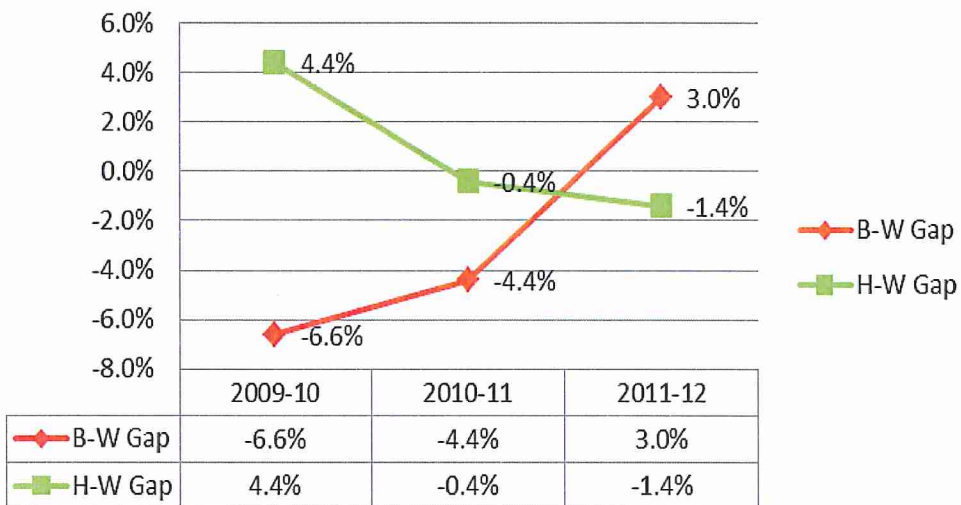
Valencia College Ethnic Success Comparisons: MAC1105



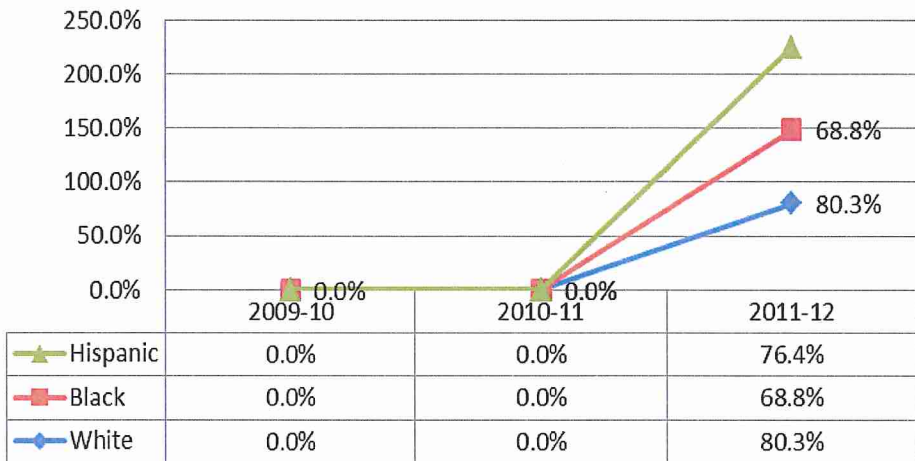
Valencia College Success Rate : MGF1106



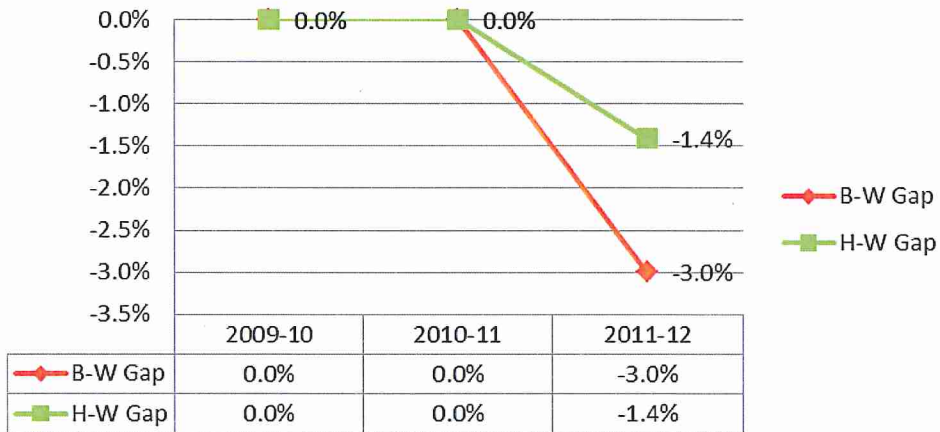
Valencia College Ethnic Success Comparisons: MGF1106



Valencia College Success Rate : STA2023



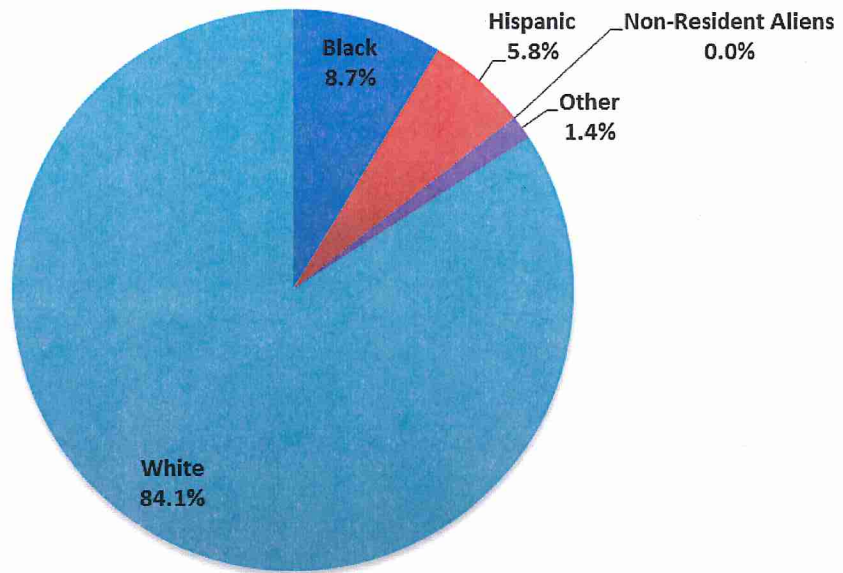
Valencia College Ethnic Success Comparisons: STA2023



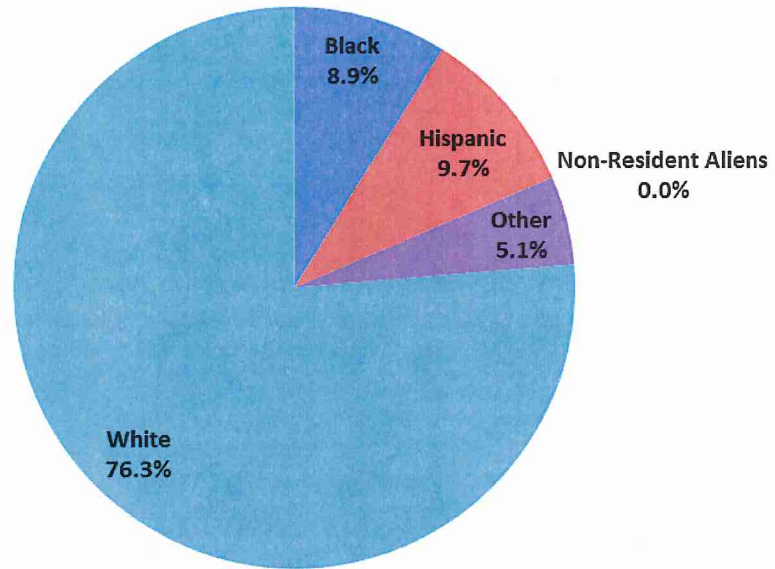
APPENDIX 9

Accountability in Institutional Employment

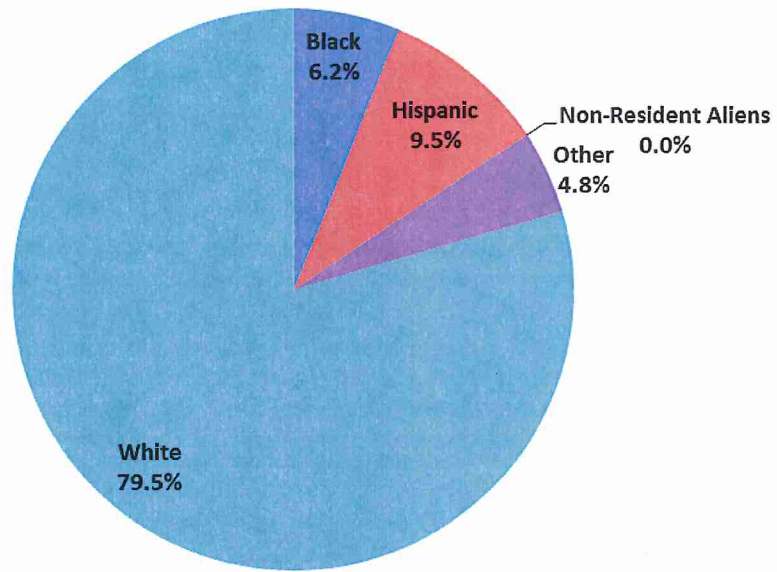
2012-13 Racial Breakdown of Full-Time Executive/Administrative/Managerial Staff



2012-13 Racial Breakdown of Full-Time Instructional Staff



2012-13 Racial Breakdown of Full-Time Continuing Contract Instructional Staff



APPENDIX 10
Salary Survey for Administrators & Faculty
New Hires

Admin Hired between 01-July-2011 thru 01-Nov-2012			
MONTH10_12	Degree	SAL_RANGE	EMPL_CNT
12Month	MAST	Over_90000	4
12Month	M+30	80001_90000	2
12Month	DOCT	Over_90000	5
12Month	MAST	80001_90000	1
12Month	DOCT	80001_90000	4
12Month	BACH	80001_90000	1
12Month	BACH	70001_80000	2
12Month	DOCT	70001_80000	1
Total			20

Faculty Hired between 01-July-2011 thru 01-Nov-2012			
MONTH10_12	Degree	SAL_RANGE	EMPL_CNT
10Month	BACH	50001_60000	3
10Month	M+30	70001_80000	1
10Month	MAST	70001_80000	1
10Month	MAST	50001_60000	19
10Month	M+30	50001_60000	6
12Month	MAST	60001_70000	1
10Month	DOCT	50001_60000	11
12Month	M+30	60001_70000	1
12Month	MAST	50001_60000	3
10Month	MAST	40001_50000	23
10Month	M+30	60001_70000	2
10Month	DOCT	60001_70000	5
10Month	M+30	40001_50000	1
12Month	MAST	70001_80000	1
Total			78

APPENDIX 11

Fall IPEDS Report

Florida College System
 2013 IPEDS Human Resources Survey
 Reporting Year 2012-13
 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	9	9
	American Indian or Alaska Native	0	0	0	0	0	1	1
	Asian	0	0	0	0	0	5	5
	Black or African American	0	0	0	0	0	8	8
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	94	94
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	2	2
	Total		0	0	0	0	0	119
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	17	17
	American Indian or Alaska Native	0	0	0	0	0	2	2
	Asian	0	0	0	0	0	5	5
	Black or African American	0	0	0	0	0	9	9
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	123	123
	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	157	157
Total		0	0	0	0	0	276	276

Florida College System
 2013 IPEDS Human Resources Survey
 Reporting Year 2012-13
 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	3	3
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	3	3
	Black or African American	0	0	0	0	0	9	9
	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	38	38
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	7	7
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	4	4
	Black or African American	0	0	0	0	0	7	7
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	42	42
	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	63	63
Total		0	0	0	0	0	101	101

Florida College System
2013 IPEDS Human Resources Survey
Reporting Year 2012-13
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	276	101	0	23	0	0	400
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	276	101	0	23	0	0	400

Florida College System
2013 IPEDS Human Resources Survey
Reporting Year 2012-13
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	12	0	0
	American Indian or Alaska Native	1	0	0
	Asian	8	0	0
	Black or African American	18	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	126	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	4	0	0
	Total	169	0	0
Women	Race/Ethnicity			
	Nonresident Alien	0	0	0
	Hispanic/Latino	26	0	0
	American Indian or Alaska Native	2	0	0
	Asian	9	0	0
	Black or African American	17	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	173	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	4	0	0
Total	231	0	0	
Total		400	0	0

Florida College System
 2013 IPEDS Human Resources Survey
 Reporting Year 2012-13
 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	Other Teachers and Instructional Support Staff
Gender	Race/Ethnicity				
Men	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	1
	Black or African American	0	0	0	4
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	3	0	26
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total		0	3	0
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	1
	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	4
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	7	3	21
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	2
Total		0	9	4	41
Total		0	12	4	82

**Florida College System
2013 IPEDS Human Resources Survey
Reporting Year 2012-13
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 Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	4	11	6	5	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	4	0	0
	Black or African American	3	6	6	6	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	21	29	33	14	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	0	2	0	0
Total		29	46	51	25	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	31	7	13	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	6	2	0	0
	Black or African American	3	34	3	11	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	37	85	9	15	0
	Two or more races	0	1	0	0	0
Race and ethnicity unknown	0	8	0	5	0	
Total		40	165	21	44	0
Total		69	211	72	69	0

**Florida College System
2013 IPEDS Human Resources Survey
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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	0	0	0	1	0
	Hispanic/Latino	21	3	14	11	0
	American Indian or Alaska Native	1	0	0	0	0
	Asian	25	0	3	0	0
	Black or African American	39	0	5	2	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	22	1	14	12	0
	Two or more races	2	0	0	0	0
	Race and ethnicity unknown	5	0	1	2	0
Total		115	4	37	28	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	14	4	57	0	0
	American Indian or Alaska Native	0	0	1	0	0
	Asian	2	4	10	0	0
	Black or African American	8	1	45	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	10	8	100	0	0
	Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	6	0	0	
Total		34	17	219	0	0
Total		149	21	256	28	0

Florida College System
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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**

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	276	101	0	23	0	0	400
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	7	5	0	0	0	0	12
Library Technicians	0	0	0	0	0	4	4
Other Teachers and Instructional Support Staff	0	0	0	0	0	82	82
Management Occupations	10	0	0	0	8	51	69
Business and Financial Operations Occupations	0	0	0	0	0	211	211
Computer, Engineering, and Science Occupations	0	0	0	0	0	72	72
Community Service, Legal, Arts, and Media Occupations	13	1	0	0	0	55	69
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	0	0
Service Occupations	0	0	0	0	0	149	149
Sales and Related Occupations	0	0	0	0	0	21	21
Office and Administrative Support Occupations	0	0	0	0	0	256	256
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	28	28
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	0	0
Total	306	107	0	23	8	929	1,373

Florida College System
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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	159	1,596	9,749,315
	Total		159	1,596
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	222	2,228	13,318,896
Total		222	2,228	13,318,896
Total		381	3,824	23,068,211

Florida College System
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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	4,011,201
Management Occupations	7,967,989
Business and Financial Occupations	10,933,689
Computer, Engineering, and Science Occupations	4,164,752
Community Service, Legal, Arts and Media Occupations	3,015,216
Healthcare Practitioners and Technical Occupations	0
Service Occupations	3,859,154
Sales and Related Occupations	619,296
Office and Administrative Support Occupations	8,210,852
Natural Resources, Construction, and Maintenance Occupations	944,865
Production, Transportation, and Material Moving Occupations	0

Florida College System
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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	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	0	0	0	0	0	0
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total		0	0	0	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	1	0	0	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	0
	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	1	0	0	0	0	1

Florida College System
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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	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	0	0	0	0
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
Total		0	0	0	0
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	1	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	0	0	2
	Two or more races	0	0	0	0
Race and ethnicity unknown	0	0	0	0	
Total		1	0	0	3
Total		1	0	0	3

**Florida College System
2013 IPEDS Human Resources Survey
Reporting Year 2012-13
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 Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	1	1	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	3	0	0	0
	Two or more races	1	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total		1	4	1	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	3	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	3	2	1	1	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total		3	5	1	1	0
Total		4	9	2	1	0

Florida College System
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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	0	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	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	1	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	2	0	1	0	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	1	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	2	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	0	5	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	1	0	8	0	0	
Total	3	0	9	0	0	

Florida College System
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Reporting Year 2012-13
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

Gender	Race/Ethnicity	Total
Men	Nonresident Alien	0
	Hispanic/Latino	0
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	3
	Native Hawaiian or Other Pacific Islander	0
	White	5
	Two or more races	1
	Race and ethnicity unknown	0
	Total	9
Women	Race/Ethnicity	
	Nonresident Alien	0
	Hispanic/Latino	2
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	7
	Native Hawaiian or Other Pacific Islander	0
	White	14
	Two or more races	0
	Race and ethnicity unknown	0
Total	23	
Total		32

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

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

		Black Male	Black Female	Hispanic Female	Multi-Racial Male	White Male	White Female	Total
Occupation Category	Salary Range							
Community Service,Legal,Arts,And Media	65,000 To 75,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Instruction	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	1	0	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Librarians	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	1	1
	55,000 To 65,000	0	0	0	0	0	0	0
	65,000 To 75,000	0	1	0	0	0	0	1
Above 75,000	0	0	0	0	0	0	0	
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	1	1
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	
Service Occupations	Below 25,000	1	0	1	0	1	0	3
	25,000 To 30,000	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	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**

		Black Male	Black Female	Hispanic Female	Multi-Racial Male	White Male	White Female	Total
Occupation Category	Salary Range							
Service Occupations	45,000 To 55,000	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	1	0	0	0	1
	25,000 To 30,000	0	2	0	0	0	3	5
	30,000 To 35,000	0	0	0	0	1	1	2
	35,000 To 40,000	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	1	1
	55,000 To 65,000	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0
Above 75,000	0	0	0	0	0	0	0	
Total		3	7	2	1	5	14	32

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2012-13
College: 28 Valencia**

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

Terms Employed	Salary Range	Asian		Black		Hispanic		Indian		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Less Than 9 Month	35,000 To 40,000	0	0	0	1	1	0	0	0	7	5	0	0	14
	40,000 To 45,000	0	0	0	0	0	0	0	0	1	3	0	1	5
	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	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	1	0	0	1
	40,000 To 45,000	0	0	1	2	1	0	0	0	4	2	1	0	11
	45,000 To 55,000	3	2	5	3	5	3	1	1	41	23	2	2	91
	55,000 To 65,000	6	4	8	5	13	7	0	0	67	49	1	1	161
	65,000 To 75,000	0	1	3	6	4	1	0	0	42	30	0	0	87
Above 75,000	0	0	0	1	2	1	1	0	7	11	0	0	23	
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	0	0	0	0	0	0	1	0	0	0	1
	65,000 To 75,000	0	1	0	0	0	0	0	0	0	1	0	0	2
	Above 75,000	0	0	0	0	0	0	0	0	3	1	0	0	4
Total		9	8	17	18	26	12	2	1	173	126	4	4	400

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2012-13
College: 28 Valencia**

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

Occupation Activity	Salary Range	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	
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	0	3	3	0	4	0	0	0	1	0	0	37	21	0	0	69	
Business And Financial Operations	Below 25,000	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	
	30,000 To 35,000	1	0	5	1	3	0	0	0	1	0	0	5	1	0	0	17	
	35,000 To 40,000	2	0	11	2	10	3	0	0	0	0	0	14	4	5	0	51	
	40,000 To 45,000	2	0	7	0	5	3	0	0	0	0	0	10	0	1	0	28	
	45,000 To 55,000	0	0	2	2	6	3	0	0	0	0	0	18	6	0	0	37	
	55,000 To 65,000	1	0	5	0	4	0	0	0	0	0	0	17	7	2	0	36	
	65,000 To 75,000	0	0	1	0	1	1	0	0	0	0	0	12	4	0	0	19	
Above 75,000	0	0	3	1	2	1	0	0	0	0	0	9	7	0	0	23		
Computer Engineering And Science	Below 25,000	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	
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	3	
	35,000 To 40,000	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2	
	40,000 To 45,000	0	0	0	1	1	0	0	0	0	0	0	2	3	0	0	7	
	45,000 To 55,000	1	2	1	3	3	2	0	0	0	0	0	3	10	0	0	25	
	55,000 To 65,000	0	1	1	0	2	1	0	0	0	0	0	1	7	0	1	14	
	65,000 To 75,000	1	0	1	1	0	1	0	0	0	0	0	1	2	0	1	8	
Above 75,000	0	1	0	1	0	1	0	0	0	0	0	2	8	0	0	13		

(Continued)

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2012-13
College: 28 Valencia**

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

Occupation Activity	Salary Range	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			
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	3	2	4	2	0	0	0	0	0	0	4	5	2	0	22
	35,000 To 40,000	0	0	7	3	5	3	0	0	0	0	0	0	5	1	3	0	27
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
	55,000 To 65,000	0	0	1	0	0	0	0	0	0	0	0	0	2	3	0	0	6
	65,000 To 75,000	0	0	0	1	2	0	0	0	0	0	0	0	2	1	0	0	6
Above 75,000	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	3	
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	1	0	0	0	1
	55,000 To 65,000	0	0	1	0	0	0	0	0	0	0	0	0	4	2	0	0	7
	65,000 To 75,000	0	0	1	0	0	0	0	0	0	0	0	0	2	1	0	0	4
Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2	0	0	0	2
	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	1	0	0	0	1
	40,000 To 45,000	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	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 2012-13
College: 28 Valencia**

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

Occupation Activity	Salary Range	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			
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	1	1	0	0	0	0	0	0	4	1	0	0	9
	30,000 To 35,000	1	0	1	0	3	1	0	0	0	0	0	2	5	0	0	13	
	35,000 To 40,000	1	1	1	3	4	5	0	0	0	0	1	0	11	9	2	0	38
	40,000 To 45,000	0	0	0	1	1	1	0	0	0	0	0	3	8	0	0	14	
	45,000 To 55,000	0	0	1	0	1	2	0	0	0	0	0	1	2	0	0	7	
	55,000 To 65,000	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	1	18	7	28	11	12	0	1	0	2	0	8	8	0	5	101	
	25,000 To 30,000	1	5	0	5	2	6	0	0	0	0	0	2	5	0	0	26	
	30,000 To 35,000	0	2	0	3	0	3	0	0	0	0	0	0	5	0	0	13	
	35,000 To 40,000	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	3	
	40,000 To 45,000	0	0	0	1	1	0	0	0	0	0	0	0	2	0	0	4	
	45,000 To 55,000	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	
	65,000 To 75,000	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		
Sales And Related Occupations	Below 25,000	2	0	0	0	2	1	0	0	0	0	0	2	1	0	0	8	
	25,000 To 30,000	1	0	0	0	0	0	0	0	0	0	0	3	0	0	0	4	
	30,000 To 35,000	0	0	1	0	1	1	0	0	0	0	0	2	0	0	0	5	
	35,000 To 40,000	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	3	
	40,000 To 45,000	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
	45,000 To 55,000	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	
	65,000 To 75,000	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		

(Continued)

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2012-13
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	1	3	1	0	0	0	0	0	0	3	1	0	0	10	
	25,000 To 30,000	2	2	22	2	26	8	0	0	0	0	0	0	40	5	4	0	111	
	30,000 To 35,000	5	0	12	2	22	4	1	0	0	0	0	0	25	5	1	1	78	
	35,000 To 40,000	3	1	7	0	3	1	0	0	0	0	0	0	13	2	1	0	31	
	40,000 To 45,000	0	0	1	0	2	0	0	0	0	0	0	0	12	1	0	0	16	
	45,000 To 55,000	0	0	2	0	1	0	0	0	0	0	0	0	5	0	0	0	8	
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
	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	6	0	0	0	0	0	0	0	4	0	2	12	
	30,000 To 35,000	0	0	0	1	0	4	0	0	0	0	0	0	0	4	0	0	9	
	35,000 To 40,000	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	3	
	40,000 To 45,000	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	2	
	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	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	
Total		27	33	112	71	136	85	1	1	1	3	1	1	295	175	21	10	973	