

Valencia College

2016-2017

Annual Equity Update

Division of Florida Colleges

April 26, 2017



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



THE *Florida*
COLLEGE SYSTEM

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Contents

General Information and Applicable Laws for Reporting.....	1
Part I. Description of Plan Development.....	2
Part II. Policies and Procedures that Prohibit Discrimination	2
Part III. Strategies to Overcome Underrepresentation of Students.....	4
A. Student Enrollments.....	4
B. Student Completions (college degree and certificate programs).....	9
C. Student Success in Targeted Programs.....	13
Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities	15
Part V. Gender Equity in Athletics.....	18
Part VI. College Employment Equity Accountability Plan.....	18
A. Data, Analysis and Benchmarks	18
1. College Full-Time Exec/Administrative/Managerial Staff	18
2. College Full-Time Instructional Staff	20
3. College Full-Time Instructional Staff with Continuing Contract.....	21
B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents.....	22
C. Additional Requirements	23
Part VII. Signature Page.....	28

General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes (F.S.) and implementing State Board of Education Rules in the Florida Administrative Code (F.A.C.) have specific requirements for this annual update.

- Section (§) 1000.05, F.S., the “Florida Educational Equity Act”
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. The Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. The college equity plan submitted in April 2015 for 2014-2015 is considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by May 1, 2017. The update should be submitted by email to the following email address: Stephanie.leland@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2016-2017 update should address the following six parts of your report.



Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No Yes

If yes, provide the following applicable updates:

- A. A list of persons, by title and organizational location, involved in the development of the plan
- B. A description of the participation of any advisory groups or persons

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

- A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No Yes If yes:
 - 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No Yes If yes, provide updated information.
- C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? Yes No
If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.
- D. Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No Yes If yes:
 - 1) Provide the date of revision:
 - 2) Describe the revision:
 - 3) Provide the web link(s) to document the revision:
- E. Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements:
 - 1) Notifications of these procedures are placed in prominent and common information sources. No Yes
 - 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No Yes
 - 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No Yes
If any answers in "E" are "No," provide the college's plan for compliance.

F. Have there been any revisions to nondiscrimination policies or procedures pertaining to:

1)	Title IX?	No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>
2)	Title II?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3)	Section 504?	No <input type="checkbox"/> Yes <input type="checkbox"/>
4)	Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	No <input type="checkbox"/> Yes <input type="checkbox"/>
5)	Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
6)	Other policies or procedures related to civil rights or nondiscrimination?	No <input type="checkbox"/> Yes <input type="checkbox"/>

Address the following for any policies or procedures in "F" marked "Yes"

- a) The name of the policy and/or procedure(s):
- b) The date of revision:
- c) A description of the revision:
- d) The web link(s) to document the revision:

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

Colleges will continue to examine data trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for first-time-in-college (FTIC) and for overall enrollment. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2016-2017 in the excel table provided.

The college is achieving goals: Yes ___ No __x_ If no, provide:

Achievement of Goals: ENROLLMENTS

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2015-2016. A table is provided to use as appropriate.

	2015-2016 Goals for FTIC	2015- 2016 Goals Achieved FTIC Yes/No	2016 - 2017 Goals for FTIC		2015- 2016 Goals for Overall Enrollments	2015- 2016 Goals Achieved Overall Enrollments Yes/No	2016 - 2017 Goals for Overall Enrollments
Black	1.00%	no	1.0 %		0.50%	no	.50%
Hispanic	1.00%	yes	1.0%		0.50%	yes	0.50%
Other Minorities	1.00%	no	1.0%		0.50%	no	.50%
White	---	---	---		---	---	---
Male	---	---	---		---	---	---
Female	0.75%	no	.75%		0.50%	no	.50%
DIS	0.25%	yes	.25%		0.25%	no	.25%
LEP	0.25%	yes	.25%		0.25%	yes	.25%

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups

Transitions Planning Team Targeted Outreach

The Transitions Planning Team helps schools, community college and career partners in Orange and Osceola Counties by providing pre-collegiate awareness programming and recruitment services to students and their families. During the Fall term of 2016 alone, targeted high school outreach efforts and initiatives included over 20 tabling events at school and community events, 47 presentations on “College is Possible,” and on-campus immersive experiences for 490 prospective students. In addition, 258 guests toured Valencia’s Campuses hosted by the Welcome Team Ambassadors, 214 attended an Information Session, and 4,632 students were reached through High School outreach efforts in addition to 1,905 attendees at signature events.

College Nights and Campus Open Houses

Valencia hosts major events in Fall and in Spring term aimed at acquainting the community with college options in Central Florida and beyond. College Nights occur on 2 Valencia campuses in October and feature over 100 colleges in a college fair style as well as informational workshops. Campus Open Houses are held in Spring on 3 Valencia campuses and feature specific Valencia programs available in a hands on experience. All of these events are intended to inform students who have not traditionally attended college about their college choices and how to prepare for the enrollment process.

Over 3000 students attended the two college nights held in 2016. Valencia hosted 110 colleges at each event and Valencia’s programs, services, clubs and organizations were also featured.

In the spring of 2016, the college welcomed around 800 future and current students and their families to discover academic programs and options at our campuses. This year, three campuses will be hosting Open Houses in the months of April and May.

College Prep Days and Immersive Experiences

Valencia’s Transitions Planning team hosts immersive experiences for middle and high school students throughout the year where students learn about college options, career opportunities connected to academic programs, the enrollment process, financial aid and scholarships. School and community partners bring youth from specific enrichment programs and school groups from initiatives such as AVID, participate in this engaging learning presentation combined with an interactive campus tour where students experience academic programs hands-on. Like all programs developed by the Transitions Team, the main message is “college is possible” for all. In addition to College Prep Days, the Transitions Team hosts students from all over the state through weekly campus tours, and monthly information sessions.

Central Florida Access Network (a part of FCAN)

Valencia participates in this local college access network aimed at promoting college access and persistence in the Metro Orlando region. The Central Florida College Access Network (CFCAN) is committed to raising the attainment rate of college degrees and high-quality credentials in the Central Florida region. Through a focus on providing resources for access, persistence, and attainment the network pursues initiatives to make sure every student we serve has the chance to succeed. With support from national and state initiatives and with the United Way as the backbone entity, this educational alliance has launched media campaigns, financial aid resources, and a texting project aimed at taking the mystery out of college enrollment especially for students from under-represented minorities and lower socioeconomic groups. For the past 2 years, the founding Chair of the group is Valencia's Director of Transition Planning, Niurka Ferrer. There are community focus areas and taskforces/workgroups around the following initiatives: Adult Learners, FAFSA completion, scholarships and career pathways.

Media Outreach and Advertising

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

Partnership With Public School System

Valencia College enjoys a close and effective partnership with each school district we serve—Orange County Public Schools and the School District of Osceola County. Our working relationships to increase student high school completion and college attendance is supported by a College Readiness and Transition Advisory group for each county that meets monthly to collaborate on specific implementation plans for dual enrollment, FAFSA completion, career and college readiness, college application, and special scholarship programs and activities. We partner to deploy Transition Coaches to support all students in learning about college and believing that college is possible. These are positions, paid for by the public school system via a grant from Valencia, with the sole purpose of working from within the local high school to assist students with their transition to the community college system. With this added support, the intent is not just higher enrollment, but also earlier and increased career planning and connection/community building.

In addition, Valencia's Osceola campus has "adopted" Central Avenue Elementary school (92% minority) to support students with faculty and staff mentors, programs, and other activities to support student learning and success. More than 50 Osceola Campus students, faculty, and staff have served as mentors for students at Central Avenue Elementary, visiting with a student on a weekly basis at the school. In addition, every 3rd, 4th, and 5th grade student at Central Avenue Elementary has experienced a day of "mock college" at Valencia's Osceola Campus, getting a chance to participate in mini-classes taught by Valencia professors. The on-campus experience is intended to help our young guests believe that "college is possible," and Principal Trenisha Simmons reports that she frequently hears her students comment that they "plan to go to Valencia when they grow up."

FAFSA Frenzy

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

In Spring 2016, the College serviced 508 students with this initiative.

Got College?

Osceola County historically has had one of the lowest college-going rates in the state of Florida. In fact, in 2011, Osceola County's college-going rate ranked 57th out of 67 counties in the state of Florida.

Valencia College, in collaboration with the School District of Osceola and the Education Foundation of Osceola County, has launched the "Got College?" initiative to increase the college-going rate in Osceola County. As a result of these efforts, the percentage of high school graduates in Osceola County who enroll at Valencia College has increased from 30% in 2010 to 39% in 2014.

With local partnerships, the "Campus Express" was created and has provided transportation to over 1000 middle and high school students to tour the campus. The Campus Express will transport over 2000 students in the coming year to Osceola Campus. In addition, more strategic work has been done to provide experiences for Spanish speakers, such as a specific Valencia Night open house for ESOL parents.

As we continue our "Got College?" efforts, it is apparent that there is a need for community information sessions, offered both in English and Spanish, to help students and their families navigate the college application, scholarship application, and financial aid application processes. Given that only 18% of adults in Osceola County have earned a bachelor's degree or higher (as compared with 26% statewide), students are often unable to rely on their families for college advice. In response to this community need, a series of six "Scholarship Workshops" was offered at the Osceola and Lake Nona Campuses, as well as at local high schools in Poinciana, in January 2017 during which Valencia College personnel and students shared information about available scholarships and provided assistance with scholarship applications and scholarship essays. The series attracted more than 400 attendees.

- 2) New methods and strategies to target underrepresented students where goals have not been achieved

Transition/Recruitment for students with disabilities:

Flash Forward: The first annual transition fair at Valencia College specifically inviting Orange and Osceola high school students with disabilities to a night of information and resources. The event featured a tabling event by college resources such as the Learning Support and Honors College. The Valencia Foundation donated two \$500 scholarships to incoming students.

ACE Parent Liaison Transition Fair: Orange County Public Schools and the Parent Liaison representative host an annual Saturday full day parent conference with tabling for community resources and breakout sessions on transition. We host a table and provide parents and graduating high school students with information regarding successful transition to Valencia College.

Osceola County Public Schools Transition Fair: OSD team partnered with Recruitment Specialist out of Transitions to Osceola County Public School high school students.

Service Advisory Council Meeting: This is a long standing outreach with invited community resources (i.e. Vocational Rehabilitation, Division of Blind Services, Lynx Transportation, Department of Labor, Orange and Osceola Exceptional Student Education directors, etc.,) to collaborate for successful recruitment and retention strategies for students. Recently we invited the Recruiter for the Valencia College Advanced Manufacturing Center to speak to these resources.

Art of Tomorrow Scholars

This collaboration between Valencia, Orange County Public Schools (OCPS), and Universal Studios is intended to prepare students for a career in the arts. Up to 200 Title I students may earn college credit in Valencia's Survey of Entertainment course (TPA 1380), an Arts & Entertainment version of the New Student Experience. In Fall 2016, Valencia professors interacted with nearly one hundred 9th, 10th, and 11th graders via an OCPS class portal and during a November Kickoff Summit hosted by Universal Studios. The students took a StrengthsQuest survey and participated in activities designed to help them learn more about themselves in preparation for career exploration and an eventual internship experience with Universal. In March 2017, Valencia will host the same group of students on East Campus, where they will take a tour of arts programs and continue work that can earn them college credit at Valencia.

The AoT Scholars program expands on an introduction to creative careers provided by Universal and OCPS to students in local Title I middle schools.

Valencia's Collegiate Academy at Lake Nona High School

The Collegiate Academy at Lake Nona High School, developed in partnership with Valencia College, is an accelerated academic program that provides Lake Nona High School students with new educational opportunities. At present, students can experience selected college-level courses. Future planning will include the curricular options and scheduling necessary to complete the Associate in Arts (A.A.) degree.

The Collegiate Academy concept is adaptable to multiple areas of academic and professional interest. Through a combination of course work, Advanced Placement and Dual Enrollment credit students can build a highly competitive academic profile based on challenges and opportunities that exceed the scope of traditional high school programs. In addition, there are the financial benefits of no tuition, book costs or fees for participating students.

B. Student Completions (college degree and certificate programs)

This year's report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2013-2014 to 2015-2016, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2015-2016 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2016-2017 using the excel table provided.

The college is achieving goals: Yes ___ No x If no, provide:

Achievement of Goals: COMPLETIONS

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

	2015- 2016 AA Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	905	1.00%	yes	1.0%
Hispanic	1880	1.50%	no	1.50%
Other Minorities	497	1.00%	no	1.0%
White	2025	---	---	---
Male	2175	---	---	---
Female	3132	1.00%	No	1.0%
DIS	118	0.50%	no	.50%
LEP	267	0.25%	no	0.25%

	2015- 2016 AS Degrees	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	213	1.00%	no	1.0%
Hispanic	406	1.50%	no	1.50%
Other Minorities	109	1.00%	yes	1.0%
White	545	---	---	---
Male	544	---	---	---
Female	729	0.75%	yes	.75%
DIS	45	0.50%	yes	.50%
LEP	130	0.75%	yes	.75%

	2015- 2016 Certificate	2015- 2016 Goal	Achieved Yes/No	Goals for 2016 - 2017
Black	804	1.00%	no	1.0%
Hispanic	1529	1.50%	yes	1.5%
Other Minorities	318	1.00%	no	1.0%
White	1799	---	---	---
Male	2336	---	---	---
Female	2114	0.75%	no	no
DIS	145	0.50%	yes	.50%
LEP	338	0.75%	yes	.75%

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.

Bridges to Success

The purpose of Bridges to Success is close achievement gaps among low income, first generation and minority students by providing mentoring, academic and financial support, and leadership development beginning the summer after high school graduation for eligible students in Orange and Osceola counties. Through a competitive application process, students from area schools and enrichment programs earn a Bridges to Success scholarship which provides full tuition and a book stipend each term through the completion of the Associates degree (up to 3 years). 400 new students are admitted each year and there are 1,000 students in the program on 3 Valencia campuses. The persistence and completion rates of Bridges students are 20-25 % higher than the non-Bridges peers.

Please refer to appendix 2 that provides data related to the Bridges to Success Program. In summer, 2015, it was reported that there was a 97.6% summer to fall retention for Bridges students compared to a 69.5% for non-Bridges students. There was a 100% summer to fall retention for Hispanic males. In summer 2011, there was a 47% graduation rate in 4 years with an AA, AS, or AAS for Bridges students compared to a 20.1% for non-Bridges peers.

LIFEMAP 2.0 Advising

LIFEMAP is Valencia’s advising system which describes to students “what to do when” in order to complete their career and educational goals. LIFEMAP 2.0 is adding assigned advisors to all students in the Associate of Arts programs, based on meta-major and in a reasonable advisee/advisor ration so that personal connection, educational planning, and academic progression are supportive. Students enrolled in the Associate in Science programs have had assigned advisors since 2003. Valencia is also implementing a new CRM system that will enable all of these advisors to identify and follow up with students who appear to be struggling to offer assistance, support, and guidance to keep on track on their pathway to degree completion. This serves all of Valencia’s students of which the majority are the designated students for this report.

New Student Experience

As a part of Valencia's Quality Enhancement Plan (QEP), a New Student Experience (NSE) has been created and is currently in its 4th year of implementation. Because the highest attrition rates occur during the first 15 credit hours at an institution, the NSE aims to provide a coordinated experience for all new students with fewer than 15 college-level credits at Valencia and focuses on Preparation, Personal Connection, Purpose, Planning, Place, and Pathways. It includes a required credit-earning course and an extended orientation to college; student success skills integrated into select program introduction courses; front door general education alignment, and career and academic advising to include the development of an individualized education plan.

Please refer to Appendix 3 for data related to the New Student Experience. 78% of the students who took the NSE course in fall 2014 enrolled in courses in spring 2015, which was 2 percentage points higher than all college-wide FTIC degree-seeking students during the same time period (76%). There was a 74% success rate in SLS 1122 in Fall 2014. In Spring, 2015, students who were successful in their SLS 1122 were successful in other courses 86% of the time.

RAMP-Up

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

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

R.E.A.C.H.

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

In Fall of 2014, the retention rate for R.E.A.C.H. students was 80% versus the total non-R.E.A.C.H. was 76.1%. The fall to spring retention rates for R.E.A.C.H. students is 90% compared to a 50% retention rate for students assigned to 3 prep courses (math, reading, English). The average GPA for R.E.A.C.H. students in 2014 was 2.18 versus a 1.97 average for non-R.E.A.C.H. students. 71% of R.E.A.C.H. students complete 15 college level credits within 2 years compared to 26% of students assigned to 3 prep courses.



Stop Out Campaign

Students who begin college often encounter obstacles that interrupts their college attendance for a period of time. Many of these students come from challenging backgrounds in which economic factors and social obligations create temporary barriers to college attendance. In April of each year, Valencia identifies students who have been enrolled within the last 2 years but are not enrolled in the Spring term (and have not graduated or transferred to another college) and who otherwise are eligible to continue enrollment. Then, to encourage their re-enrollment and progression to completion of their degree, postcards are sent inviting their reconnection to the college. A custom website with online advising provides that connection with online advisors and assistance in returning to their educational goals.

Camino a UCF – (Now in its second year)

Camino a UCF (Una Comunidad Fuerte) is a program that allows students to participate in a two-year long learning community with a guaranteed schedule. Students in the program complete the coursework necessary to complete an Associate of Arts degree which includes the program pre-requisites for their intended major at UCF. Specifically, this program is offered for students interested in majoring in psychology, business, hospitality, or criminal justice. This sort of learning community helps students connect with their classmates and professors, providing more individualized instruction. Camino a UCF is available on Valencia's Osceola Campus, which is home to our largest population of Hispanic students.

- 2) New methods and strategies, if applicable.

C. Student Success in Targeted Programs

The college's plan for 2015-2016 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.

LSAMP

Valencia College is a proud member of the Central Florida STEM Alliance. In partnership with Seminole State College and Lake-Sumter State College, the National Science Foundation has awarded \$1.5 million over three years through the Louis Stokes Alliance for Minority Participation (LSAMP) grant. The work of this grant continues into a fourth year through a no-cost extension.

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

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

- Dedicated STEM Academic Advising
- Pre-college Student Outreach
- URM STEM Learning Support
- Career Awareness and Experiences
- URM Student Financial Support
- Faculty Development Programs to Support URM Students in STEM
- STEM Student Internships and Assistantships
- STEM Co-curricular Experiences (e.g., college and facility tours, STEM speakers, conferences, STEM-related clubs, workshops)

The project team has developed and refined a cohort engagement model, LSAMP Scholars. This model affords participating students opportunities to gain field experience in STEM through mentored research, supervised laboratory work, or supervised program development in STEM outreach. Concurrent with their workplace duties, students participate in various professional development workshops to enhance their STEM career skills and to broad their networks of support.

- 2) New methods and strategies, if applicable.

NSF ATE Grant: Broadening Education, Access and Momentum in Energy Management and Controls Technology

Valencia was awarded a \$900,000 Advanced Technological Education grant from the National Science Foundation. One of the three goals of the grant is to achieve a 25% female enrollment target by year three of the grant program in this new, high-tech, high-wage career field. Grant funds will be used on a female-friendly campaign directed at elementary, middle, and high school students as well as graduates of HVAC-R programs at Orange Technical College.

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

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	1	Gordon Rule Math	Student to choose two courses from Curriculum Committee approved list, attached.	MATH
Specific Learning Disability	25	Gordon Rule Math	Student to choose two courses from Curriculum Committee approved list, attached.	MATH
		Developmental Math	Waived; student to take Science to complete the A.S.	MATH
		Foreign Language	Student to choose two courses from Curriculum Committee	Foreign Language

			Approved list, attached.	
Orthopedic Impairment	3	Gordon Rule Math	Student to choose two from approved list, attached.	MATH
Speech Impairment	0			
Emotional or Behavioral Disability	6	Gordon Rule Math	Student to choose two from the approved list, attached.	MATH
		Foreign Language	Student to choose two from approved list.	Foreign Language
		Speech	ENC1210	Communications
Autism Spectrum Disorder	2	Gordon Rule Math	Student to choose two from the approved list.	MATH
Traumatic Brain Injury	0			
Other Health Impairment	0			

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	16	14
Spring	12	11
Summer	13	12
Total	41	37

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

Valencia College does not have athletic programs.

Part VI. College Employment Equity Accountability Plan

§1012.86, F.S., Florida College System institution employment equity accountability program requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions, and full-time faculty positions who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Florida Department of Education.

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2015 with Fall 2016.

NEW! National benchmarks have changed, beginning with this year's report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. The student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

1. College Full-Time Exec/Administrative/Managerial Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	2.50%	2.4%	9.82%	2.75%	No	2.75%
Black Male	1.30%	1.2%	7.08%	2.00%	no	2.0%
Hispanic Female	3.80%	4.8%	19.73%	4.00%	yes	4.0%
Hispanic Male	3.80%	4.8%	15.18%	4.00%	yes	4.0%
White Female	50.00%	47.0%	15.59%	n/a	n/a	n/a
White Male	35.00%	36.1%	14.19%	n/a	n/a	n/a
Other Minorities	3.80%	n/a	.01%	n/a	n/a	n/a
Other Minorities Female	0.00%	0.0%	4.21%	2.00%	no	2.0%
Other Minorities Male	3.80%	3.6%	3.77%	4.00%	no	4.0%
Total Female	56.30%	54.2%	55.22%	55.00%	no	55%
Total Male	43.80%	45.8%	44.37%	44.00%	yes	44%

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

*Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

*Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.

*Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.

*Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

*Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.

*Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.

*Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

2. College Full-Time Instructional Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

Instructional - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	6.1%	6.2%	9.82%	2.75%	yes	2.75%
Black Male	3.5%	3.9%	7.08%	2.0%	yes	2.0%
Hispanic Female	5.6%	5.1%	19.73%	4.0%	yes	4.0%
Hispanic Male	4.0%	4.6%	15.18%	4.0%	yes	4.0%
White Female	43.2%	42.9%	15.59%	n/a	n/a	n/a
White Male	31.7%	30.6%	14.19%	n/a	n/a	n/a
Other Minorities	6.0%	6.4%	.01%	n/a	n/a	n/a
Other Minorities Female	3.6%	3.9%	4.21%	2.0%	yes	2.0%
Other Minorities Male	2.3%	2.6%	3.77%	4.0%	no	4.0%
Total Female	58.5%	58.5%	55.22%	55.0%	yes	55.0%
Total T Male	41.5%	41.7%	44.37%	44.0%	no	44.0%

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

*Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

*Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results. Specifically, a strong effort to recruit Mathematics faculty from diverse backgrounds was employed in the 2014-2015 hiring cycle.

*Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.

*Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

*Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.

*Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.

*Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

3. College Full-Time Instructional Staff with Continuing Contract

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions. Include and evaluate strategies for addressing underrepresentation.

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2015	Actual Data (%) Fall 2016	College Student Population Percent	Stated Goals Fall 2016	Met Goal (Yes/No)	Goals for 2017
Black Female	3.9%	3.6%	9.82%	2.75%	yes	2.75%
Black Male	4.2%	4.3%	7.08%	2.0%	yes	2.0%
Hispanic Female	6.1%	6.3%	19.73%	4.0%	yes	4.0%
Hispanic Male	3.5%	3.6%	15.18%	4.0%	no	4.0%
White Female	43.7%	43.7%	15.59%	n/a	n/a	n/a
White Male	32.5%	32.1%	14.19%	n/a	n/a	n/a
Other Minorities	6.1%	6.3%	.01%	n/a	n/a	n/a
Other Minorities Female	3.5%	3.6%	4.21%	2.0%	yes	2.0%
Other Minorities Male	2.6%	2.6%	3.77%	4.0%	no	4.0%
Total Female	57.2%	57.3%	55.22%	55.0%	yes	55.0%
Total Male	42.8%	42.7%	44.37%	44.0%	no	44.0%

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

*Continue redevelopment and implementation of a strong employer brand to attract and retain candidates from diverse backgrounds.

*Identify job classifications that require additional outreach/recruitment efforts, develop strategies for recruitment of these classifications, deploy the strategies and assess the results.

*Research practices to attract different workforce generations, such as expanding the use of alternate work schedules and allowing job rotation for transfer of knowledge between existing staff and their replacements.

*Continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

*Conduct a thorough review of recruitment, selection and hiring policies and procedures. Revise policies and procedures as necessary to support the equal opportunity commitment of the college.

*Continue to understand the entry and exit points for employees so that we can address issues that may affect potential employees in the application and search process.

*Develop relationships and opportunities to advertise open positions in publications/online job boards that focus on diverse individuals, create opportunities for recruitment with partner schools in Puerto Rico, and utilize social media for recruitment.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

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

- 1) 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.

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

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

When employees are not making satisfactory progress toward meeting intended goals, supervisors have a myriad of tools including an Individual Action Plan and a Performance Improvement Plan that can be utilized to address these concerns. The employee relations team and Campus Human Resource Directors serve as support for supervisors to help employees meet the established goals.

- 2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Each Valencia District Board of Trustee received a form to be completed for the evaluation of the President. This evaluation solicits input on the President's leadership toward the achievement of the goals of the College including plans for diversity, equity, inclusion and accountability. All trustees express confidence that Dr. Shugart displays and exemplifies excellent leadership characteristics. No performance factor received an indication of unsatisfactory performance from a Board member. Overall, the evaluation results indicated the Board is unanimously pleased with Dr. Shugart's performance as President of Valencia College. The president's evaluation was submitted and approved by the District Board of Trustees on June 22, 2016.

C. Additional Requirements

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

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes X No
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

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

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

- 2) Briefly describe the process used to grant continuing contracts.

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

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

demonstration of professional competence pursuant Valencia policies and procedures, and the needs of the College. [College Policy 6Hx28:3E-02]

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

Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. An ILP/Portfolio Review Panel is appointed by the dean and provides, at least annually, formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. In addition, feedback and guidance are provided to the candidate through classroom observations conducted by the dean or tenured designee during each term of tenure track employment or more frequent as deemed appropriate by the dean, student assessment forms for each class section taught at the college, and dean evaluations annually or more often as deemed appropriate, and written feedback from the campus community in the second and fifth year of a candidate's pre-tenured period. In the event of a determination of below-acceptable performance on the part of the candidate, the dean will make specific recommendations for improvement and may include recommendations that the candidate work with Teaching and Learning Academy (TLA) facilitators to improve performance and/or quality of the ILP/Portfolio. Evaluations and/or observations will continue each term until an acceptable level is achieved or until it is determined that reappointment will not be recommended.

- 4) Briefly describe the college's budgetary incentive plan to support and ensure attainment of the employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

September 2016 the college hired a dedicated recruiter to develop a comprehensive recruiting strategy for the college. Since September we have launched different initiatives and build new partnership to position Valencia College as an inclusive, diverse employer of choice. Our recruiting strategy aims to ensure we increase and maximize our exposure, reach and visibility sharing our culture, our vision along with our career opportunities.

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

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

Salary Information

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires* ¹	Salary Range	Number of Existing Employee(s) with Comparable Experience ²
Management Occupations	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	0
	0	\$35K - \$40K	0
	0	\$40K - \$45K	1
	0	\$45K - \$55K	0
	0	\$55K - \$65K	0
	0	\$65K - \$75K	0
	1	Above \$75K	82
Business & Financial Operations	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	2
	2	\$35K - \$40K	56
	5	\$40K - \$45K	80
	4	\$45K - \$55K	87
	3	\$55K - \$65K	38
	1	\$65K - \$75K	40
	3	Above \$75K	37
Computer Engineering & Science	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	1
	0	\$35K - \$40K	5
	0	\$40K - \$45K	14
	0	\$45K - \$55K	20
	1	\$55K - \$65K	19
	0	\$65K - \$75K	7
	0	Above \$75K	23
Community Service, Legal Arts & Media	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	9
	1	\$35K - \$40K	45
	0	\$40K - \$45K	6
	0	\$45K - \$55K	5

¹ Appendix 4

² Appendix 5

	0	\$55K- \$65K	2
	0	\$65K - \$75K	4
	0	Above \$75K	8
Librarians	0	Below \$25K	0
	0	\$25K - \$30K	0
	0	\$30K - \$35K	0
	0	\$35K - \$40K	0
	0	\$40K - \$45K	0
	0	\$45K - \$55K	0
	0	\$55K- \$65K	3
	0	\$65K - \$75K	6
	0	Above \$75K	2
Non-Post Secondary Teaching	0	Below \$25K	0
	0	\$25K - \$30K	2
	1	\$30K - \$35K	12
	0	\$35K - \$40K	20
	1	\$40K - \$45K	39
	0	\$45K - \$55K	15
	0	\$55K- \$65K	2
	0	\$65K - \$75K	0
	0	Above \$75K	0
Service Occupations	4	Below \$25K	26
	1	\$25K - \$30K	112
	0	\$30K - \$35K	13
	0	\$35K - \$40K	4
	0	\$40K - \$45K	3
	1	\$45K - \$55K	4
	0	\$55K- \$65K	1
	0	\$65K - \$75K	0
	0	Above \$75K	0
Sales & Related Occupations	0	Below \$25K	1
	0	\$25K - \$30K	8
	0	\$30K - \$35K	5
	0	\$35K - \$40K	3
	0	\$40K - \$45K	2
	0	\$45K - \$55K	1
	1	\$55K- \$65K	2
	0	\$65K - \$75K	0
	0	Above \$75K	0
Office & Administrative Support Occupations	0	Below \$25K	0
	7	\$25K - \$30K	60
	2	\$30K - \$35K	98

	0	\$35K - \$40K	66
	1	\$40K - \$45K	19
	0	\$45K - \$55K	11
	0	\$55K- \$65K	1
	0	\$65K - \$75K	1
	0	Above \$75K	0
Natural Resources, Construction & Maintenance Occupations	0	Below \$25K	0
	0	\$25K - \$30K	3
	1	\$30K - \$35K	21
	0	\$35K - \$40K	5
	0	\$40K - \$45K	1
	0	\$45K - \$55K	3
	0	\$55K- \$65K	0
	0	\$65K - \$75K	0
	0	Above \$75K	0

* 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, 2016 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, 2016.”

Part VII. Signature Page

FLORIDA EDUCATIONAL EQUITY ACT
2016/2017 ANNUAL EQUITY UPDATE REPORT
Signature Page

(Valencia College)

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

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

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

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

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2016/2017. Please enclose appropriate appendices.

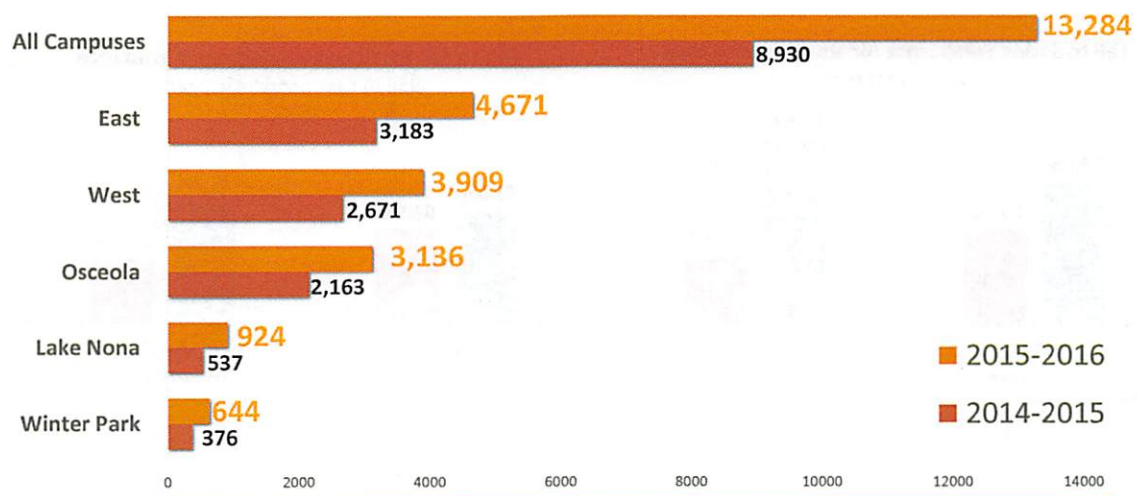
APPENDIX 1
New Student Experience
Updates: Presentation
from January 20, 2017

NSE Updates

JANUARY 20, 2017

GROWTH

Student Enrollment in SLS1122 increased by 50%

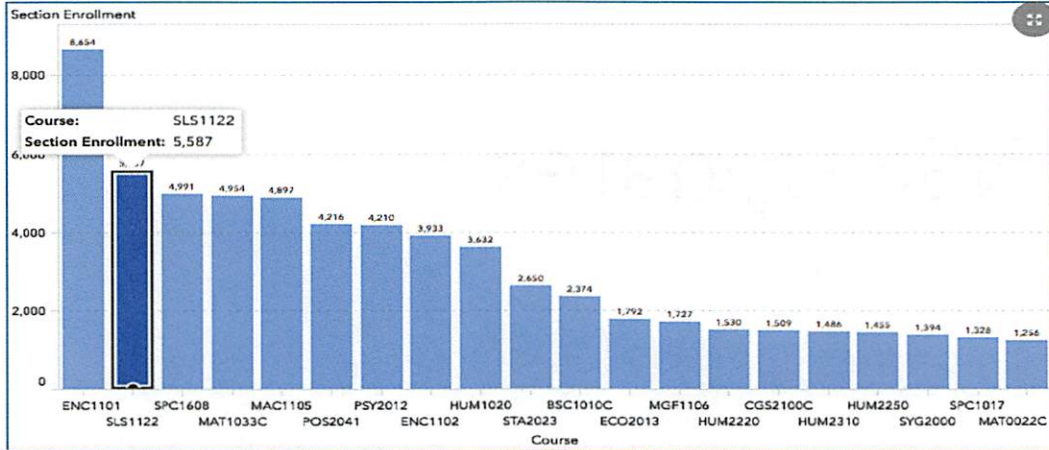


SLS 1122- New Student Experience

Credit Registration data from Office of Information Technology, 2016 (SAS)

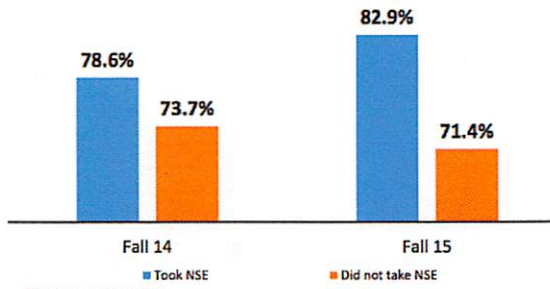
Gen Ed Impact (2nd highest enrolled course)

The top 20 most enrolled courses will change based on the parameters selected to the left of the chart. The default selection shows term 201610 and includes Hybrid, Online, and Onsite.

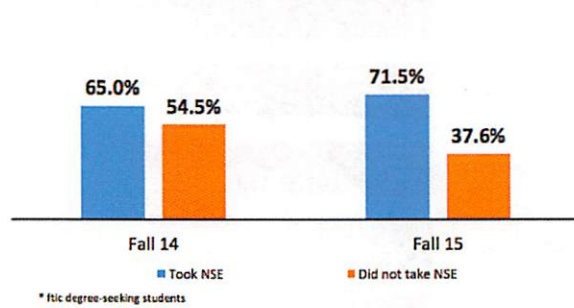


PERSISTENCE RATES

Fall to Spring Persistence for students who took NSE in first term

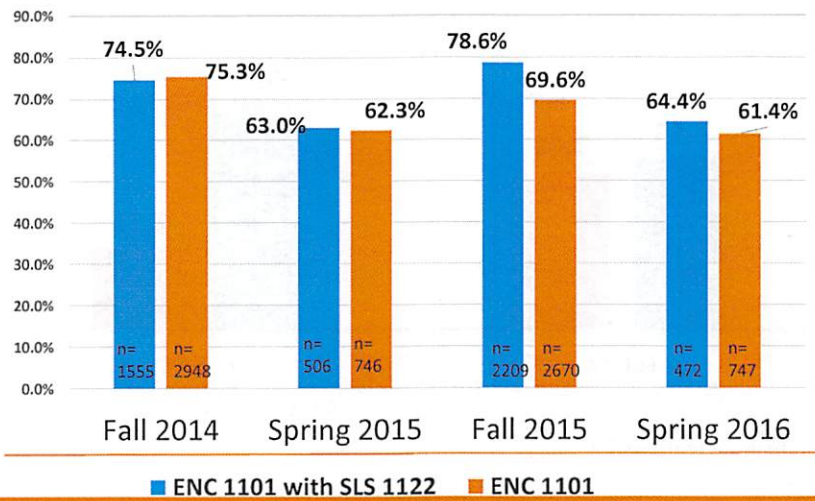


Fall to Fall Persistence for students who took NSE in first academic year



IMPACT – ENC 1101 College-wide

FTIC Success Rates When Taken Solo and When Paired with SLS 1122

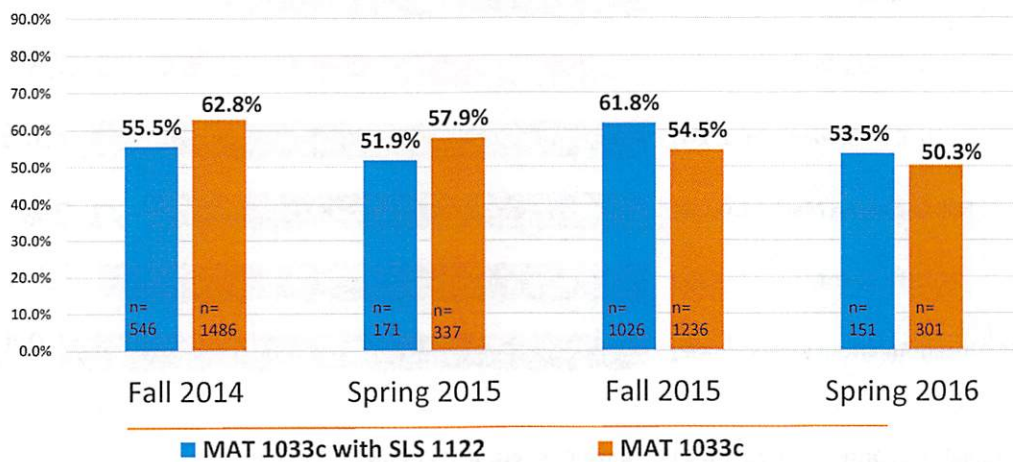


Success=A, B, or C

NSE Report data from Institutional Research, 2016

IMPACT - MAT 1033c

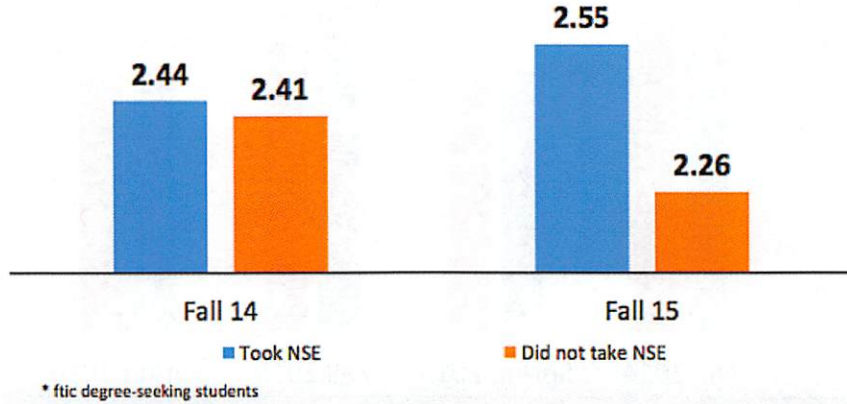
FTIC Success Rates When Taken Solo and When Paired with SLS 1122



Success=A, B, or C

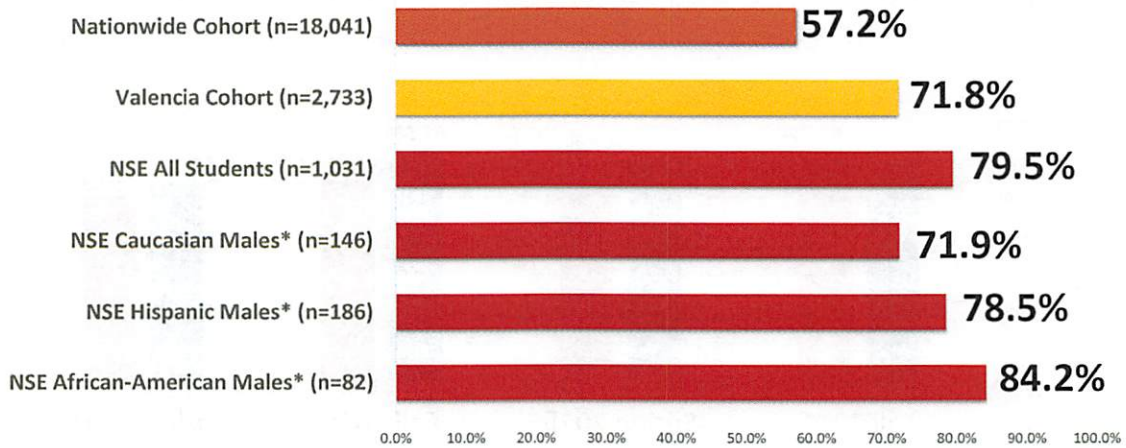
NSE Report data from Institutional Research, 2016

Average GPA Earned during 1st Term



IMPACT – Career Goals

NSE Students Report They Develop Clearer Career Goals



* Typically female responses are higher than their male counterparts by race/ethnicity.

Community College Survey of Student Engagement, 2015 (www.ccsse.org)
 National Cohort from CCSSE (PDF), Valencia Cohort from Valencia's Institutional Assessment Office (Tableau)

Appendix 2
Mathematics and Foreign
Language Course
Substitution List

Mathematics Course Substitution List Proposal
2013-2014

2015-2016 Math Course Substitutions

COURSE TITLE	MATH or QUANTITATIVE COMPONENT	COB STATUS
ACG 2021C Principles of Financial Accounting	YES	COMPLETED
ACG 2071C Principles of Managerial Accounting	YES	COMPLETED
APA 1111 Basic Accounting	YES	COMPLETED
BSC 1005 Biological Science	YES	COMPLETED
BSC 1010C Fundamentals of Biology I	YES	COMPLETED
BSC 1011C Fundamentals of Biology II	YES	COMPLETED
BSC 1026 Biology of Human Sexuality	YES	COMPLETED
BSC 1050 Environmental Science	YES	COMPLETED
CGS 2100C Computer Fundamentals and Applications	YES	COMPLETED
CGS 2510C Spreadsheet Applications	YES	COMPLETED
ECO 2013 Principles of Economics-Macro	YES	COMPLETED
ECO 2023 Principles of Economics-Micro	YES	COMPLETED
EME 2040 Technology for Educators	YES	COMPLETED
GEB 1011 Introduction to Business	YES	COMPLETED
MCB 2010C Microbiology	YES	COMPLETED
MGF 1106 College Mathematics	YES	COMPLETED
MGF 1107 Mathematics for the Liberal Arts	YES	COMPLETED
OCE 1001 Introduction to Oceanography	YES	COMPLETED
PHI 2600 Ethics and Critical Thinking	YES	COMPLETED
SBM 1000 Small Business Management	YES	COMPLETED

2015-2016

Foreign Language Course Substitution List Proposal

COURSE TITLE	CULTURAL COMPONENT	COB STATUS	DELETED COURSE	NO COURSE OUTLINE
ANT 2000 Introductory Anthropology	YES	COMPLETED		
ARH 2050 Introduction to Art History I	YES	COMPLETED		
ARH 2051 Introduction to Art History II	YES	COMPLETED		
EDF 2085 Intro to Diversity for Educators(formerly EDG 2701)	YES	COMPLETED		
EUH 2000 Western Civilization I	YES	COMPLETED		
GEB 1350 Intro to International Business	YES	COMPLETED		
HUM 2220 Greek and Roman Humanities	YES	COMPLETED		
HUM 2223 Late Roman and Medieval Humanities	YES	COMPLETED		
HUM 2232 Renaissance and Baroque	YES	COMPLETED		
HUM 2234 Enlightenment and Romanticism	YES	COMPLETED		
HUM 2250 Humanities 20th Century	YES	COMPLETED		
HUM 2310 Mythology in Art and Literature	YES	COMPLETED		
HUM 2410 Asian Humanities	YYES	COMPLETED		
HUM 2461 Latin American Humanities	YES	COMPLETED		
INR 2002 International Politics	YES	COMPLETED		
REL 2300 Understanding Religious Traditions	YES	COMPLETED		
THE 1100 Introduction to Theater History	YES	COMPLETED		

Appendix 3

Talent Acquisition and Recruitment Strategies

Talent Acquisition 2016-2017

Initiatives:

September 2016 the college hired a dedicated recruiter to develop a comprehensive recruiting strategy for the college. Since September we have launched different initiatives and build new partnership to position Valencia College as an inclusive, diverse employer of choice. Our recruiting strategy aims to ensure we increase and maximize our exposure, reach and visibility sharing our culture, our vision along with our career opportunities.

Recruitment strategy, partnerships and initiatives:

Career site: Optimization of our advertisement and career site, SEO (search engine optimization). Evaluated and revised the appearance, feel of the job advertisement. Revised job ads content, narrative and included campus zip codes and collaborated with major job boards to ensure layout was in compatible for a correct geo distribution with a 25-50 miles' radius from the job locations. We are continuously working with the marketing team and OIT to ensure that the Valencia Career landing page is user friendly, easy to navigate and identify employment opportunities. Ensure that our career site is SEO, meaning that contains quality search key word and that our career page complies with the SEO-criteria to make sure that our website and vacancies are on top in the search engines.

Sourcing strategy: We have introduced a comprehensive-wide-range approach to our sourcing and advertisement plan. This approach includes a Centralized wide range and a targeted process.

Centralized wide range approach process: The purpose of the centralized advertising process reduce cost, produce more consistent and effective advertising to ensure a far-reaching recruitment, to attract a large, diverse applicant pools using various channels such as social media, large and diversity job boards on a national, regional and local level.

For our **centralized wide range** reach we have partnered with the top 4 largest job boards to post all our job openings:

- Indeed:
- Glassdoor
- LinkedIn

To reach our **centralized targeted audience industry specific:**

- Higher Ed
- The Chronicle

Centralized Diversity, Veterans / Military/LGBT/Disability/Local community-based organizations/ State job boards: To accomplish the distribution of all our jobs to reach all these groups, Valencia College recruitment has partnered with eQuest.

- **eQuest is an** automated job posting distributor. Our jobs are posted to the appropriate state and local employment offices as well as veterans' sites, diversity sites, disability sites, LGBT and other diversity-base facility. Based on the job locations eQuest automatically delivers it to destinations within a 50 miles' radius of the job locations to local community based organization, associations, colleges, universities, vocational centers, rehabilitation centers.

- **eQuest sources list**

- Veterans**

- Hire a Hero <http://www.hireahero.org>
 - Military1 <https://www.military1.com>
 - JOFDAV(job search website for disabled veterans) - <https://www.jofdav.com>
 - USD Veterans <https://www.usd-veterans.com>
 - Veteran Careers <https://www.veterancareers.org>
 - Orlando VA Medical Center (email)
 - Veterans Center (email)
 - Veterans Memorial Center (email)

- Diversity**

- US Diversity <https://www.usdiversity.com>
 - African American Careers <https://www.africanamericancareers.org>
 - African American Jobs <https://www.africanamericanjobs.org>
 - Asian Careers <https://www.asiancareers.org>
 - Asian Workforce <https://www.usd-asianworkforce.com>
 - Asian Jobs <https://www.asianjobs.org>
 - Hispanic Careers <https://www.hispaniccareers.org>
 - USD Hispanic Workforce <https://www.usd-hispanicworkforce.com>
 - Hispanic Jobs <https://www.hispanicjobs.org>
 - Native American Careers <https://www.nativeamericancareers.org>
 - American Indian Jobs <https://www.americanindianjobs.org>
 - Senior Careers <https://www.seniorscareers.org>
 - USD Working Women <https://www.usd-workingwomen.com>
 - Woman's Careers <https://www.womenscareers.org>
 - African American Chamber Of Commerce Of Central Florida (email)
 - Asian American Chamber Of Commerce (email)
 - US Diversity <https://www.usdiversity.net>
 - US Diversity <https://www.usdiversity.org>
 - Women'S Resource Center(email)

- Disability**

- Disability Jobs <https://www.disabilityjobs.org>
 - Disability Careers <https://www.disabilitycareers.org>
 - USD Disabled Vets <https://www.usd-disabledvets.com>
 - RecruitABILITY <http://www.recruit-ability.com>
 - Abilities Of FL- Daytona Beach (email)

- State Job boards**

- Employ Florida

- Local Outreach**

- Careersource
 - Catholic charities
 - Central FL Urban League

- One stop Career Center
- Division of vocational rehabilitation
- Workforce centers
- Goodwill centers
- Florida Institute of technology Melbourne
- Daytona Beach Community College
- Orlando tech
- Osceola Developmental Center

General job boards

- Simply hired
- JUJU
- Careerjet
- Careeralerts.com
- Glassdoor
- indeed
- jobcase

Social Media Outreach: Valencia College understand the importance of company culture as a motivating factor for potential job candidates. In order to bring our culture to life and increase our audience reach, we have developed a comprehensive social strategy that includes the use of Facebook, LinkedIn, and Twitter for recruitment purposes. Our Goal is to share our culture, what is like to work at Valencia College, as well as what prospective employees can expect from working and living in Orlando. To accomplish this goal, we use various social media channels such as twitter job, Linked and recently we have also created a new specific Facebook job page where we share job opening and employee's stories, Valencia social responsibility, celebration videos, and initiatives and partnered with various professional and minorities groups in the field.

Targeted and ad hoc specialized/niche sourcing: Advertisement on niche job boards, groups, blogs, association, etc. Focused to target candidates in specific fields and disciplines. A few mentions of a long list where we post our job openings as needed:

- UC
- Health Careers
- AIGA
- Audio Engineer Society
- IREM
- ASEE
- ALA
- FRID -Florida Registry of Interpreters of Deaf
- CLAM
- FINAID
- AIERS

- New Scientist
- SLA
- AAPT
- AAGO

Additional diversity sources used specific for Higher Education job advertisement :

- Association for Women Geoscientists
- HACU – Hispanic Association of Colleges and Universities
- American Association of Blacks in Higher Education
- SACNAS.org – Advancing Chicanos/Hispanics & Native American in Science
- SACNAS – FB page
- AABHE - American Association of Blacks in Higher Education
- AAHHE - American Association of Hispanic in Higher Education –
- Ucf-Multicultural Services(email)

Local community outreach

Poinciana events –

2/2/17 – Solivita

3/2/17 – Poinciana Library

East Campus - 4/1/17 – 360 degrees

University partnership/ outreach: Part of our recruiting strategy includes the direct contact with graduate students, faculty and key institutions. Building relationship with other institution while increasing our presence by participating in university career fairs and events. To accomplish this, we have partners with additional Universities like USF, University of Houston, University of Washington, Indiana University, etc. but further more we have joined an education network, **Handshake**. Handshake is a university management system for job distribution. Handshake partners with 170+ universities, uniting them into one network, which makes it easy for Valencia to recruit efficiently beyond the traditional “core” schools, increasing the breadth and scope of opportunities for more than 3,500,000 students. Furthermore, handshake keeps us updated with all upcoming career fairs and events (see sample job posting and distribution):

Furthermore, to expand our reach and increase our diversity we have reached out to university in Puerto Rico and started conversation about a potential collaboration. We have been in conversation with the Universidad Interamericana de Puerto Rico (Inter American University of Puerto Rico) to potentially collaborate with the University offering PT/FT faculty position for their graduate and undergraduate students.



Equest Compliance Job Listing Report	
Location	
Date Range	
Client	

Company	Primary Board	Job Title	Location	Req Number	Job Posting Date	Job Board Partners								
Valencia College	Hire a Hero	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017	Board	Website	Method of Posting						
						Hire a Hero	http://www.hireahero.org/	Feed						
						Military1	https://www.military1.com	Feed						
Valencia College	JOFNAV	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017	Board	Website	Method of Posting						
						JOFNAV	https://www.jofnav.com/	Feed						
						Glass Door	http://www.glassdoor.com	Feed						
						JuJu	http://www.juju.com	Feed						
						JobInventory.com	http://www.jobinventory.com	Feed						
						CareerAlerts.com	http://www.careeralerts.com	Feed						
						Jobsradar	http://www.jobsradar.com	Feed						
						Jobcase	https://www.jobcase.com/	Feed						
						Valencia College	US Diversity	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017	Board	Website	Method of Posting
												US Diversity	https://www.usdiversity.com/	Feed
African American Careers	https://www.africanamericancareers.org	Feed												
African American Jobs	https://www.africanamericanjobs.org/	Feed												
Asian Careers	https://www.asiancareers.org/	Feed												
Asian Workforce	https://www.usd-asianworkforce.com/AA	Feed												
Asian Jobs	https://www.asianjobs.org/	Feed												
Disability Jobs	https://www.disabilityjobs.org/	Feed												
Disability Careers	https://www.disabilitycareers.org/	Feed												
USD Veterans	https://www.usd-veterans.com/AA	Feed												
Veteran Careers	https://www.veterancareers.org/	Feed												
Veteran Jobs	https://www.veteranjobs.org/AA	Feed												
USD Disabled Vets	https://www.usd-disabledvets.com/	Feed												
Gay Careers	https://www.gaycareers.org/	Feed												
Gay Jobs	https://www.gayjobs.org/AA	Feed												
Hispanic Careers	https://www.hispaniccareers.org/	Feed												
USD Hispanic Workforce	https://www.usd-hispanicworkforce.com/	Feed												
Hispanic Jobs	https://www.hispanicjobs.org/	Feed												
Native American Careers	https://www.nativeamericancareers.org/	Feed												
American Indian Jobs	https://www.americanindianjobs.org/	Feed												
Senior Careers	https://www.seniorcareers.org/	Feed												
Senior Jobs	https://www.seniorjobs.org/AAAA	Feed												
USD Working Women	https://www.usd-workingwomen.com/	Feed												
Womans Careers	https://www.womenscareers.org/	Feed												
Womens Jobs	https://www.womensjobs.org/AAAA	Feed												
US Diversity	https://www.usdiversity.net/	Feed												
US Diversity	https://www.usdiversity.org/	Feed												
Valencia College	RecruitABILITY	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017							Board	Website	Method of Posting
						RecruitABILITY	http://www.recruit-ability.com/	Feed						
Valencia College	Advantage JOFNAV	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017	Board	Website	Method of Posting						
						LinkedIn	www.linkedin.com	Feed						
Valencia College	Advantage RecruitABILITY	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017	Board	Website	Method of Posting						
						RecruitABILITY	http://www.recruit-ability.com/index2.html	Feed						
						USBLN	http://www.usbln.org	Feed						
						National Resource Directory/Connecting Wounded Warriors, Service Members, Veterans, Their Families and Caregivers with Those Who Support Them	https://m.nrd.gov	Feed						
						US Army Transition Command	http://www.ourmilitary.mil/employment-assistance-and-vocational-training	Feed						
						US Air Force Transition Command Center	http://www.afpc.af.mil/lifeandcareer/transition.asp	Feed						
						Disabled Veteran National Foundation	http://www.dvnf.org	Feed						
						Simply Hired	http://www.simplyhired.com/	Feed						
						Just Jobs	http://www.justjobs.com	Feed						
						The Council of State Administrators of Vocational Rehabilitation	http://rehabnetwork.org	Feed						
						Valencia College	Advantage US Diversity	Faculty Developer/Instructional Designer - SE1216	Orlando, FL	req4032	3/22/2017	Board	Website	Method of Posting
												US Diversity	https://www.usdiversity.com/	Feed
												African American Careers	https://www.africanamericancareers.org	Feed
												African American Jobs	https://www.africanamericanjobs.org/	Feed
												Asian Careers	https://www.asiancareers.org/	Feed
Asian Workforce	https://www.usd-asianworkforce.com/AA	Feed												
Asian Jobs	https://www.asianjobs.org/	Feed												
Disability Jobs	https://www.disabilityjobs.org/	Feed												
Disability Careers	https://www.disabilitycareers.org/	Feed												
USD Veterans	https://www.usd-veterans.com/AA	Feed												
Veteran Careers	https://www.veterancareers.org/	Feed												
Veteran Jobs	https://www.veteranjobs.org/AA	Feed												
USD Disabled Vets	https://www.usd-disabledvets.com/	Feed												
Gay Careers	https://www.gaycareers.org/	Feed												

						Gay Jobs	https://www.gayjobs.org/	Feed
						Hispanic Careers	https://www.hispaniccareers.org/	Feed
						USD Hispanic Workforce	https://www.usd-hispanicworkforce.com/	Feed
						Hispanic Jobs	https://www.hispanicjobs.org/	Feed
						Native American Careers	https://www.nativeamericancareers.org/	Feed
						American Indian Jobs	https://www.americanindianjobs.org/	Feed
						Senior Careers	https://www.seniorecareers.org/	Feed
						Senior Jobs	https://www.seniorejobs.org/	Feed
						USD Working Women	https://www.usd-workingwomen.com/	Feed
						Womens Careers	https://www.womenscareers.org/	Feed
						Womens Jobs	https://www.womensjobs.org/	Feed
						US Diversity	https://www.usdiversity.net/	Feed
						US Diversity	https://www.usdiversity.org/	Feed

Appendix 4

New Staff Data

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

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Male	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range											
Management Occupations	Below 25,000	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
	30,000 To 35,000	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
	40,000 To 45,000	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
	55,000 To 65,000	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
	Above 75,000	0	0	0	0	0	0	0	0	0	1	0
Business And Financial Operations	Below 25,000	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
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	1	0	1	0	0	0	0	2
	40,000 To 45,000	0	0	1	1	0	1	0	1	1	0	5
	45,000 To 55,000	0	0	0	0	0	0	0	0	2	2	4
	55,000 To 65,000	0	1	0	1	0	0	0	0	1	0	3
	65,000 To 75,000	0	0	0	0	0	0	0	0	1	0	1
	Above 75,000	0	0	0	0	0	1	0	0	2	0	3
Computer Engineering And Science	Below 25,000	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
	30,000 To 35,000	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
	40,000 To 45,000	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
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	1	1
	65,000 To 75,000	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
Community Service,Legal,Arts,And Media	Below 25,000	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
	30,000 To 35,000	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	1	1
	40,000 To 45,000	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
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0

(Continued)

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

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Male	Unknown Female	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	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Instruction	Below 25,000	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
	30,000 To 35,000	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
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	0	0	1	0	1	0	1	1	4
	65,000 To 75,000	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
Non-Postsecondary Teaching	Below 25,000	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
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	1	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	1
	45,000 To 55,000	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
	65,000 To 75,000	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
Service Occupations	Below 25,000	0	0	1	1	1	1	0	0	0	0	4
	25,000 To 30,000	0	1	0	0	0	0	0	0	0	0	1
	30,000 To 35,000	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
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	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
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Sales And Related Occupations	Below 25,000	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
	30,000 To 35,000	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
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0

(Continued)

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

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Male	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range											
Sales And Related Occupations	45,000 To 55,000	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	1	1
	65,000 To 75,000	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
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	1	0	2	2	0	0	0	2	7
	30,000 To 35,000	0	0	0	0	0	1	0	0	1	0	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	1
	45,000 To 55,000	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
	65,000 To 75,000	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	
Natural Resources,Construction And Maintenance Occup	Below 25,000	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
	30,000 To 35,000	1	0	0	0	0	0	0	0	0	0	1
	35,000 To 40,000	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
	45,000 To 55,000	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
	65,000 To 75,000	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	
Total		1	2	3	4	6	7	1	1	12	9	46

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

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

(Continued)

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

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

(Continued)

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

		Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range										
Natural Resources,Construction And Maintenance Occup	45,000 To 55,000	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
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0
	Above 75,000.	0	0	0	0	0	0	0	0	0	0
Total		1	1	2	1	4	6	1	5	3	24

Appendix 5

Existing Staff Data

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

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

Occupation Activity	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	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	0	0
	25,000 To 30,000	0	0	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	0	0
	35,000 To 40,000	0	0	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	0	0
	45,000 To 55,000	0	0	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	1	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	2	2	1	3	3	0	0	0	1	0	0	0	0	40	27	0	0	79
Business And Financial Operations	Below 25,000	0	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	0	
	30,000 To 35,000	1	0	0	0	1	0	0	0	0	0	0	0	0	2	2	0	0	6	
	35,000 To 40,000	1	0	15	6	12	3	0	0	1	0	0	0	0	13	5	1	2	59	
	40,000 To 45,000	2	0	7	2	8	1	0	0	0	0	0	0	0	17	2	2	0	41	
	45,000 To 55,000	3	0	12	2	9	4	0	0	0	0	0	0	0	22	11	2	0	65	
	55,000 To 65,000	0	1	5	1	5	1	0	0	0	0	0	1	0	13	11	2	0	40	
	65,000 To 75,000	2	0	1	1	3	0	0	0	0	0	0	0	0	15	5	1	0	28	
	Above 75,000	0	0	2	0	2	2	0	0	1	0	0	0	0	17	9	0	0	33	
Computer Engineering And Science	Below 25,000	0	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	0	
	30,000 To 35,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
	35,000 To 40,000	0	1	0	2	0	5	0	0	0	0	0	0	0	0	5	0	0	13	
	40,000 To 45,000	0	0	0	3	0	1	0	0	0	0	0	0	0	2	1	0	0	7	
	45,000 To 55,000	0	1	0	2	1	6	0	0	0	0	0	0	0	2	10	0	0	22	
	55,000 To 65,000	0	0	0	2	1	1	0	0	0	0	0	0	0	3	5	0	0	12	
	65,000 To 75,000	0	2	0	0	0	2	0	0	0	0	0	0	0	1	7	0	1	13	
	Above 75,000	0	1	0	1	1	3	0	0	0	0	0	0	0	3	7	0	0	16	

(Continued)

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

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

	Salary Range	Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range																			
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	2	2	1	0	0	0	0	0	0	0	0	0	0	1	0	0	6
	35,000 To 40,000	2	0	9	5	11	7	0	1	0	0	0	0	0	0	9	2	0	1	47
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	0	0	0	1	3	2	0	0	7
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	4
	55,000 To 65,000	0	0	1	0	1	0	0	0	0	0	0	0	0	3	0	0	0	0	5
	65,000 To 75,000	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2	0	0	0	4
	Above 75,000	0	0	0	0	2	1	0	0	0	0	0	0	0	2	2	0	0	0	7
Librarians	Below 25,000	0	0	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	0	0
	30,000 To 35,000	0	0	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	0	0
	40,000 To 45,000	0	0	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	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
	65,000 To 75,000	0	0	1	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	5
	Above 75,000	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	3
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	3	0	1	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	8
	30,000 To 35,000	0	0	1	0	4	1	0	0	0	0	0	0	0	5	0	0	0	1	12
	35,000 To 40,000	1	0	0	0	3	4	0	0	0	0	0	0	0	4	2	0	0	0	14
	40,000 To 45,000	3	0	0	1	3	3	0	0	0	0	0	0	0	10	12	3	0	0	35
	45,000 To 55,000	0	0	1	0	1	2	0	0	0	0	0	0	0	0	8	0	0	0	12
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	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	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

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

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

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range																			
Service Occupations	Below 25,000	2	6	4	9	10	16	0	0	0	1	0	1	0	0	1	5	0	1	56
	25,000 To 30,000	2	9	4	18	8	20	0	1	0	0	0	0	0	0	5	10	0	4	81
	30,000 To 35,000	0	1	0	3	0	3	0	0	0	0	0	0	0	0	1	7	0	0	15
	35,000 To 40,000	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	2	0	0	6
	40,000 To 45,000	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sales And Related Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	2	0	1	0	0	2	0	0	0	0	0	0	0	0	3	0	0	0	8
	30,000 To 35,000	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	4
	35,000 To 40,000	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	4
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	2
	45,000 To 55,000	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	2	0	8	6	23	8	1	0	0	0	0	0	1	0	19	6	2	0	76
	30,000 To 35,000	3	2	22	3	33	5	1	0	1	0	0	0	0	0	33	7	2	1	113
	35,000 To 40,000	2	0	4	0	10	3	0	0	0	0	0	0	0	0	14	4	3	0	40
	40,000 To 45,000	2	0	3	0	4	0	0	0	0	0	0	0	0	0	6	1	0	0	16
	45,000 To 55,000	0	0	1	0	2	0	0	0	0	0	0	0	0	0	9	0	0	0	12
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

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

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

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-Resident		Pacific		White		Unknown		Total	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Occupation Activity	Salary Range																				
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	0	0	0
	25,000 To 30,000	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	4
	30,000 To 35,000	0	1	0	3	0	11	0	0	0	0	0	0	0	0	0	1	0	2	0	18
	35,000 To 40,000	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	4
	40,000 To 45,000	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	3
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		35	29	109	75	172	124	2	2	3	2	0	2	1	0	292	199	21	13	1,081	

Back cover of report