



Memorandum

To: Dr. Thomas Gamble
District President

From: Frank Billings
Associate Vice President
Office of Institutional Effectiveness and Strategic Management

Date: June 14, 2002

Re: Florida Department of Education K-20 Office of Equity and Access
Florida Educational Equity Act Update 2003-2004

I'm pleased to provide you and our Board of Trustees a final draft copy of the Florida Educational Equity Act Update (*plan*) for 2003-04.

The College's annual equity plan is intended to promote and support the College's vision of an educational environment of excellence, by supporting the social and cultural diversity of our community and by being free from discrimination and harassment, in order to provide all students and staff with a fair and equitable opportunity for access to, full participation in, and success in study and employment.

Equity and diversity are also being incorporated into the College's strategic planning process for FY 2004-05. Each strategic manager is being asked to define one specific objective and strategy related to advancing equity and diversity within the College for FY 2004-05.

You as District President and Mr. Handley as Board Chair are required to review and sign two original copies of the update. I will be bringing two original copies of the Equity Update to the Board Meeting on June 14 for your signatures.

Upon your review and signatures, the plan will be forwarded to Chancellor Armstrong as well as to the Florida Department of Education K-20 Office of Equity and Access for their final review and approval.

June 14, 2004

Mr. J. David Armstrong, Jr.
Chancellor
Florida Community College System
1314 Turlington Building
Tallahassee, FL 32399

Dear Mr. Armstrong:

Brevard Community College continues to keep pace with the rapidly changing demographics of the county it serves, as it graces Florida's eastern shoreline. Brevard County, or the Space Coast, as it is commonly referred to, reflects a rapidly growing population enriched by an influx of greater ethnic diversity, 17.2% minority and 50.7% female:

Brevard County Demographics					
Class	Male	%	Female	%	Total %
White		41.8		42.5	84.3
Black		3.8		4.2	8.0
Hispanic		2.2		2.3	4.5
Other		2.2		2.5	4.7

BCC's student population for Fall 2003 mirrored the county's changing diversity with an FTIC headcount of 18.6% for minorities.

Brevard Community College Student Demographics				
BCC Students	Black	%	Hispanic %	Other %
FTIC		9.3	6.3	3.0
Overall Enrollment		8.4	6.0	3.6
Completions (through 12/03)		7.8	5.3	4.9

BCC also replicated this diversity in its full-time employee population with 55.9% female, including 8.8% Black and 2.7% Hispanic, with another 2.5% representing other ethnic minorities.

Brevard Community College has embraced diversity as a college wide initiative while creating an environment that explores and encourages multi-racial views and practices for all students and employees at the College. Each of the four Brevard Community College locations has offered an assortment of unique and culturally stimulating programs throughout the past year in an effort to demonstrate the College's commitment to increased diversity awareness.

The Cocoa Campus was, once again, the site of the Third Annual Naturalization Ceremony sponsored by the College's Department of International Services. This event hosted, in conjunction with the Orlando Citizenship & Immigrant Services of the Department of Homeland Security, and witnessed the award of U.S. citizenship to approximately 250 Florida residents from 49 nations. Also, at the Moore Multicultural Center on the Cocoa Campus, staff, faculty, and students celebrated diversity and explored cultural pluralism through month-long exhibits, displays, activities, videos, discussion groups and, more specifically, the Highwaymen Art Festival featuring art by a renown group of Floridian African American artists from the 1950's. In addition, the coordinator for the Moore Center has been selected as the new chair of the Community Partnership, a collaborative effort between BCC and the Brevard County branches of the NAACP to increase participation in higher education among minorities. One of their primary goals will be the invitation and encouragement of representatives from the county's Latino community to join the partnership and to assist in the effort to increase Latino and African American representation in BCC's student and faculty membership.

An International Student Fashion Show was held on the Palm Bay Campus, while the Titusville campus played host to the Moore Heritage Festival of Arts and Humanities. Keynote speakers were Dr. Martin King, Jr.'s daughter, Yolanda King, and veteran civil rights activist and current chairperson for the NAACP, Julian Bond. In addition, the Melbourne Campus joined in celebration of "National Women's History Month", by featuring a "Women's Health Expo", exploring and addressing health issues and concerns of modern women.

As the college site for all Allied Health programs, Cocoa Campus has established an ESOL mentoring program for Allied Health nursing students who have needed assistance related to English as a second language when addressing curriculum demands. An ESOL Critical Thinking Nursing course through Continuing Ed has been added and made available to all minority nursing students, in an effort to increase minority interest and success in the Allied Health programs. Allied Health has also participated in the Early Alert Follow Up Program. This year, for the first time, the students were directed back to Allied Health for follow up rather than receiving general counseling through the campus admissions offices. Allied Health conducted school tours for grades 7-9 in the fall which focused on area middle schools with a high ratio of minority students, and utilized the Human Patient Simulator for demonstrations in those minority-rich schools, to encourage an interest in Allied Health careers.

Minority faculty recruits, from source colleges and universities have been the target of the Human Resource department, in an effort to increase minority faculty membership at the College. In addition, The Visiting Scholars Program has allowed the college administration to go outside of the normal departmental search committee procedures and hire new faculty for two years, providing more flexibility in hiring minority faculty members.

BCC minority students from all campuses attended the Zora Neale Hurston Festival of the Arts and Humanities as well as the Florida African American Student Association Fall and Spring Conferences this last year. BCC has also initiated an "Adopt the School Program" in an effort to increase African American student enrollment at the College.

The College continued to support Black History Month on all campuses through study skills workshops, health fairs, fashion shows, and motivational speakers; they were enjoyed by not only students, staff and faculty, but by the entire community as well. "Soul Food Fest" was once again a highly successful component of that month-long celebration at BCC.

The College has made a concerted effort to include minority representation in its media for promotional marketing and informational materials. Program brochures in Spanish are currently being developed for distribution to future students and their parents. Financial aid seminars with a minority focus were held by the College, with special assistance for those minorities needing help in completing the FAFSA forms.

The College has continued to provide TRIO grant supported services to low income, first generation, or disabled students for retraining or graduation and transfer. In fact, 67% of the students served by TRIO-Student Support Services at BCC were minority students this past year. Student Support Services provided information on available Incentive Scholarships and the Hispanic Scholarship Funds. Financial aid advisement, various workshops/seminars as well as the SGA events, Fall Fest, Spring Fest, and Welcome Back Days all actively promote diversity among the student population on all of Brevard Community College's campuses. The College also offered a summer bridge enrichment institute last fall called S.T.E.P. (Student Transitional Education Program) for recent high school minority grads.

As you can see, staying true to the college mission, Brevard Community College maintains its commitment to engage our diverse population in quality, accessible learning opportunities which successfully meet individual and community needs.

Sincerely,



Thomas E. Gamble
District President

College: Brevard Community College

**FLORIDA DEPARTMENT OF EDUCATION
K-20 OFFICE OF EQUITY AND ACCESS**

FLORIDA EDUCATIONAL EQUITY ACT UPDATE 2003-2004

Brevard Community College

**Reviewed by: College President: Dr. Thomas Gamble
Date: 06/14/04**

**Chair, College Board of Trustees: Mr. J. W. Handley
Date: 06/14/04**

Plan received by the K-20 Office of Equity and Access:

Date: _____

**Equity Coordinator: Joni F. Oglesby
Local Phone: 321-433-7084
Fax: 321-433-7065
E-Mail Address: oglesbyj@brevardcc.edu**

**2003-2004 ANNUAL EQUITY ACT UPDATE
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**PART I
MODIFICATION OF POLICIES AND PROCEDURAL REQUIREMENTS**

Note below all changes made in procedural requirements. If the district/institution has made no changes in procedural requirements since the last submission to the Office of Equity and Access (OEA), do not resubmit copies of policies or descriptions of procedures. If changes were made in policies/procedures, insert a copy of the policy(ies) in Appendix 1. If items were identified for modification in the 2003-04 Monitoring Work Plan (MWP), submit the necessary modifications at the time specified by the MWP. If all procedural requirements meet state and federal standards and the college has made no changes, insert in the space below: "No Changes Made."

- *No Changes Made.*

**PART II
INCOMPLETE ITEMS OR PENDING ACTION**

Indicate below items that were incomplete at the time that the 2002-03 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2002-03 Monitoring Work Plan. If a required response is included as a part of the 2003-04 Update, list the item below and indicate the page/appendix on/in which the response can be found. If actions remain incomplete when the 2003-04 Update is submitted, describe below actions taken by the institution to date and list projected time lines for completion.

- *No incomplete items or pending action.*

**PART III
STUDENT PARTICIPATION**

A. PROGRAM ANALYSIS OF A.A. DEGREE COMPLETION RATES

1. Summary of Results of Program Analysis and Modifications

The Department of Education has analyzed data related to A.A. Degree completion rates among minority and non-minority students. Accordingly, the K-20 Office of Equity and Access is requesting community colleges to develop potentially high-impact strategies and success measures where a critical disparity exists between the completion rates of the selected comparison groups. The appropriate data will be provided by the K-20 Office of Equity and Access.

Target Programs	A.A. Degree – Performance Gaps				
Target Students	AA Credit Degree-seeking Black and Hispanic Students				
Contact Person: Phone Number: Fax Number: Email:	Frank Billings 321-433-7157 321-433-7156 billingsf@brevardcc.edu				
Description of 03-04 Methods and Strategies Intended to Address Racial/Ethnic Minority Student Completion Rates	<ul style="list-style-type: none"> • Continuation of requirement of Early Alert Program. • Continuation of Wendi Program. • Provision for mentors/tutors and monitor individual student success. • Requirement for students to meet with an advisor before withdrawing. • Encouragement of students to visit advisors through specific mailings. • Referrals to Learning Labs • Coordination with High School teachers regarding strategies, goals, and objectives. • Supplemental methods and strategies, please refer to Addendum A-1. 				
Documented Evidence of Progress per the DOE Analysis	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">White/Black</td> <td style="width: 30%;">Gap 2002: -19.9 / Gap 2003: -6.2</td> </tr> <tr> <td>White/Hispanic</td> <td>Gap 2002: 0.0 / Gap 2003: -8.4</td> </tr> </table>	White/Black	Gap 2002: -19.9 / Gap 2003: -6.2	White/Hispanic	Gap 2002: 0.0 / Gap 2003: -8.4
White/Black	Gap 2002: -19.9 / Gap 2003: -6.2				
White/Hispanic	Gap 2002: 0.0 / Gap 2003: -8.4				
Modifications or Changes to Methods and Strategies	<p>Check (√) One of the Following:</p> <p>- No changes required (No negative performance gaps remaining)</p> <p>√ See page five (5) for one to two-year plan to continue efforts to close negative performance gaps.</p>				
Comments	Refer to Addendum A-1				

**PART III
STUDENT PARTICIPATION**

A. PROGRAM ANALYSIS OF A.A. DEGREE COMPLETION RATES

2. Plan to Reduce Disparities between Rate of A.A. Degree Completion for Minority and Non-Minority Students

In column (1), indicate both the targeted comparison groups (White/Black and/or White/Hispanic) and the disparity between the completion rates of the two groups. In column (2), describe the methods and strategies by which the college will reduce each disparity referenced in column (1). In column (3), indicate the intended quantitative measure of achievement and the designated college contact. Indicate in column (4) the specific time lines (month and year), up to three years, by which the gap will be closed. Where strategies, achievement measures or time lines are not applicable, enter “Not Applicable” or “NA.”

1. Comparison Groups, Completion Rates and Performance Gap	2. Methods and Strategies To Reduce Gaps Between Selected Groups Completing the A.A. Degree	3. Achievement Measure and Responsible Individual and Telephone Number	4. Time Lines (1-3 Years)
Whites: 41.1% Blacks: 34.9% Gap: -6.2%	<ul style="list-style-type: none"> • Continuation of SSS. • Continuation of STEP. • Continuation of TRIO. • Continuation of Early Alert. • Establishment of “at risk” advisors on each campus. • Conduction of follow up activities for non-returning students from African-American populations. • For supplemental methods and strategies, please refer to Addendum A-1. 	Closure of gap by percentage points: <ul style="list-style-type: none"> • 2.0% Frank Billings 321-433-7157 321-433-7156 billingsf@brevardcc.edu	09/2005
Whites: 41.1% Hispanic: 32.6% Gap: -8.4%	<ul style="list-style-type: none"> • Continuation of STEP. • Continuation of TRIO. • Continuation of Early Alert. • Establishment of “at risk” advisors on each campus. • Conduction of follow up activities for non-returning students from Hispanic populations. • For supplemental methods and strategies, please refer to Addendum A -1. 	Closure of gap by percentage points: <ul style="list-style-type: none"> • 4.0% Frank Billings 321-433-7157 321-433-7156 billingsf@brevardcc.edu	09/2005

**PART III
STUDENT PARTICIPATION**

B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

1. Student Participation – Enrollments
(College Credit and Certificate Programs)

GROUP		Census District *	Goal F/03	Actual F/03	Met Goal (Y/N)	Goal F/04	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
FTIC	a. Overall Total		1,821	1,910	Y	2002	
Females	b. Total		929	907	N	1,021	Refer to Addendum A-2
	c. %	50.7	51.00	47.49	N	51.0	
Blacks	b. Total		171	195	Y	223	Refer to Addendum A-2
	c. %	8.0	9.40	10.21	Y	11.1	
Hispanics	b. Total		124	130	Y	144	Refer to Addendum A-2
	c. %	4.5	6.80	6.81	Y	7.2	
Other Minorities	b. Total		86	55	N	58	Refer to Addendum A-2
	c. %	4.7	4.70	2.88	N	4.7	
Overall Enrolled	a. Overall Total		14,300	14,651	Y	15,234	
Females	b. Total		8,580	8,702	Y	9,163	Refer to Addendum A-2
	c. %	50.7	60.00	59.40	N	60.1	
Blacks	b. Total		1144	1196	Y	1,257	Refer to Addendum A-2
	c. %	8.0	8.00	8.16	Y	8.3	
Hispanics	b. Total		822	852	Y	918	Refer to Addendum A-2
	c. %	4.5	5.75	5.82	Y	6.0	
Other Minorities	b. Total		672	479	N	550	Refer to Addendum A-2
	c. %	4.7	4.70	3.27	N	3.6%	

* Use Census data provided by the K-20 Office of Equity and Access. Use enrollment data Certified and submitted to the Division of Community Colleges for Fall 2003.

**PART III
STUDENT PARTICIPATION**

B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

2. Student Participation – Completions
(College Credit and Certificate Programs)

GROUP		Census District *	Goal F/03	Actual F/03	Met Goal (Y/N)	Goal F/04	Strategies to Ensure Increased Completion Underrepresented Groups
AA Degrees (Annual)	a. Overall Total		1,295	1,407	Y	1494	
Females	b. Total		816	855	Y	926	Refer to Addendum A-1
	c. %	50.7	63.00	60.77	N	62.0	
Blacks	b. Total		104	92	N	120	Refer to Addendum A-1
	c. %	8.0	8.00	6.54	N	8.0	
Hispanics	b. Total		62	69	Y	90	Refer to Addendum A-1
	c. %	4.5	4.75	4.90	Y	6.0	
Other Minorities	b. Total		65	45	N	70	Refer to Addendum A-1
	c. %	4.7	5.00	3.20	N	4.7	
AS Degrees (Annual)	a. Overall Total		339	348	Y	360	
Females	b. Total		215	233	Y	242	Refer to Addendum A-1
	c. %	50.7	63.50	66.95	Y	67.2	
Blacks	b. Total		27	23	N	29	Refer to Addendum A-1
	c. %	8.0	8.00	6.61	N	8.1	
Hispanics	b. Total		15	12	N	18	Refer to Addendum A-1
	c. %	4.5	4.50	3.45	N	5.0	
Other Minorities	b. Total		16	16	Y	19	Refer to Addendum A-1
	c. %	4.7	4.70	4.60	N	5.3	
Certificates (Annual)	a. Overall Total		610	764	Y	959	
Females	b. Total		348	398	Y	492	Refer to Addendum A-1
	c. %	50.7	57.00	52.09	N	51.3	
Blacks	b. Total		56	51	N	77	Refer to Addendum A-1
	c. %	8.0	9.25	6.68	N	8.0	
Hispanics	b. Total		34	47	Y	65	Refer to Addendum A-1
	c. %	4.5	5.50	6.15	Y	6.8	
Other Minorities	b. Total		29	21	N	45	Refer to Addendum A-1
	c. %	4.7	4.70	2.75	N	4.7	

*Use 2000 Census data provided by the K-20 Office of Equity and Access. Use enrollment data certified and submitted to the Division of Community Colleges for fall 2003.

**PART IV
ISSUES IN ATHLETICS**

A. Diversity in Athletic Program Administration and Leadership

1. This section is designed to compile information and data related to diversity among individuals currently employed as **full-time** athletic directors and coaches. Please provide below the break-out of current employees in these job categories by race/ethnicity and gender.

Target Employees	Total # Full-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	0							
<u>Coaches:</u> Women's Sports	0							
Men's Sports	0							
Total	0							
Percent	0							

2. This section is designed to compile information and data related to diversity among individuals currently employed as **part-time** athletic directors and coaches. Please provide below the break-out of current employees in these job categories by race/ethnicity and gender.

Target Employees	Total # Part-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	1	1					1	
<u>Coaches:</u> Women's Sports	2	1	1					2
Men's Sports	3	3					3	
Total	6	5	1				4	2
Percent	100	83.33	16.67				66.67	33.33

**PART IV
ISSUES IN ATHLETICS**

A. Diversity in Athletic Program Administration and Leadership (Continued)

3. Employment Strategies

- a. Describe below strategies to develop and prepare women and racial minorities for promotional opportunities leading to employment as athletic directors and coaches.

Coaches are encouraged to attend all local, state and national conferences as well as clinics. Coaching/staff sign and review the following materials: Athletic management magazine, and Scholastic Coaching. All coaches receive a copy of the AD Juco Review. These materials are available through the Athletic office. All related information is forwarded to coaches and staff. Staff and coaches meet with the athletic director to discuss responsibilities and duties of their positions and are encouraged to ask questions about possible future positions.

- b. Describe the search process for hiring **full-time coaches**.

At this time we do not have any full time sport coaches or full time athletic director position. It is all done on part time or stipend and we do not foresee this changing in the near future.

- c. Where search committees are utilized in the selection and hiring of **full-time coaches**, what steps are taken to ensure diversity on the search/selection committee(s)?

At this time we do not have any full time sport coaches or full time athletic director position. It is all done on part time or stipend and we do not foresee this changing in the near future.

- d. To what extent are part-time coaches pursued as applicants for positions as full-time athletic directors and coaches?

At this time we do not have any full time sport coaches or full time athletic director position. It is all done on part time or stipend and we do not foresee this changing in the near future.

- e. Specify media, including publications, agencies, organizations and networks, utilized to identify qualified applicants as coaches and athletic directors:

Even though we have no full-time positions currently, available full-time positions are announced through our national and state office NJCAA and FCCAA.

- f. Describe modifications the institution will make to ensure greater diversity among individuals hired as athletic directors and full-time coaches.

We stay within the BCC guidelines to insure greater diversity among the individuals hired in the coaching positions. This includes:

- Send job announcements to local churches, libraries, civic organizations, HBCUs and women's colleges.
- Compile a database of traditionally ethnic fraternities and sororities to add to the job announcement mailing list.
- Focus efforts on hiring qualified minority faculty/staff members.
- Continue participation in outreach through local branches of the NAACP.

**PART IV
ISSUES IN ATHLETICS**

B. Gender Equity in Athletics – Compliance Review

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. *[Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]*

IN COMPLIANCE NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams.
[Section 1000.05(3) (d) (2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c) (2)]

IN COMPLIANCE NOT IN COMPLIANCE

3. Scheduling of games and practice times provide for equal opportunities.
[Section 1000.05(3) (d) (3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c) (3)]

IN COMPLIANCE NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner.
[Section 1000.05(3) (d) (4); Rule 6A-19.004(6), FAC; Title IX: 106(c) (4)]

IN COMPLIANCE NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner.
[Section 1000.05(3) (d) (5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c) (5)]

IN COMPLIANCE NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. *[Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]*

IN COMPLIANCE NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. *[Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]*

IN COMPLIANCE NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams supports equal opportunity.
[Section 1000.05(3) (d) (10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c) (10)]

IN COMPLIANCE NOT IN COMPLIANCE

9. Support services are equitable for male and female teams.
[Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE NOT IN COMPLIANCE

College: Brevard Community College

10. Provision of housing, dining facilities and services provide equal opportunity.
[Section 1000.05(3) (d) (9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c) (9)]

IN COMPLIANCE NOT IN COMPLIANCE

11. Recruitment of student athletes is conducted in a manner which provides equal opportunity.
[Rule 6A-19.004(13), FAC; Title IX: 106.41 (a)]

IN COMPLIANCE NOT IN COMPLIANCE

12. Recruitment, assignment and compensation of tutors are equitable.
[Rule 6A-19.004(14), FAC; Title IX: 106.41(c)]

IN COMPLIANCE NOT IN COMPLIANCE

13. Financial aid is awarded to athletes in a manner which provides equal opportunity.
[Rule 6A-19.005, FAC; Title IX: 106.37(c)]

IN COMPLIANCE NOT IN COMPLIANCE

We hereby verify that the institution is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Athletic Director: Mr. Ernie Rosseau

(Signature)

Date: 06/14/04

College President: Dr. Thomas Gamble

(Signature)

Date: 06/14/04

**PART IV
ISSUES IN ATHLETICS**

D. Board of Trustees Certification

1006.71 Gender equity in intercollegiate athletics.

(1) GENDER EQUITY PLAN.

- a. Each community college and state university shall develop a gender equity plan pursuant to s. 1000.05, F.S.
- b. The plan shall include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs.
- c. The Commissioner of Education shall annually assess the progress of each institution's plan and advise the State Board of Education regarding compliance.
- d. Each board of trustees of a public community college or state university shall annually evaluate the presidents on the extent to which the gender equity goals have been achieved.

Please provide the information requested below relative to the statutory requirement stated in (d) above.

- a. Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2002 to June 30, 2003?

Yes:
No:

If not, please ensure completion of the evaluation prior to submission of the 2003-04 Annual Equity Act Update.

- b. Provide a brief summary of the focus and results of the evaluation and describe steps to be taken by the Board where the president's evaluation yielded unsatisfactory progress toward meeting the intended goals for gender equity in athletics.

The District president received satisfactory rating from the Board of Trustees.

I hereby certify that the Board of Trustees has evaluated the president as described above and as required by Section 1006.71(d).

Chair, College Board of Trustees: Mr. J. W. Handley

(Signature)

Date: 06/14/04

Evaluation Completion Date

**PART V
ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

A. Employment Accountability Plan: Goals/Strategies to Address Under-representation

GROUP		Census: National	Goal F/ 03	Actual F/ 03	Met Goal (Y/N)	Number Hired **	Goal F/ 04	Strategies to Achieve Goals for Underrepresented Groups
Exec./ Admin./ Managerial	a. Overall Total		14	15	Y	0	15	
Females	b. Total		7	5	N	0	8	Refer to Addendum A-3
	c. %	48.89	50.00	33.33	N	0.00	53.33	
Blacks	b. Total		1	1	Y	0	1	Refer to Addendum A-3
	c. %	6.37	7.14	6.67	N	0.00	6.67	
Hispanics	b. Total		1	0	N	0	1	Refer to Addendum A-3
	c. %	4.32	7.14	0	N	0	6.67	
Other Minorities	b. Total		1	0	N	0	2	Refer to Addendum A-3
	c. %	9.75	7.14	0.00	N	0.00	13.33	
Faculty	a. Overall Total		217	187	N	2	192	
Females	b. Total		114	104	N	0	95	Refer to Addendum A-3
	c. %	48.89	52.53	55.61	Y	0.00	49.48	
Blacks	b. Total		14	11	N	0	13	Refer to Addendum A-3
	c. %	6.37	6.45	5.88	N	0.00	6.77	
Hispanics	b. Total		10	3	N	0	9	Refer to Addendum A-3
	c. %	4.32	4.61	1.60	N	0.00	4.69	
Other Minorities	b. Total		22	5	N	0	19	Refer to Addendum A-3
	c. %	9.75	10.14	2.67	N	0.00	9.90	
Continuing Contracts	a. Overall Total		187	143	N	0	158	
Females	b. Total		97	72	N	0	78	Refer to Addendum A-3
	c. %	48.89	51.87	50.35	N	0.00	49.37	
Blacks	b. Total		12	7	N	0	11	Refer to Addendum A-3
	c. %	6.37	6.42	4.90	N	0.00	6.96	
Hispanics	b. Total		9	2	N	0	7	Refer to Addendum A-3
	c. %	4.32	4.81	1.40	N	0.00	4.43	
Other Minorities	b. Total		19	4	N	0	16	Refer to Addendum A-3
	c. %	9.75	10.16	2.80	N	0.00	10.13	

*Use 2000 Census data provided by the K-20 Office of Equity and Access. Use federal EE06 data certified and submitted to the Division of Community Colleges for Fall 2003.

**Enter number printed in "New Hires" section of the Fall 2003 EEO6 report.

PART V
ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

B. Summary of Results of Presidential Evaluations

Section 1012.86(3)(b), F.S., provides as follows:

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

Provide below a response to this section of law, including the most recent date on which the president was evaluated.

The District President, Thomas E. Gamble, was evaluated by the Brevard Community College District Board of Trustees in September, 2003. During the 2003/2004 school year, the College hired fourteen new faculty members, including nine females, and out of the fourteen faculty members placed on continuing contract status, eleven of them were women. According to the Board, Dr. Gamble met all expectations of the role of District President and in many instances exceeded expectations. With regard to equity, three of the Board members evaluated Dr. Gamble as having met expectations, while two Board members evaluated him as having exceeded expectations.

C. Summary of Results of Evaluation of Selected Staff

Provide a brief summary of the results of the evaluations conducted by the president to evaluate each department chairperson, dean, provost, and vice president in achieving goals consistent with the intent of Section 1012.86, F.S. Include developmental steps taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

The District President evaluates members of Cabinet who include the Vice President for Finance and Administrative Services, the Executive Vice President/Chief Learning Officer, five Campus Presidents, the Associate Vice Presidents for Human Resources, Institutional Effectiveness and Strategic Management, Community Relations and Marketing, and Allied Health. All Cabinet members were evaluated by October, 2003. The Cabinet meets weekly and regularly reviews goals and objectives, including equity and diversity goals and objectives. Quantifiable goals and objectives with established deadlines have been set. Cabinet members regularly meet individually and provide updates to the District President on progress. Cabinet members are held accountable for increasing the diversity, and improving the levels of acceptance and inclusion on their campuses and in their departments. If a Cabinet member does not meet their diversity goals, it will be reflected in their annual evaluation and may have a negative impact on salary increases, departmental funding, and future employment.

The District President also evaluates the Athletic Director, the Executive Assistant to the District President, the Development Director, and the Executive Directors for the Foundation and the Institute for Business Training and Community Education (IBT&CE).

Developmental steps taken when staff evaluations yield unsatisfactory progress toward meeting equity goals may include a progressive discipline plan, more frequent consultations with the District President designed to assist in and encourage satisfactory progress, professional development opportunities, including participation in the College's Building Excellence through Supervisory Training (BEST), and recommending a mentor who has been successful in reaching equity goals.

**PART V
ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

D. Certification of Key Processes (Section 1012.86, F.S.)

- a. My institution maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy that occurs in executive, administrative and managerial positions and in faculty positions. The guidelines used for ensuring balanced and diverse membership on selection and review committees are described as follows:
 - The College's Employment Equity Officer/Associate Vice President for Human Resources recommends a diverse group of employees to serve on selection committees. The District President determines who will sit on these committees and issues a charge to the member.
- b. The college is in compliance with State Board of Education Rule 6A-14.0411, which sets forth the requirements for receiving continuing contracts. The process used to grant continuing contracts is described as follows:
 - Full-time faculty members who, after three to four years of successful service, meet all of the requirements as explained in Chapter 6A-14.04111 FAC, including successful performance of duties and demonstration of professional competence will be considered for a continuing contract recommendation by the District President of the College. The District President may recommend and the Board may approve an annual contract if an employee does not meet the required standards for a continuing contract or if the required duties and responsibilities of the position have been restricted or will be needed for a limited time.
- c. The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of continuing-contract status:
 - The Campus Presidents annually evaluate faculty members on annual contract, providing guidance, recommendations, and support to each eligible faculty member. During the evaluation period, faculty members are provided information related to their contract status.
- d. My college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the achievement of goals and the implementation of strategies in a timely manner.
 - For the current fiscal year, the College has budgeted resources for training, to include diversity training. Mandatory Diversity/Sensitivity Training is planned for this fiscal year for all supervisors as part of the Building Excellence through Supervisory Training (BEST). (Non-supervisors are encouraged to attend.) The College continues to advertise in minority-targeted publications and participates in local job fairs.
- e. The following describes how funds are used to increase the number of women and racial/ethnic minorities on continuing contracts:
 - The College has identified funds to provide professional development opportunities for faculty members. Faculty on annual contract is encouraged to participate. Throughout the eligibility process for continuing contract, these employees received encouragement and support in an effort to retain and award them continuing contract status.

Pursuant to Section 1012.86, F.S., I hereby certify that the information provided above is true to the best of my knowledge and that information and data will be available upon request as a demonstration of a good faith effort to comply with this section.

Brevard Community College
College President: Dr. Thomas Gamble
(Signature)
Date: 06/14/04

**PART VI
ONE FLORIDA INITIATIVE:
SELECTED COMMUNITY COLLEGE CHALLENGES**

- A. Describe below steps taken by the college to increase diversity among students earning Associate of Arts degrees and transferring to baccalaureate degree programs.

The College has a TRIO program in place, which provides personal, academic, career, and financial aid advisement, as well as supplemental instruction, peer tutoring, and study skills to “at-risk” students who qualify. The College has a University Transfer Project program in place, which works closely with the TRIO program and provides assistance in selection and application to 4-year colleges, financial aid and transfer workshops, as well as visits to 4-year college campuses.

Each year, the College has state university admissions representatives on campus to provide admission, financial aid, and scholarship information and to encourage students to transfer to 4-year degree programs upon completion of Associate degree requirements. The College has a 2+2 partnership program in place with the University of Central Florida, where each semester UCF performs campus visits to provide transfer information and to admit students “on the spot.”

The College faculty has, within the past year, revised and rewritten general education courses with the goal of diversity infusion across the curriculum. In addition, a Staff and Program Development workshop on multiculturalism was offered each semester free of charge to faculty and staff. A new minority recruitment brochure has been created in conjunction with the local NAACP and is offered in Spanish as well as English.

- B. Provide below a break-out of students enrolled in dual enrollment courses for the total reporting year 2002-03. Specify below the number and percent of students in each group by course grade earned at the end of the 02-03 reporting year.

Racial/Ethnic Group	Course Grade: Less than C		Course Grade: C or Above		Total #
	#	%	#	%	
White	98	4.21	2231	95.79	2,329
Black	18	8.53	193	91.47	211
Hispanic	8	4.88	156	95.12	164
Asian/Pacific Islander	3	3.30	88	96.70	91
American Indian/Alaskan	1	14.29	6	85.71	7
Other Minority	0	0.00	0	0.00	0
Total	128	4.57	2674	95.43	2,802

- C. Briefly describe strategies to increase diversity among students who succeed (earn grades of C or above) in dual enrollment courses.
- Target K-12 schools for dual-enrollment students with high minority enrollment for department tour invitations.
 - Establish mentoring relationships with minority faculty members and current minority students.
 - Participate in outreach and recruitment at high schools, churches and community opportunities.
 - Use minority student volunteers and minority Service Learning students to make contact with high schools with large minority populations to participate in dual enrollment programs.
 - Encourage on-line tutoring to help dual-enrollment students do well.

Appendix 1

No Changes Made.

APPENDIX 2

**GENDER EQUITY IN ATHLETICS:
ANALYSIS AND CORRECTIVE ACTION PLAN**

A. Community College 2003-04 Athletic Participation by Sport

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use this table to show the relationship between the rate at which women are enrolled full-time in the college and the rate at which women are participating in intercollegiate sports.

B. Corrective Action Plan.

If the Fall 2003 full-time enrollment of women was greater than five percentage points above the representation of women participating in sports, describe below the college's plan to correct this disparity. Specify modifications proposed for 2004 and include a time line for completion of the Plan.

Number of Participants						
Varsity Teams	# Males		# Females		Total	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
Baseball	0	23	-	-	0	23
Basketball	15	12	11	11	26	23
Golf	10	10	0	0	10	10
Softball	0	0	18	21	18	21
Swimming	0	0	0	0	0	0
Tennis	0	0	0	0	0	0
Track and Field	0	0	0	0	0	0
Volleyball	0	0	0	12	0	12
Soccer	0	0	0	0	0	0
Total Participants	25	45	29	44	54	89
% of Participants	46.3%	50.6%	53.7%	49.4%		
Fall 2003 EF2A Report Enrollment	2,071 (42.5%)	2,295 (43.8%)	2,800 (57.5%)	2,947 (56.2%)	4,871	5,242

APPENDIX 2 *(continued)*

Gender Equity in Athletics: Analysis and Corrective Plan Action

Brevard community college uses the same recruiting techniques for both male and female athletes. The college was in compliance in all areas addressed in the compliance review questions on gender equity in Athletics. However, the college failed to meet the 5% rule regarding the percentage of female athletes compared to the female enrollment for the college. This was due, in part, to a significant number of female softball athletes dropping out of the athletic programs due to non-qualifying student grades or for personal reasons. In order to reduce the disparity between the female enrollment and female athletics, as part of our planning process, the following corrective action will include:

- A. Advertisement for female athletes by:
- Student I-mail and the BCC athletic web page *(time Line: 1 year)*.
 - Advertisement on the BCC Marquees on all campuses. Includes game schedules and try-out schedules *(time Line: 1 year)*.
 - Flyers in all advisor academic offices on all four campuses containing tryout dates and recruitment opportunities *(time Line: 1 year)*.
 - Direct e-mailing contact by the BCC Athletic department and it's coaching staff to all local high schools/public/private/home school athletic directors and coaches *(time Line: 1 year)*.
 - Project Get Ready, a showcase of female's sports held each year, where sign up information sheets, BCC literature, and female athletes provide insight into the BCC female athletic programs at the college *(time Line: 1 year)*.
 - Florida Today and the Sweat Gazette adds including try-out schedules.
 - Available recruitment literature throughout the athletic department and gym area *(time Line: 1 year)*.
- B. Enhancement and retention of Female Athletic Scholarships:
- Increase the number of female softball scholarships from the lowest in the state of Florida, 15, to the state average of 24 scholarships *(time Line: 1 to 3 years)*.
 - Increase and improve female venue to increase community awareness.
 - Increase athletic camps and clinics held at the college for female sports *(time Line: 1 year)*.
 - Hire an athletic advisor (part-time) to reduce the loss of eligibility, increased retention and improve future recruitment of female athletics *(time Line: 1 year)*.
 - Encourage mentoring and on-line tutoring for all female athletes *(time Line: 1 year)*.

College: Brevard Community College

Addendum A-1

(Part III, Student Participation. A. Program Analysis of A.A. Degree Completion Rates)

In order to reduce the disparity of completion rates between minorities and non-minority students:

FEMALES:

- Provide personal support and referrals for day care and housing.

BLACKS:

- Encourage participation in the African-American Student Union.
- Organize Black History Programs Committee.
- Encourage students to attend the Florida African American Student Association Fall and Spring Conferences.
- Promote Black History Month celebration for community, students, staff, and faculty.

HISPANICS:

- Provide part-time employment and seek scholarships and other private assistance for students suspended from financial aid or without enough aid.
- Encourage the use of Learning Labs.
- Promote use of online tutoring service at smarthinking.com.
- Promote Moore Multi-Cultural Center sponsored activities, videos, and discussion groups.
- Organize Minority Recruitment and Retention Committee.
- Track GPA for minorities (minorities named to All-Florida Academic Team and awarded Gates Millennium Scholarship).
- Provide career and job placement services.
- Encourage students to attend the Zora Neale Hurston Festival of the Arts & Humanities.
 - (Study skills workshop, health fair, fashion show, motivational speakers).
 - Promote Student Services/SGA events (Fall Fest, Spring Fest, and Welcome Back Day each term).
 - Infuse diversity into curriculum.
 - Provide career and job placement services.

Addendum A-2

(Part III, Student Participation. A. Program Analysis of A.A. Degree Enrollment Rates)

In order to reduce the disparity in enrollment between minority and non-minority students:

FEMALES:

- Target market female inquiries via the information request system database.
- Provide WENDI program information to female inquiries.
- Sponsor Child Care Association of Brevard, Inc. Annual Awareness workshops.

BLACKS:

- Target K-12 schools with high-minority enrollment for Allied Health's simulator demonstrations, health career promotions, and department tour invitations.

HISPANICS:

- Continue to celebrate Hispanic Heritage Month.
- Hold Latino Festival for Hispanic students.
- Target K-12 school with large Hispanic enrollments.

ALL MINORITIES:

- Use student volunteers as ambassadors.
- Offer distance learning through BCC's Virtual Campus.
- Assist students with completing electronic FAFSA.
 - Participate in Articulation Agreements for high school, community college, and state university seamless transition.
 - Provide community awareness workshops.
 - Establish mentor/mentee relationships.
 - Send letters to 11th and 12th graders.
 - Advise students on benefits of BCC/UCF 2+2 Program.
 - Include minority representation in media for promotional/marketing/informational material.

College: Brevard Community College

- Participate in outreach & recruitment at high schools, churches, community opportunities.

Addendum A-2 *(continued)*

- Provide part-time employment and seek scholarships (refer to Hispanic Scholarship Fund) and other private assistance for students suspended from financial aid or without enough aid.
- Provide personal support and referrals for day care and housing.
- Promote International Education Week activities.
- Offer summer reading programs, educational storytelling for intermediate/primary school youth.
- Collaborate with schools to develop a poll of “college bound” students.
- Expand Adopt-A-School Program.
- Provide a College Reach-Out Program (CROP) to link local high school students to BCC students/mentors.
- Encourage vocational students to enter AA programs.
- Provide BCC Service Learning Student Volunteers in K-12 schools.
- Provide BCC Employee Service Program Volunteers in K-12 schools .
- Recruit per advertising in local ethnic publications.

Addendum A-3

(Part VI: Accountability in Institutional Employment)

Employment Accountability Plan: Goals/Strategies to Address Under-representation:

- Advertise positions on college website and the 24-hour job line.
- Send job announcements to local churches, libraries, civic organizations, HBCUs and women’s colleges.
- Compile a database of traditionally ethnic fraternities and sororities to add to the job announcement mailing list.
- Focus efforts on hiring qualified minority faculty/staff members.
- Continue participation in outreach through local branches of the NAACP.
- **M – All categories:** Target the hiring of females and ethnic minorities as department heads, directors, and deans to develop a ready pool of candidates prepared for EAM positions. The College is supportive of and committed to the goals of the state and recognizes the need to increase the number of underrepresented groups in our executive-level management. Every consideration will be given to women and minorities in all searches.
- **Faculty – All categories:** Advertised more frequently to increase the opportunities for diversity; Employed new avenues to reach diverse population (i.e. radio and movie theater advertising); Joined with a regional-based Community College Consortium to target minority hires.
- **Continuing Contract – All categories:** Women, Blacks, Hispanics, and Other Minorities will be encouraged to participate in professional development activities.