



## Memorandum

To: Dr. Thomas Gamble  
*President*

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

Date: June 13, 2005

Re: Florida Department of Education K-20 Office of Equity and Access  
*Florida Educational Equity Act Update 2004-2005*

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I'm pleased to provide you and the College's District Board of Trustees a final draft copy of the Florida Educational Equity Act Update (*plan*) for 2004-05.

The College's annual equity plan is intended to promote and support the College's vision of an educational environment of excellence, supportive of the social and cultural diversity of our community, free from discrimination and harassment, that provides all students and staff with a fair and equitable opportunity to access, fully participate in, and succeed in study and employment.

You as College President, and Mr. McCotter 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 Up-date to the Board meeting on June 13 for your signatures.

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

June 13, 2005

Ms. Lynda Earls  
Director of Equity and Access  
K-20 Office of Equity and Access  
Department of Education  
325 West Gaines Street, Suite 1706  
Tallahassee, FL 32399-0400

Dear Ms. Earls:

Brevard Community College continues to mirror the rapidly changing demographics of the county it serves. As Brevard County has continued to thrive and change, so has the college. Richly diverse in ethnicity, BCC's student body is flavored with an FTIC population composed of more than 19.9% minorities also reflecting this diversity. BCC's full-time employee population this last year, composed of 62.1% female, included 8.6% Black and 3.6% Hispanic members, with another 2.3% representing other minority groups.

Table 1 -

Brevard County Census Demographics			
Ethnicity	Male	Female	Total
White	41.8%	42.5%	84.3%
Black	3.8%	4.2%	8.0%
Hispanic	2.2%	2.3%	4.5%

Table 2 -

Brevard Community College Student Population Fall 2004			
	Black	Hispanic	Other
First-time-in-college	9.9%	7.2%	2.8%
Overall Enrollment	8.9%	6.2%	3.2%

This year, BCC recognized the need to do more; the need to position itself within our community to accommodate this rapidly emerging diversity, so richly infused with distinctive cultural variety. In addition to incorporating a diversity goal into our strategic planning process this year, BCC established an Office for Student Diversity & Equity, placing stronger emphasis on minority recruitment and interaction within the community. This paralleled the college's establishment of a Collegiate High School Program, a dual enrollment initiative which reaches out to minority first generation and low income students, providing them access to college credit while still in high school.

The College also appointed Dr. Joe Lee Smith as the College's Community Ambassador. Dr. Smith was formerly the president of the Cocoa Campus and recently retired from a long and distinguished career with BCC. As the BCC Ambassador, Dr. Smith serves as the major community contact for the college regarding minority recruiting, relationships with minority ministerial associations, and other minority organizations in Brevard County. Dr. Smith also serves as a volunteer member of the college's Community Partnership Board and as a member of the Moore Multicultural Center Advisory Committee.

Additional minority recruitment efforts at the college this year have included:

- Community Youth Scholarship Information Sessions, in partnership with Brevard Job Link;
- Application and Scholarship Information Sessions, where information is provided to prospective Law Enforcement students;
- The mentoring and tutoring of minority youths through partnership with TCP Scholars - The "Adopt a School" Program;
- the S.T.E.P. (Student Transitional Education Program) designed to assist recent high school minority grads;
- the A++ Academy Program (Cocoa High School) designed to provide high risk students with college and career information through business mentors, seminars and field trips;
- The College Reach-Out Program (CROP), designed to increase the number of economically disadvantaged students in grades 6-12 who will enroll in and complete postsecondary education;
- Kids career camps, designed to expose middle school students to technical career possibilities;
- The College Explorer Program, inviting middle school students to explore BCC campuses during the school year, in an effort to motivate them to attend a postsecondary institution;
- Career Shadowing Day, a day in which 670 high school students experienced a day in the life of a professional in the career of their choosing; and
- The Capstone Projections (Cocoa High School), BCC's Tech Prep pilot project, focusing on increased rigor and relevance for the 9-12<sup>th</sup> grade academic experience.

BCC has scrambled this year to host a significant number of programs and events in an effort to develop an even stronger cultural framework grounded in the ideal of equal educational opportunities. Those repeats of prior year's programs and events included:

- The Highwaymen Art Festival, featuring art by a renown group of Floridian African American artists from the 1950's, held at The Moore Multicultural Center on the Cocoa Campus;
- The annual Moore Heritage Festival of the Arts and Humanities, this year sponsoring a speech/essay contest centered around the theme "Building Unity Thru Diversity";
- BCC student attendance at the Florida African American Student Association Fall and Spring Conferences;
- SGA events (Fall Fest, Spring Fest and Welcome Back Days) through BCC's Student Support Services (TRIO grant), providing continued support and guidance for minority students;
- The Zora Neale Hurston Festival of the Arts and Humanities;
- The Trio program, providing academic advisement, tutoring, career counseling, incentive scholarships, financial aid advisement, workshops and seminars; and
- Motivational seminars focusing on minority students, including "You Can Make it Happen, A Nine-Step Plan for Success," featuring Stedman Graham, hosted by both the Cocoa and Melbourne campuses.

BCC's Moore Multi-Cultural Center sponsored activities last year, in celebration of Martin Luther King, Jewish History Month, Black History Month, Women's History Month, and the Asian Pacific Islander Festival, to name just a few.

Melbourne campus minority recruitment and retention specialists attended the "Salsa Festival," the South Brevard NAACP Banquet, and the "Links Gala," along with playing host to an African American Heritage Luncheon on their campus. Titusville campus played host to the Moore Heritage Festival of the Arts and Humanities in April of last year, as well as, the Soul Food Regale. Their minority recruitment and retention specialist was also staff sponsor for the Minority

Students in Action Club. BCC's Intensive English Program (IEP) had an enrollment of 28 foreign students last year from homelands such as Spain, Korea, Taiwan, and Venezuela, to name only a few.

Diversity efforts in the college's Health Science Programs this year at the college were continued through:

- The ESOL mentoring program for nursing students needing assistance related to English as a second language;
- An ESOL Critical Thinking Nursing course offered through Continuing Ed and available to all minority nursing students, increasing minority interest and success within the BCC nursing programs;
- The continuation of school tours for grades 7-9 held in the fall, focusing on area middle schools with a high ratio of minority students; and lastly,
- Demonstrations of the Human Patient Simulator in minority-rich schools, encouraging interest in the Health Science careers.

Once again the Annual Naturalization Ceremony, hosted on the Cocoa campus and co-sponsored by the College's Department of International Services and the Orlando Citizenship and Immigrant Services Division of the Department of Homeland Security, brought ceremonial dignity to the citizenship process for hundreds of Florida residents from dozens of nations.

Funded by a staff and program development grant, BCC's minority and retention specialists at the Palm Bay campus attended Bayside High School's "College and Career Fair" in addition to attendance at the "Diamond Community School Fundraiser." (Diamond Community School is a small, private, and predominately African-American elementary and middle school).

In an effort to increase Hispanic enrollment, BCC hosted financial aid seminars this year, with special assistance for those needing help in completing their financial aid (FAFSA) forms. In addition, BCC offered a Hispanic Scholarship Fund, assisting those Hispanic students suspended from financial aid or needing additional financial aid, over the last twelve months.

BCC has not ignored the need to bring into their employment qualified minority faculty and staff members. The college channeled those efforts this year through:

- Recruitment at source colleges and universities;
- Attendance at minority community activities; and
- Minority staffing of their newly expanded career centers, mandated to initiate programs designed to assist minorities in reaching their educational goals.

BCC's training department provided diversity training for all employees on a regular basis year round, including eleven 'Road to Discovery' sessions designed to inform employees about different countries, cultures and ethnicities. Recognizing the need for infusion of diversity in leadership development, BCC's Leadership Challenge Program provided financial assistance this past year to twelve college employees wishing to pursue their graduate coursework in fields of interest to the college. Two of these twelve individuals were minorities, with ten of the twelve female.

Working towards the progression of a safe and respectful environment where positive interethnic relations can flourish was, and continues to be, one of BCC's primary goals. A new dawn is on the horizon for the college and for the community that it serves; one filled with multiplicity, variety and wonder.

Sincerely,

Dr. Thomas E. Gamble, Ph.D.  
President

TEG/sh

College: Brevard Community College



Florida Educational Equity Report  
2004 – 2005 Annual Update

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Brevard Community College  
An Equal Opportunity / Equal Access Center for Higher Education

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

**FLORIDA EDUCATIONAL EQUITY ACT UPDATE  
2004-05**

**Brevard Community College**

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**Reviewed by: College President: Dr. Thomas E. Gamble, Ph.D.**  
*(Signature)*  
**Date: 7/13/05**

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**Chair, College Board of Trustees: Mr. C. R. McCotter III**  
*(Signature)*  
**Date: 7/13/05**

**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](mailto:oglesbyj@brevardcc.edu)**

**2004-2005 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 2004-05 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 2003-04 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2004-05 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 321-433-5692 billingsf@brevardcc.edu				
Description of 03-05 Methods and Strategies Intended to Address Racial/Ethnic Minority Student Completion Rates	<ul style="list-style-type: none"> <li>• Ensure that all Black Students enrolled in the SLS 1101 receive a college mentor, preferably a minority staff or faculty mentor who models success.</li> <li>• Train more faculty/staff mentors in the fall 2005 training sessions, particularly Black faculty /staff mentors who can serve as role models.</li> <li>• Continuation of requirement of Early Alert Program which contacts students in academic jeopardy at midterm and offers support service information.</li> <li>• Requirement for students to meet with an advisor before withdrawing.</li> <li>• Follow data reports each semester to ensure that placement and success guidelines for AA degree students are being followed college-wide.</li> <li>• Monitor college-wide data annually for increased awards of AA Degrees. Coordination with High School teachers regarding strategies, goals, and objectives.</li> <li>• Supplemental methods and strategies please see Appendix 4.</li> </ul>				
Documented Evidence of Progress per the DOE Analysis	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">White/Black</td> <td>Gap 2003: -6.2 / Gap 2004: -9.8</td> </tr> <tr> <td>White/Hispanic</td> <td>Gap 2003: -8.4 / Gap 2004: -17.4</td> </tr> </table>	White/Black	Gap 2003: -6.2 / Gap 2004: -9.8	White/Hispanic	Gap 2003: -8.4 / Gap 2004: -17.4
White/Black	Gap 2003: -6.2 / Gap 2004: -9.8				
White/Hispanic	Gap 2003: -8.4 / Gap 2004: -17.4				

Modifications or Changes to Methods and Strategies	<p>Check (√) One of the Following:</p> <ul style="list-style-type: none"> <li>- No changes required (No negative performance gaps remaining)</li> </ul> <p>√ See page five (5) for one to two-year plan to continue efforts to close negative performance gaps.</p>
Comments	Refer to Appendix 4.

**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 #	4. Time Lines (1-3 Years)
<p>Whites: 48.8% Blacks: 39.0% Gap: -9.8%</p>	<ul style="list-style-type: none"> <li>• Student Support Services for all eligible minority students to encourage use of tutors &amp; study groups.</li> <li>• The TRIO program which provides personal, academic, career and financial advisement, as well as, supplemental instruction, peer tutoring, and study skills to “at-risk” minority students who qualify.</li> <li>• The Early Alert program to contact and offer support to minority students who may be in academic jeopardy at midterm.</li> </ul>	<p>Closure of gap by percentage points:</p> <ul style="list-style-type: none"> <li>• 2.0% per year for 3 years</li> </ul> <p><i>BCC has established it's own Office for Student Diversity &amp; Equity, placing stronger emphasize on minority retention and completions, in order to finish closing the 3.8% gap over a 4th additional year.</i></p>	<p>07/2005-07/2008</p> <p>07/2005-07/2008</p> <p>07/2005-07/2008</p> <p>07/2005-07/2008</p>

	<ul style="list-style-type: none"> <li>• The establishment of “at risk” advisors on each campus.</li> <li>• The conduction of follow up activities for non-returning students from African-American populations.</li> <li>• See appendix 4</li> </ul>	<p>Frank Billings 321-433-7157 321-433-5692 billingsf@brevardcc.edu</p>	<p>07/2005-07/2008  07/2005-07/2008  07/2005-07/2008</p>
<p>Whites: 48.8% Hispanic: 31.4% Gap: -17.4%</p>	<ul style="list-style-type: none"> <li>• Seek funding for an ESOL Learning Specialist in Spanish to teach classes for the TABE, provide remediation, and advising.</li> <li>• Develop support from local, in-service Hispanic officers to serve as mentors to Hispanic police and corrections candidates, especially female.</li> <li>• Student Support Services (described above) to include Hispanic students.</li> <li>• TRIO &amp; Early Alert programs to include Hispanic students.</li> <li>• Establishment of “at risk” advisors.</li> <li>• Follow up activities for non-returning Hispanic students.</li> <li>• See appendix 4.</li> </ul>	<p>Closure of gap by percentage points:  4.0% per year for 3 years</p> <p><i>BCC has established it's own Office for Student Diversity &amp; Equity, placing stronger emphasize on minority retention and completions, in order to finish closing the 5.4% gap over a 4th additional year.</i></p> <p>Frank Billings 321-433-7157 321-433-5692 billingsf@brevardcc.edu</p>	<p>07/2005-07/2008</p>

**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/04	Actual F/04	Met Goal (Y/N)	Goal F/05	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
<b>FTIC*</b>	a. Overall Total		2,002	2,105	Y	2,201	
Females	b. Total		1,021	1,074	Y	1,123	Market to females/minorities who have inquired about the College. Continue Kids' Career Camps for area middle school students. (See appendix 4)
	c. %	50.7	51.0	51.0	Y	51.0	
Blacks	b. Total		223	208	N	211	College Reach-out Program (CROP) visits to students in grades 6-12. (See appendix 4)
	c. %	8.0	11.1	9.9	N	9.6	
Hispanics	b. Total		144	151	Y	148	Work with Police Testing and County Corrections to establish and support Hispanic recruitment efforts, especially female candidates.(See appendix 4)
	c. %	4.5	7.2	7.2	Y	6.7%	
Other Minorities	b. Total		58	59	Y	104	Encourage participation CROP and include minority population in media.(See appendix 4)
	c. %	4.7	4.7	2.80	N	4.7	
<b>Overall Enrolled</b>	a. Overall Total		15,234	14,484	N	15,144	
Females	b. Total		9,163	8,561	N	8,951	Sponsor Child Care Association of Brevard inc. Annual Awareness workshop. (See appendix 4)
	c. %	50.7	60.1	59.1	N	59.1	
Blacks	b. Total		1,257	1,291	Y	1,326	Target K-12 schools with high minority for Allied Health demonstrations/health fairs. (See appendix 4)
	c. %	8.0	8.3	8.9	Y	8.8	
Hispanics	b. Total		918	900	N	913	Encourage participation in STEP & CROP & celebrate Hispanic Heritage Month. (See appendix 4)
	c. %	4.5	6.0	6.2	Y	6.0	
Other Minorities	b. Total		550	464	N	712	Provide community awareness workshops and use of student volunteers as ambassadors. (See appendix 4)
	c. %	4.7	3.6	3.2	N	4.7	

\* 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 2004.

“Effective for 2005, FTIC data includes students who were in dual enrollment prior to post-secondary enrollment. Previous years’ data does not include dual enrollments in FTIC”.

**PART III: STUDENT PARTICIPATION****B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION****2. Student Participation – Completions**

(College Credit and Certificate Programs)

GROUP		Census District	Goal 04	Actual 04	Met Goal (Y/N)	Goal 05	Strategies to Ensure Increased Completion Underrepresented Groups
<b>AA Degrees (Annual)</b>	a. Overall Total		1494	1531	Y	1571	
Females	b. Total		926	956	Y	980	The WENDI program offers support/guidance to single parents, unemployed divorced, under-educated women. (See appendix 4)
	c. %	50.7	62.0	62.4	Y	62.4	
Blacks	b. Total		120	97	N	127	Participation in the African-American Student Union, Black History Programs, and promote Moore Multi-cultural Center. (appendix 4).
	c. %	8.0	8.0	6.3	N	8.1	
Hispanics	b. Total		90	79	N	88	Encourage use of learning labs, provide part-time employment and seek scholarships. Promote Moor Multi-Cultural Center and provide foreign language labs. Track GPA's for minorities. (See appendix 4)
	c. %	4.5	6.0	5.2	N	5.6	
Other Minorities	b. Total		70	58	N	74	Learning labs, part-time employment & scholarships for specific minorities. (Appendix 4)
	c. %	4.7	4.7	3.8	N	4.7	
<b>AS Degrees (Annual)</b>	a. Overall Total		360	373	Y	383	
Females	b. Total		242	229	N	235	WENDI program & gender specific scholarships. (See appendix 4)
	c. %	50.7	67.2	61.4	N	63.7	
Blacks	b. Total		29	24	N	30	Expand Adopt-a-School program. (Appendix 4).
	c. %	8.0	8.1	6.4	N	8.0	
Hispanics	b. Total		18	25	Y	30	Provide part-time employment and seek scholarships. (See appendix 4)
	c. %	4.5	5.0	6.7	Y	8.1	
Other Minorities	b. Total		19	12	N	17	Promote Student Services and diversity celebrations. (See appendix 4)
	c. %	4.7	5.3	3.2	N	4.7	
<b>Certificates (Annual)</b>	a. Overall Total		959	832	N	860	
Females	b. Total		492	422	N	447	Provide personal support & referrals for day care. (See appendix 4)
	c. %	50.7	51.3	50.7	N	52.0	
Blacks	b. Total		77	73	N	81	Promote Moore Multi-Cultural center activities. (See appendix 4)
	c. %	8.0	8.0	8.8	Y	9.4	
Hispanics	b. Total		65	46	N	57	Infuse diversity into the curriculum. Provide career placement (Appendix 4).
	c. %	4.5	6.8	5.5	N	6.6	
Other Minorities	b. Total		45	28	N	40	Promote on-line tutoring smarthinking.com (appendix 4).
	c. %	4.7	4.7	3.4	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 2004.

**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.

<b>Target Employees</b>	<b>Total # Full-Time Employees</b>	<b># White</b>	<b># Black</b>	<b># Hispanic</b>	<b># Asian</b>	<b># Other</b>	<b># Male</b>	<b># Female</b>
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.

<b>Target Employees</b>	<b>Total # Part-Time Employees</b>	<b># White</b>	<b># Black</b>	<b># Hispanic</b>	<b># Asian</b>	<b># Other</b>	<b># Male</b>	<b># Female</b>
Athletic Directors:	1							
<u>Coaches:</u> Women's Sports	6	2	1	1			2	4
Men's Sports	6	6	2				6	
Total coaches	12	8	3	1			8	4
Percent	100.00%	66.67%	25.00%	8.33%			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 would be announced through our national and state office NJCAA and FCCAA and the college web-site.

- 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, especially those rich in minorities.
- 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

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.

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**Athletic Director: Mr. Ernie Rosseau**  
(Signature)  
Date: 06/13/05

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**College President: Dr. Thomas E. Gamble, Ph.D.**  
(Signature)  
Date: 06/13/05

**PART IV: ISSUES IN ATHLETICS**

**C. Corrective Action Plan for Non-Compliance Components in Athletics**

(Complete Appendix 2 to show data for male and female participation rates and full-time enrollment. In addition, the plan to increase participation among women must be reported in Appendix 2.)

1. Gender Equity in Athletics Component	2. Planned Actions To Address Deficiencies Found in Athletics	3. Responsible Person(s) and Contact Information	4. Time Lines
<p>Women’s sports will be represented at “Project Get Ready again.”</p> <p>Opportunities for female athletes through notifications</p> <p>Enhancement and retention of female athletic scholarships.</p> <p>Reduce loss of eligibility, increase retention and improve recruitment of female athletics</p>	<ul style="list-style-type: none"> <li>• Continuation of women’s sports as represented at “Project Get Ready”, showcasing female sports with sign up information sheets &amp; current athletes.</li> <li>• Continuation of announcement of all opportunities for female sports at BCC included in student I-mail &amp; athletic web page, campus marques.</li> <li>• Continuation of flyers in advisor academic offices on all campuses announcing tryout &amp; opportunities for female sports.</li> <li>• Tryout dates published in Florida Today &amp; Sweat Gazette.</li> <li>• Continuation of direct e-mail contacts to all local high school athletic directors &amp; coaches.</li> <li>• Recruitment literature available throughout the athletic department &amp; gym area.</li> <li>• Increased female scholarships from 15 to 16 this year. Will continue to work towards even more scholarships.</li> <li>• Received new equipment, locker room, uniforms. Will continue to work towards further</li> </ul>	<p>Athletic Director Ernie Rosseau 433-5601</p> <p>Athletic Director Ernie Rosseau</p>	<p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p>

	<ul style="list-style-type: none"> <li>• improvement of female venue for community awareness.</li> <li>• Increased softball summer campus for junior high schools. Will continue to increasing awareness.</li> <li>• Hired athletic advisor (part-time) to reduce loss of eligibility, increase retention and improve recruitment of females. Will continue to work with advisor.</li> <li>• Continue to improve mentoring and on-line tutoring for female athletics.</li> </ul>	<p>Athletic Director Ernie Rosseau</p> <p>Athletic Director Ernie Rosseau</p> <p>Athletic Director Ernie Rosseau</p> <p>Athletic Director Ernie Rosseau</p>	<p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p> <p>June 2004 - June 2005 – Completed/will continue June 2005- 06.</p>
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The above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

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**Athletic Director: Mr. Ernie Rosseau**

*(Signature)*

**Date: 06/13/05**

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**College President: Dr. Thomas E. Gamble, Ph.D.**

*(Signature)*

**Date: 06/13/05**

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**Review Completion Date**

## 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).

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**Chair, College Board of Trustees: Mr. C. R. McCotter III**

*(Signature)*

**Date: 06/13/05**

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**Evaluation Completion Date**

**PART V: ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT****A. Employment Accountability Plan: Goals/Strategies to Address Under-representation**

GROUP		Census: National	Goal F/ 04	Actual F/ 04	Met Goal (Y/N)	Number Hired **	Goal F/ 05	Strategies to Achieve Goals for Underrepresented Groups
<b>Exec./ Admin./ Managerial</b>	a. Overall Total		15	14	N	0	15	
Females	b. Total		8	5	N	0	8	Send job announcements to HBCU's and women's colleges & sororities. (Appendix 4)
	c. %	48.89	53.33	35.71	N	0.00	53.33	
Blacks	b. Total		1	1	Y	0	2	Focus on hiring qualified minority staff through local NAACP.
	c. %	6.37	6.67	7.14	Y	0.00	13.33	
Hispanics	b. Total		1	0	N	0	1	Compile a database of traditionally ethnic fraternities & sororities to add to job announcement mailing list. (Appendix 4)
	c. %	4.32	6.67	0	N	0.00	6.67	
Other Minorities	b. Total		2	0	N	0	1	Send job announcements to local churches, libraries, civic org.
	c. %	9.75	13.33	0	N	0.00	13.33	
<b>Faculty</b>	a. Overall Total		192	199	Y	3	202	
Females	b. Total		95	109	Y	2	109	Explore new avenues of advertising to increase # females.
	c. %	48.89	49.48	54.77	Y	66.67	53.96	
Blacks	b. Total		13	12	N	0	13	Advertise more frequently to increase opportunities for diversity.
	c. %	6.37	6.77	6.03	N	0.00	6.44	
Hispanics	b. Total		9	3	N	0	9	Join with regional-based CC consortium to target minority hires.
	c. %	4.32	4.69	1.51	N	0.00	4.46	
Other Minorities	b. Total		19	7	N	0	20	Advertise on 24 hour job line.
	c. %	9.75	9.90	3.52	N	0.00	9.90	
<b>Continuing Contracts</b>	a. Overall Total		158	168	Y	8	176	
Females	b. Total		78	90	Y	6	90	Target hiring of females as department heads.
	c. %	48.89	49.37	53.57	Y	75.00	51.14	
Blacks	b. Total		11	8	N	2	12	Employ new avenues to reach diverse populations.
	c. %	6.37	6.96	4.93	N	25.00	6.82	
Hispanics	b. Total		7	2	N	0	8	Focus on hiring qualified minority faculty.
	c. %	4.32	4.43	1.23	N	0.00	4.55	
Other Minorities	b. Total		16	6	N	0	18	Advertise through college website.
	c. %	9.75	10.13	3.70	N	0.00	10.23	

\*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 2004. \*\*Enter number printed in

“New Hires” section of the Fall 2004 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:

- (b) 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 President, Thomas E. Gamble, was evaluated by the Brevard Community College District Board of Trustees in July, 2004. The Board of Trustees’ evaluation of the President included these topics: Equity, Leadership, Accountability, and more. President Gamble consistently met the Board’s expectations. During the 2003/2004 school year, the College hired three new faculty members, including two females, and out of the eight faculty members placed on continuing contract status, six of them were women and two were Black.

### **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 President evaluates members of Cabinet who include the Vice President for Finance and Administrative Services, the Executive Vice President/Chief Learning Officer, five Campus Provosts, the Associate Vice Presidents for Human Resources, Institutional Effectiveness and Strategic Management, and Community Relations and Marketing. All Cabinet members were evaluated by October, 2004.

The Cabinet meets bi-weekly and regularly reviews goals and objectives, including equity and diversity goals and objectives. Cabinet members regularly meet individually and provide updates to the 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 President also evaluates the Athletic Director, the Executive Assistant to the President, 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 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 meeting 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 President determines who will sit on these committees and issues a charge to the members.

- b. My 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 President of the College. The 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 Provosts 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 again budgeted resources for training, to include diversity training. Mandatory Diversity/Sensitivity Training is scheduled again for this fiscal year for all supervisors as part of the Building Excellence through Supervisory Training (BEST). (Non-supervisors are encouraged to attend.) Mandatory Diversity/Sensitivity Training is also scheduled for the College's Deans, Department Chairs, and Program Coordinators as part of the Deans and Chairs Academy (DCA). 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:

Recognizing that we must first attract and hire women and minority faculty members, the College strongly supports targeted recruiting efforts. This support includes funding for targeted advertising,

**College: Brevard Community College**

the hiring of a minority community ambassador, and other outreach efforts with targeted communities.

Additionally, 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.

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*(Signature)*

**President: Dr. Thomas E. Gamble, Ph.D.**

**Brevard Community College**

**Date: 06/13/05**

**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 revised and rewritten general education courses with the goal of diversity infusion across the curriculum. In addition, the Moore Center coordinated with Staff Training to offer eleven sessions in the “Road to Discovery” sessions designed to inform employees about different countries, cultures, and ethnicities. The staff training has offered, within the last year, two ‘Better Employees through Supervisor Training (BEST) sessions on diversity. A minority recruitment brochure has been created in conjunction with the local NAACP and is offered in Spanish as well as English.

BCC offered academic scholarships and leadership through the development of the Minority Students in Action group (MSIA). BCC continues to maintain a close working relationship between Offices for Students with Disabilities at UCF (University of Central Florida).

- B. Provide below a break-out of students enrolled in dual enrollment courses for the total reporting year 2003-04. Specify below the number and percent of students in each group by course grade earned at the end of the 03-04 reporting year.

Racial/Ethnic Group	Course Grade: Less than C		Course Grade: C or Above		Total #
	#	%	#	%	
White	93	3.9	2269	96.1	2,362
Black	9	4.6	188	95.4	197
Hispanic	7	4.5	149	95.5	156
Asian/Pacific Islander	3	3.8	75	96.2	78
American Indian/Alaskan	1	7.7	12	92.3	13
Other Minority	0	0.0	0	0.0	0
Total	113	4.0	2693	96.0	2806

- C. Briefly describe strategies to increase diversity among students who succeed (earn grades of C or above) in dual enrollment courses.

**College: Brevard Community College**

- 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

**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	
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
Baseball	23	25	0	0	23	25
Basketball	12	14	11	14	23	28
Golf	10	10	0	0	10	10
Softball	0	0	21	17	21	17
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	12	13	12	13
Soccer	0	0	0	0	0	0
Total Participants	45	49	44	44	89	93
% of Participants	50.6%	52.7%	49.4%	47.3%		
Fall 2004 EF2A Report Enrollment	2,295 (43.8%)	2,332 (43.7%)	2,947 (56.2%)	3,000 (56.3%)	5,242	5,332

**APPENDIX 2** (continued)

1. Gender Equity in Athletics Component	2. Planned Actions To Address Deficiencies Found in Athletics	3. Responsible Person(s) and Contact Information	4. Time Lines
<p>Opportunities for female athletes through notifications</p> <p>Women’s sports will be represented at “Project Get Ready.”</p> <p>Enhancement and retention of female athletic scholarships.</p> <p>Reduce loss of eligibility, increase retention and improve recruitment of female athletics</p>	<ul style="list-style-type: none"> <li>• Announcement of all opportunities for female sports at BCC included in student I-mail &amp; athletic web page, campus marques.</li> <li>• Flyers in advisor academic offices on all campuses announcing tryout &amp; opportunities for female sports.</li> <li>• Women’s sports as represented at “Project Get Ready”, showcasing female sports with sign up information sheets &amp; current athletes.</li> <li>• Tryout dates published in Florida Today &amp; Sweat Gazette.</li> <li>• Direct e-mail contacts to all local high school athletic directors &amp; coaches.</li> <li>• Recruitment literature available throughout the athletic department &amp; gym area</li> <li>• Further Increase female scholarships, up from the state (15) to state average of 24.</li> <li>• Increase and improve female venue for community awareness.</li> <li>• Increase athletic camps &amp; and clinics for females.</li> <li>• Hire athletic advisor (part-time) to reduce loss of eligibility, increase retention and improve recruitment of females.</li> <li>• Encourage mentoring and on-line tutoring for female athletics.</li> </ul>	<p>Athletic Director Ernie Rosseau 433-5601</p> <p>Athletic Director Ernie Rosseau</p> <p>Athletic Director Ernie Rosseau</p> <p>Athletic Director Ernie Rosseau Athletic Director Ernie Rosseau</p> <p>Athletic Director Ernie Rosseau</p>	<p>June 2005 - June 2006</p> <p>June 2005 - June 2006</p> <p>June 2005 - June 2006</p> <p>Fall 2005</p> <p>June 2005 - June 2006</p> <p>June 2005 – June 2005</p> <p>June 2005 – June 2007</p> <p>June 2005 – June 2006 June 2005 – June 2006</p> <p>June 2005 – June 2006</p> <p>June 2005 – June 2006</p>

## **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 be continued:

### **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 add 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*).
- Hired an athletic advisor (part-time) to reduce the loss of eligibility, increased retention and improve future recruitment of female athletics. Develop new strategies for the advisor to use. (*time Line: 1 year*).
- Encourage mentoring and on-line tutoring for all female athletes (*time Line: 1 year*).

## **Appendix 3**

## Appendix 4

**APPENDIX 4:** (Part III, Student Participation. 1. 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 African American enrollment for Allied Health's simulator demonstrations, health career promotions, and department tour invitations.
- Provide community awareness workshops.
- Sponsor Child Care Association of Brevard, Inc. Annual Awareness workshops.
- Send letters to 11<sup>th</sup> and 12<sup>th</sup> graders.
- Encourage students to attend the Zora Neale Hurston Festival of the Arts & Humanities.
- Encourage students to attend the Moore Heritage Festival of the Arts & Humanities.
- Promote Black History Month celebration for community, students, staff, faculty (study skills workshop, health fair, fashion show, motivational speakers).
- Promote Student Services/SGA events (Fall Fest, Spring Fest, and a Welcome Back Day each term).
- Advise students on benefits of BCC/UCF 2+2 Program.
- Participate in Articulation Agreements for high school, community college state university seamless transition.
- Include minority representation in media for promotional/marketing/informational material.
- Participate in outreach & recruitment at high schools, churches, community opportunities.
- Work with the Web Designer to create an OSDE webpage that contains information on accessing minority student clubs, scholarships, local, summer internships, OSDE calendar-of-events, etc.
- Establish a partnership and working relationship with community leaders, churches and schools to ensure minority middle school and high school students are informed about the diverse program opportunities at BCC and to provide the tools for seamless admission and registration into BCC.
- BCC College Night at Antioch Christian Fellowship Baptist Church - Will continue to work with Pastor Blatch, the minister, to develop and redesign this pilot program. Program is designed to prepare middle school and high school youth for admission to BCC.
- Encourage participation in Transitional Ed. Program (STEP) designed to give recent eligible high school minority graduates (low-income) a jump-start to a college education.
- Community Activities - Support community activities to ensure a BCC presence within the minority community is maintained.

**Hispanics:**

- Hispanic Heritage Luncheon Programs - Work with campus Deans to facilitate two luncheons; one in the north/central area and one in the south area. Luncheons will recognize and celebrate Hispanic American contributions during the month of Oct 2005.
- Continue to celebrate Hispanic Heritage Month.
- Hold Latino Festival for Hispanic students.
- Target K-12 school with large Hispanic enrollments.
- Target K-12 schools with high-minority enrollment for Allied Health's simulator demonstrations, health career promotions, and department tour invitations.

- Provide community awareness workshops.
- Sponsor Child Care Association of Brevard, Inc. Annual Awareness workshops.
- Continue mentor/mentee relationships.
- Send letters to 11<sup>th</sup> and 12<sup>th</sup> graders.
- Encourage students to attend the Zora Neale Hurston Festival of the Arts & Humanities.
- Encourage students to attend the Moore Heritage Festival of the Arts & Humanities.
- Promote Student Services/SGA events (Fall Fest, Spring Fest, and a Welcome Back Day each term).
- Advise students on benefits of BCC/UCF 2+2 Program.
- Participate in Articulation Agreements for high school, community college state university seamless transition.
- Include minority representation in media for promotional/marketing/informational material.
- Infuse diversity into curriculum.
- Target K-12 schools with high-minority enrollment for Health Sciences Campus simulator demonstrations, health career promotions, and department tour invitations.
- Participate in outreach & recruitment at high schools, churches, community opportunities.
- Marketing - Renew annual subscription with the Southern Christian Leadership (SCLC) Directory to attract out-of-state minority students to BCC.
- South Brevard Community Action Team (SB-CAT) - Continue a partnership with the following community agencies and organizations: Shiloh Christian Center, Project Response, Delta Sigma Theta Sorority (Melbourne/Palm Bay Chapter), Wuesthoff's Brevard Hospice & Palliative Care and Brevard Ebony News.
- College-wide Recruiting Events - Will support C/W recruiting events such as Project Get Ready, Titan up the Night and Law Enforcement Program.
- Luncheons for BCC employees, the community and all students, concentrating on soliciting attendance of Hispanic students.

All Minorities:

- Target K-12 schools with minority enrollment for Allied Health's simulator demonstrations, health career promotions, and department tour invitations.
- Provide community awareness workshops.
- Sponsor Child Care Association of Brevard, Inc. Annual Awareness workshops.
- Continue mentor/mentee relationships.
- Send letters to 11<sup>th</sup> and 12<sup>th</sup> graders.
- Promote Student Services/SGA events (Fall Fest, Spring Fest, and a Welcome Back Day each term).
- Advise students on benefits of BCC/UCF 2+2 Program.
- Participate in Articulation Agreements for high school, community college state university seamless transition.
- Include minority representation in media for promotional/marketing/informational material.
- Infuse diversity into curriculum.
- Participate in outreach & recruitment at high schools, churches, community opportunities.
- Advise students on benefits of BCC/UCF 2+2 Program.
- Participate in Articulation Agreements for high school, community college state university seamless transition.
- Include minority representation in media for promotional/marketing/informational material.
- Infuse diversity into curriculum.
- Target K-12 schools with high-minority enrollment for Health Sciences Campus simulator demonstrations, health career promotions, and department tour invitations.

*(Part III, Student Participation. 2. 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.
- Offer tuition discounts for children of BCC students through Child Development Center.

Blacks:

- Identify at least one Academic Advisor on each campus who would attend Developmental Education meetings and serve as a liaison to Student Development. Continue to host adjunct faculty training days and invite at least one academic advisor to the training.
- Continue mentor/mentee relationships.
- Provide personal support and referrals for day care and housing.
- Encourage use of Learning Labs.
- Support continued use of Early-Alert Program.
- Encourage participation in African-American Student Union.
- Continue Minority Recruitment and Retention Committee.
- Continue Black History Programs Committee.
- Track GPA for minorities (minorities named to All-Florida Academic Team and awarded Gates Millennium Scholarship).
- Use student volunteers as ambassadors.
- Offer distance learning through BCC's Virtual Campus.
- Encourage students to attend the Florida African American Student Association Fall and Spring Conferences.
- Black History Month Soul Food Programs - Work with each campus Dean to facilitate luncheons at each campus that recognize and celebrate African American contributions during the month of Feb 2006.
- Martin Luther King Program - Host a MLK Program at either the Cocoa or Melbourne Campus in celebration of Dr. Martin Luther King's contribution to the Civil Rights Movement and to motivate minority students to stay in school and use the benefit of education to make contributions to their family, community and country.
- Student Tutoring & Peer-Study Group Programs - Pilot both programs by matching minority students who are experiencing academic difficulty with students who are doing well in the same subject area. Preference is to start with minority students who are in prep courses.
- Mentoring Program - Design a mentoring program for minority students with the intent of encouraging, guiding and assisting students through life challenges while attending college. Intent is to ensure minority students are matched with successful & caring professionals within BCC and the community.
- Moore Multicultural Center Events/Programs - Support events and programs that attract a minority market with a table display of BCC admissions and program information.
- Establish a partnership with UCF by joining the Central Florida Diversity Alliance. The purpose of the Alliance is to share and support diversity initiatives that are inclusive and will help strengthen the Central Florida Community.

Hispanics:

- Recruit minority students into the Fire Training Academy program by implementing educational / informational partnerships with local high schools and workforce personnel departments.
- Minority workforce personnel will be asked to advise prospective minority students about the possibility of entering the emergency services profession.
- 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.
- Assist students with completing electronic FAFSA.
- Encourage students to attend ESL classes (through current programs: Intensive English Program and English as a Second Language classes).
- Provide Foreign Language Labs.
- Encourage use of Learning Labs.
- Support continued use of Early Alert Program.
- Promote Moore Multi-Cultural Center sponsored activities, videos, discussion groups.
- Use student volunteers as ambassadors.
- Promote International Education Week activities.
- Offer distance learning through BCC's Virtual Campus.
- Success and include job placement services in the career center.
- Offer tuition discounts for children of BCC students through Child Development Center.

## Appendix 5

*Appendix 5: (Employment Accountability Plan: Goals/Strategies to Address Under-representation)*

These strategies apply to all sections of the Exec./Admin./Managerial and Faculty Categories:

- Advertise positions on college website, providing access to applicants from all over the nation.
- Send job announcements to local churches, libraries, civic organizations, HBCUs and women's colleges. Continue to seek more local ethnic organizations to expand the mailing distribution list of college job announcements.
- Focus efforts on hiring minority faculty/staff members.
- Continue participation in outreach efforts through the Community Partnership Committee, local branches of the NAACP, and the Harry T. and Harriette V. Moore Memorial Park.
- Continue to foster relationships with esteemed members of the minority community in an effort to facilitate the achievement of the College's diversity goals.

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. local ethnic and minority publication advertising).

Continuing Contract – All categories:

- Women, Blacks, Hispanics, and Other Minorities will be encouraged to participate in professional development activities. The newly established Welcome Wagon will assist women and minorities to become more easily acculturated into the College and community.