



Florida Educational Equity Report
2006-07 Annual Update

Florida Department of Education
Office of Equity and Access



Memorandum

To: James A. Drake Ph.D.
President

From: Frank Billings
Interim Vice President of Operations and Planning
Office of Institutional Effectiveness & Strategic Management

Date: 06/18/07

Re: Florida Department of Education K-20 Office of Equity and Access
Florida Educational Equity Report – 2006-07 Annual Update

I am pleased to present to you and the College's District Board of Trustees a final draft of the College's Florida Educational Equity Report – 2006-07 Annual Update.

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 and provide all students and staff a fair and equitable opportunity to access, fully participate in, and succeed in study and employment.

**ANNUAL EQUITY ACT UPDATE
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**FLORIDA DEPARTMENT OF EDUCATION
K-20 Office of Equity and Access**

Florida Educational Equity Act Update
2007 Update Report

Brevard Community College
(College)

Reviewed by: College President: _____ James A. Drake Ph.D. _____
(Signature) (Date)

Chair, College Board of Trustees: James W. Handley _____
(Signature) (Date)

Plan received by the K-20 Office of Equity and Access: _____
(Date)

Equity Coordinator: Janet Madden
Local Phone: 321-433-7082
Suncom: 321-361-7082
Fax: 321-433-7065
E-Mail Address: maddenj@brevardcc.edu

Report prepared by:
Frank Billings, Interim VP of Operations and Planning
Sharyn Hurst, Coordinator of Institutional Research
Office of Institutional Effectiveness and Strategic Management

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 policies in Appendix 1. If items were identified for modification in the 2005-06 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 2005-06 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2005-06 Monitoring Work Plan. If a required response is included as a Part of the 2006-07 Update, list the item below and indicate the page/appendix on/in which the response can be found. If actions remain incomplete when the 2006-07 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:	Donald Astrab 321-433-7020 321-633-4565 astrabd@brevardcc.edu
Description of 05-06 Methods and Strategies Intended to Address Racial/Ethnic Minority Student Completion Rates	<ul style="list-style-type: none"> Partner with the Brevard School District, in the creation of a new ESOL program, targeting minority students on both Palm Bay and Cocoa campus. BCC provided ESL assistance to students needing help and to the community, as well, using ESL lab software and classes; Student Support Services assist eligible minority students in finding tutors & study groups; BCC's Collegiate High School initiative encourages minorities, along with white students, to take part in this dual enrollment program that allows for simultaneous graduation from both High School and a community college with either an AA or an AS degree; The creation of a "DirectConnect Agreement" with UCF this past year, guarantees BCC graduates entry into UCF with either an AA or AS degree; Send letters to minority students with 90+ credits who may be ready to graduate; Send letters from deans to minority students with 24 or more credits and preps are not yet completed. Encourage the use of math lab. Get students involved in Black History month, Hispanic History month and other diversity activities increasing their connection with the college.
Documented Evidence of Progress per the DOE Analysis	Black/White Gap 2005: -17.2 / Gap 2006: -8.9 Hispanic/White Gap 2005: -6.8 / Gap 2006: 0.0
Modifications or Changes to Methods and Strategies	Check (√) One of the Following: No Changes required (No negative performance gaps remaining)
Comments	Additional strategies are included in appendix 3.

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/Performance Gap	2. Methods and Strategies To Reduce Gaps Between Selected Groups Completing the A.A. Degree	3. Achievement Measure and Responsible Individual & Telephone #	4. Time Lines (1-3 Years)
Blacks: 37.7% Whites: 46.6% Gap: -8.9%	<ol style="list-style-type: none"> All FTIC students and transfer students with <24 credit hours will be required to attend a new student orientation scheduled for half day sessions on Friday mornings during summer & fall terms. Each orientation will include presentations and learning opportunities to assist students with gaining skills necessary to master registration, web access for student services, use of I-mail, on-line learning through blackboard, and educational planning using facts.org and WebCapp. 2nd year of students' "First Year Experience" program – See Appendix 3. 	Closure of gap by 4.5% each year over a two year period. Donald Astrab 321-433-7020 321-633-4565 astrabd@brevardcc.edu	07/2007-07/2009 In development stage 2 and will take 3 years to fully implement.
Hispanic: 46.6 % Whites: 46.6 % Gap: 0.0%	<ol style="list-style-type: none"> Require further advisement sessions for all students whose GPA falls below 2.0; Continue with the upgrading of ESL capabilities through purchase of significant software programs for our Language LAB/assist Hispanic students who have learned English as a second language; and Planning stages for FTIC prep students who test into 2 or more Preps, BCC plans to co-enroll these students into College Success along with Prep courses. 	No Gaps Donald Astrab 321-433-7020 321-633-4565 astrabd@brevardcc.edu	07/2007-07/2009 2 nd year of implementation Retention/completion improvements in 3-5 years

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/06	Actual F/06	Met Census Goal	Met Institution Goal	Institution Goal F/07	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
FTIC*	a. Overall Total		2,115	2,061		N	2,086	
Females	b. Total		1,079	1,029		N	1,058	<i>Project Get Ready:</i> a College Expo and Financial Aid Fair directed to all high school students providing on-site assistance to students needing help in completing FAFSA application. Provides key information about admissions, honors programs, dual enrollment, student activities, career programs, AS degrees, financial aid, scholarships, etc.
	c. %	50.7	51.0	49.9	N	N	50.7	
Blacks	b. Total		212	195		N	209	<i>Get Accepted Campaign:</i> each campus has identified a high school where a team from each campus will provide assistance to HS seniors on site who have not yet applied to college. The program will provide career guidance, placement testing, financial aid assistance and application assistance.
	c. %	8.0	10.0	9.5	Y	N	10.0	
Hispanics	b. Total		148	174		Y	188	<i>College Goal Sunday:</i> a new DOE initiative hosted by BCC to assist minority and low income families with completing the FAFSA to file for financial aid. College Reach Out Program (CROP) expanded to include four high schools. Aimed at increasing % of disadvantaged students in grades 6-12 who enroll in college.
	c. %	4.5	7.0	8.4	Y	Y	9.0	

Group		Census District	Goal F/06	Actual F/06	Met Census Goal	Met Institution Goal	Institution Goal F/07	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
Other Minorities	b. Total		99	74		N	98	BCC's Collegiate High School Initiative: encouraging minorities along with white students, to take part in a dual enrollment program that allows for simultaneous graduation from both high school and a community college (AA or AS Degree).
	c. %	4.7	4.7	3.6	N	N	4.7	
Overall Enrollment	a. Overall Total		14,800	13,858		N	14,000	
Females	b. Total		7,548	8,240		Y	8,400	Send prep letters to students with 24 or more credits. Send visit an advisor postcard. Encourage use of Math Lab and Reading/Writing lab on Cocoa campus for tutoring. Promote use of library and on-line resources available.
	c. %	50.7	51.0	59.5	Y	Y	60.0	
Blacks	b. Total		1,332	1,322		N	1,372	<i>Student Diversity Rap sessions:</i> addresses academic challenges and solutions by students working in small groups. The objective is to identify the issues and collectively, in small teams, work to identify possible solutions.
	c. %	8.0	9.0	9.5	Y	Y	9.8	
Hispanics	b. Total		918	944		Y	980	Offer instructor educational opportunities on strategies of Non-native English speaking students in the Career/Tech Ed classroom. ESOL mentoring programs for Health Science Students needing assistance related to English as a second language.
	c. %	4.5	6.2	6.8	Y	Y	7.0	
Other Minorities	b. Total		696	440		N	658	BCC partnered this year with Brevard School District in the creation of a new ESOL program, targeting minority students on BCC's Palm Bay campus. This program will be expanded to include the Cocoa campus. Students are encouraged to attend diversity activities. See Appendix 3 for activities.
	c. %	4.7	4.7	3.2	N	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 2006. Other minorities include Asians, American Indians, Alaskan Natives, Hawaiian/Pacific Islanders and persons of two or more races. Institutional goals are typically set at or above the Census data.

PART III.

Student Participation

B. Plan for Diversity in Student Participation

GROUP		District Census	Goal 06	Actual 06	Met Census Goal (Y/N)	Met Institution Goal	Institutional Goal 07	Strategies to Ensure Increased Completions Underrepresented Groups
AA Degrees (Annual)	a. Overall Total		1,550	1,552		Y	1,560	Send post cards to students with holds. Letters to students with 45-89 credit hours stating that they may be close to graduation. Required students (below 2.0) to see an advisor. Mail advisor postcards to students.
Female	b. Total		930	929		N	936	
	c. %	50.7	60.0	59.9	Y	N	60.00	
Blacks	b. Total		124	94		N	125	Direct Connect Program guaranteeing admission to UCF with AA or some AS degrees. Send postcards to students with prep holds i.e. summer walk-in registration. Send letters to students that have 24+ hours but not completed prep.
	c. %	8.0	8.0	6.1	N	N	8.0	
Hispanics	b. Total		78	87		Y	89	The invitation of minority students to attend the Florida Funding for Minority Teachers Annual Conference. Minority students, who participate in this program, may receive a two-year scholarship during their junior and senior years of college.
	c. %	4.5	5.0	5.6	Y	Y	5.7	
Other Minorities	b. Total		73	43		N	73	The development of international content into existing courses & the creation of new courses

	c. %	4.7	4.7	2.8	N	N	4.7	whose core curriculum is related to international themes of study. Increase in technical advisory committee through BCC's Ambassador Identifying minority businesses & owners invited to be on the tech advisory program.
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2. Student Participation – Completions

GROUP		District Census	Goal 06	Actual 06	Met Census Goal (Y/N)	Met Institution Goal	Institutional Goal 07	Strategies to Ensure Increased Completions Underrepresented Groups
AS Degrees (Annual)	a. Overall Total		360	324		N	330	
Females	b. Total		216	230		Y	234	A 16 week Health Sciences remediation course. Full-time math lab coordinator to assist students struggling with math requirements.
	c. %	50.7	60.0	71.0	Y	Y	71.0	
Blacks	b. Total		29	20		N	26	Increase in diversity in technical advisory committee through BCC's ambassador. This will identify minority owned businesses in the community and these business owners will be asked to be a part of the technical advisory committee. This will encourage AS degree completions for minority students.
	c. %	8.0	8.0	6.2	N	N	8.0	
Hispanics	b. Total		16	17		Y	18	The ESOL mentoring program for nursing & medical lab students needing assistance related to English as a second language.
	c. %	4.5	4.5	5.3	Y	Y	5.4	
Other Minorities	b. Total		17	11		N	16	Co-enroll FTIC prep students
	c. %	4.7	4.7	3.4	N	N	4.7	

								who test into prep with a Masters degree engineer instructor serving as a role model to minority students in math and sciences.

GROUP		District Census	Goal 06	Actual 06	Met Census Goal (Y/N)	Met Institution Goal	Institutional Goal 07	Strategies to Ensure Increased Completions Underrepresented Groups
Certificates (Annual)	a. Overall Total		650	807		Y	810	
Females	b. Total		338	407		Y	411	Provide information on certificate programs and encourage the use of the Career Center and peer mentoring.
	c. %	50.7%	52.0	50.4	N	N	50.7	
Blacks	b. Total		52	66		Y	67	Provide peer mentoring. Encourage the use of tutors and study groups and involvement in diversity activities.
	c. %	8.0	8.0	8.2	Y	Y	8.3	
Hispanics	b. Total		35	50		Y	51	ESOL Critical Thinking Health Science courses offered through Continuing Ed. Health Science Faculty attended "Strategies for improving performance of Non-Native English speaking students in Career and Tech Ed Classroom."
	c. %	4.5	5.4	6.2	Y	Y	6.3	
Other Minorities	b. Total		31	23		N	38	Student Service's staff, the Career Center staff, Recruitment Office staff, and OSDE host or participate in high school and community career and job fairs throughout the county.
	c. %	4.7	4.7	2.9	N	N	4.7	

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2006.

Part III.

Student Participation

C. Persistence and Retention Analysis and Strategies

(New) For the 2007 Update, data are extracted from the IPEDS Enrollment Fall FTIC 2004-05 Retention into Fall 2005-06 spreadsheet your college received from the Division of Community Colleges and Workforce Education. Your institution will be looking at the pattern of retention rates for 2004-05 year cadre and subsequently comparing data from one year to the next to determine persistence rates. The analysis should give your institution a clearer picture of how effective the college has been in supporting persistence and retention.

Full Time FTIC AA Retention Rates											
	Black			Hispanic			White			W/B Gap	W/H Gap
	M	F	Total	M	F	Total	M	F	Total		
2004-05 Enrollment #	69	81	150	46	53	99	552	580	1,132	NA	NA
2005-06 Retained #	33	49	82	24	37	61	373	412	785	NA	NA
Retained %	47.8%	60.5%	54.7%	52.2%	69.8%	61.6%	67.6%	71.0%	69.3%	14.6%	7.7%

Part-time FTIC AA Retention Rates											
	Black			Hispanic			White			W/B Gap	W/H Gap
	M	F	Total	M	F	Total	M	F	Total		
2004-05 Enrollment #	49	43	92	32	36	68	320	343	663	NA	NA
2005-06 Retained #	23	17	40	10	18	28	115	176	291	NA	NA
Retained %	46.9%	39.5%	43.5%	31.3%	50.0%	41.2%	35.9%	51.3%	43.9%	0.4%	2.7%

Method and strategies used by the college to encourage persistence and retention will be required for the 2007-08 Equity Report, although BCC has opted to list their current retention methods and strategies in this year's report as they relate to other strategies for closing the gap between minorities and whites.

BCC Minority Retention Strategies

<p style="text-align: center;">Strategies and Goals Targeted Activities for Student Retention</p>	<p style="text-align: center;">Time Line</p>
<p>1. <u>International Students Camping Trips and Luncheons.</u> The International Student Services Office sponsors annual camping trips and International food festivals for their students and the college community.</p> <p>2. <u>Student Diversity Rap Sessions.</u> OSDE hosted monthly student diversity rap sessions which encouraged student input and discussion on their academic challenges and possible solutions.</p> <p>3. <u>Minority Student Receptions.</u> Two bi-annual receptions hosted by OSDE and Student Services Deans highlighted the educational and professional successes of minority men and women. The two hour program included a keynote speaker, live entertainment, heavy hors d'oeuvres and a student services panel.</p> <p>4. <u>Florida African American Student Association (FAASA) Conferences.</u> OSDE acted as an honorary member of the AASU (African American Student Union) to help members with fundraising activities to send active members to the bi-annual four-day leadership conference.</p> <p>5. <u>Florida Funding for Minority Teachers (FFMT) Annual Conference.</u> Minority students who are planning to be future students are invited to this annual conference which is hosted by UF throughout various locations in Florida. Students, who Participate in this program, receive a two-year scholarship during the junior and senior years of college.</p> <p>6. <u>Student Government Association (SGA) Events.</u> Students and staff work closely together to host several student activities geared at Promoting unity, inclusion and diversity awareness. Some of these activities include: the Fall Festival, Spring Festival and Welcome Back Day.</p> <p>7. <u>TRIO.</u> TRIO is a federally funded program managed by the Student Services Support (SSS) office. The program offers financial and academic services to students who are first-generation, have a financial need or have a physical or learning disability. Some components of the program are: academic advising, tutoring, career counseling, scholarships, financial aid advising, college survival skills, workshops, seminars and more.</p> <p>8. <u>Student Transitional Education Program (STEP).</u> STEP is an intensive four-week summer transitional program hosted by SSS. Eligible students must be either first-generation or low-income or have either a physical or learning disability.</p> <p>9. <u>Black History Month Soul Food Luncheons.</u></p>	<p style="text-align: center;">Past Accomplishments (2003-Spring 2006)</p>

<p>The Black History Month Soul Food luncheons are hosted college-wide at all of the four campuses. The program includes a variety of soul food menu items and a keynote speaker. Students, staff and faculty are invited to attend this annual event.</p>	<p>Past Accomplishments (2003-Spring 2006)</p>
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BCC’s retention strategies through Student Service’s Enrollment Management Plan

<p align="center">BCC’s Student Services Targeted Activities, Strategies and Goals</p>	<p align="center">Time Line</p>
<p>Enrollment Management Student Communications Plan:</p> <ol style="list-style-type: none"> 1. <u>Call Center</u> <ol style="list-style-type: none"> a. Placed 141 calls to prospective students who applied to BCC but did not register. This will be repeated in the Spring. b. Placed outbound call to prospective students who inquired but did not apply. This will also be repeated in the Spring. c. Will place outbound calls to FTIC students to remind them to see an advisor. This will be continued through October and repeated in the spring. 2. <u>Post Cards</u> <ol style="list-style-type: none"> a. Mailed post cards to FTIC students. This will be repeated in the spring. b. Will mail “visit an Advisor” post cards to students in October and will include spring registration dates. Student s will also get this information via I-mail. c. Students who have holds on their accounts will receive postcard notifications. 3. <u>Letters</u> <ol style="list-style-type: none"> a. HS grads received letters announcing UCF Consortium and Bright Futures Medallion. b. Students denied access to UCF received a letter from BCC. d. Sent a letter to students who have more than 60+ credit hours that they may be eligible to graduate. e. Early Alert letters will be mailed mid-Oct. This same schedule will apply for the Spring term. f. Will send a letter and an I-mail (month of Oct) to students who have 24 credit hours or more but have not started their required preps. Will also place a Dean’s hold on student’s account. g. Will send Early Alert notification letters to students who are not passing based on attendance reporting information from instructors. h. Will remind students who applied for the spring term to register for classes in November. 4. <u>I-mail</u> <ol style="list-style-type: none"> a. Created a news bulletin on the UCF Consortium. Now termed, “Direct Connect to 	<p align="center">Present & New Initiatives</p>

UCF". Sent I-mail for Info Sessions in October. b. Will remind students to update their address in October. c. Will notify students of their holds in October. d. Will announce Spring registration dates in November. e. Will open web for students to view their grades and complete a degree audit in December.	Present & New Initiatives
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Part III.

D. Institutional Analysis of Gatekeeper (Mathematics) courses for students in A&P and Vocational Lower Division Courses.

OEA recognizes that all colleges do not offer both developmental/remedial courses. Insert course data that apply to your institution.

1. Enrollment data is extracted from the "Total" column on Grade distribution Tables for 2000 and 2005 by Race.
2. Math Course success percentages are extracted from Successful Grades column at the extreme right hand end of the table of percentages by race. Success, for purposes of this analysis, includes all students with grades of A, B, or C as final course grades.
3. Achievement gaps are the percentage point difference between the White Student 2005 Success % and the 2005 Black or Hispanic Success % for each math course. When Black and Hispanic student data indicates greater success than White students, type in "no gap".

White Student Enrollment and Success Gatekeeper Courses - 2000 & 2005				
Gatekeeper courses	Enrollment 2000	Success % 2000	Enrollment 2005	Success % 2005
MAT 0020	88	67.05%	140	57.86%
MAT 0024	546	60.62%	650	50.31%
MAC 1105	673	47.10%	991	57.21%
MGF 1106	248	73.39%	267	69.29%

Performance Gaps Between Black Student Success and White Student Success Gatekeeper Courses - 2000 & 2005					
Black Student Enrollment and Success					White/Black Achievement Gap
Gatekeeper Courses	Enrollment 2000	Success % 2000	Enrollment 2005	Success % 2005	2005
MAT 0020	15	60.00%	21	38.10%	19.76%
MAT 0024	84	52.38%	113	42.48%	7.83%
MAC 1105	55	34.55%	98	52.04%	5.17%
MGF 1106	23	47.83%	26	50.00%	19.29%

Performance Gaps Between Hispanic Student Success and White Student Success Gatekeeper Courses - 2000 & 2005					
Hispanic Student Enrollment and Success					White/Hispanic Achievement Gap
Gatekeeper courses	Enrollment 2000	Success % 2000	Enrollment 2005	Success % 2005	2005
MAT 0020	15	46.67%	18	61.11%	No gap
MAT 0024	45	57.78%	62	46.77%	3.54%
MAC 1105	55	50.91%	74	55.41%	1.80%
MGF 1106	9	77.78%	23	78.26%	No gap

Methods and strategies for improving the success rates of Black and Hispanic students, accountability measures, along with 3-year timelines for closing the achievement gaps should be developed by the College Math Department for submission in the 2007-08 Equity Report.

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 disaggregated data of current employees in these job categories by race/ethnicity and gender. Do not include Athletic Directors in the total count for coaches.

Full-time Athletic Director and Coaches 2006								
Target Employees	Total # Full-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	0	0	0	0	0	0	0	0
<u>Coaches:</u> Women's Sports	0	0	0	0	0	0	0	0
Men's Sports	0	0	0	0	0	0	0	0
Total coaches	0	0	0	0	0	0	0	0
Percent	0	0	0	0	0	0	0	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 disaggregated data of current employees in these job categories by race/ethnicity and gender.

Part-time Athletic Director and Coaches 2006								
Target Employees	Total # Part-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	1	1					1	
<u>Coaches:</u> Women's Sports	5	2	1	2			2	3
Men's Sports	6	5	1				6	0
Total coaches	12	8	2	2			9	3
Percent	100.00%	66.67%	16.67%	16.67%	0.00%	0.00%	75.00%	25.00%

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.

The coaches in the athletic Department are involved with budgeting, promotion of their sport, the ordering of materials, setting up schedules and learning how to multitask. These job responsibilities will increase their opportunities for growth.

- 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)?

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?

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.

We do not have any fulltime 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: Sending job announcements to local churches, libraries, civic organizations, HBCUs and women's colleges,

especially those rich in minorities.

We 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 and continue participation in outreach programs through local branches of the NAACP.

**Gender Equity in Athletics
Analysis and Corrective Action Plan**

B. Community College 2005-06 & 2006-07 Athletic Participation by Sport

(Complete Table 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 Section D)

Athletic Participation in Sports 2005-06 & 2006-07						
Varsity Teams	# Males		# Females		Total	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Baseball	19	23			19	23
Basketball	10	15	14	15	24	30
Golf	10	10	0	0	10	10
Softball			15	18	15	18
Swimming						
Tennis						
Track and Field						
Volleyball			13	13	13	13
Soccer						
Total Participants	39	48	42	46	81	94
% of Participants	48.2%	51.1%	51.9%	48.9%	100.0%	100.0%
Fall 2006 EF2A Enrollment Headcount (EF2A Report BOT*)	2,201	2,289	2,928	2,856	5,129	5,145

Fall 2006 EF2A Enrollment Headcount (EF2A Report BOT*)	42.9%	44.5%	57.1%	55.5%	100.0%	100.0%
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*Beginning of Term

Note: EF2A report is the fall enrollment report sent to the colleges verifying enrollment numbers. It is generated by the community college MIS office based on numbers each institution reported.

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.

**PART IV.
Issues in Athletics**

C. Gender Equity in Athletics (Continued) – Compliance Update

Please review the components below and provide a brief description of the status of corrective steps taken only in components where a Corrective Action Plan was required in the 2005-06 Equity Update, if not corrective actions were required, verify compliance for 2006-07 by appending the required signatures.

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

Compliance Verification

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: 06/18/07

College President: James A. Drake Ph.D.

(Signature)

Date: 06/18/07

**Part IV.
Gender Equity in Athletics
Analysis and Corrective Action Plan**

D. Corrective Action Plan for Non-Compliance Components in Athletics for 2005-06

If the Fall 2006 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 2007 and include a time line for completion of the plan.

Corrective Action Plan for Non-Compliance in Athletics 2005-06			
Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines
<p>Full scholarship allotment and maximum roster size will continue to be available to all women sports at BCC. If necessary, there may be a reduction in the master roster size in men's sports.</p> <p>BCC will look into the possibility of adding a 4th Women's team (Golf or Tennis) to bring our sports program into the 5% representation of women participating in athletics.</p>	<p>We will continue to offer the state maximum of scholarships and allowable roster size along with the reduction of roster size for the men's basketball, golf, and baseball programs to help get within the proper representation of women Participating in sports.</p>	<p>Athletic Director: Mr. Ernie Rosseau</p> <p>Commissioner, SACS Commission on Colleges Vice President, Resource Development: Dr. Brenda Fettrow</p> <p>College President: James A. Drake Ph.D.</p>	<p>2007-09 Athletic Calendar</p>

The above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the plan.

Athletic Director: Mr. Ernie Rosseau
(Signature)
Date: 06/18/07

College President: James A. Drake Ph.D.
(Signature)

Date: 06/18/07

Part IV.

Issues in Athletics

E. Board of Trustees Certification

1006.71 Gender equity in intercollegiate athletics (1) Gender Equity Plan

1. Each community college and state university shall develop a gender equity plan pursuant to s. 1000.05, F.S.
2. 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.
3. The Commissioner of Education shall annually assess the progress of each institution's plan and advise the State Board of Education regarding compliance.
4. 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, 2005 to June 30, 2006?

b. Yes:

No:

If not, please ensure completion of the evaluation prior to submission of the 2007 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.

d. 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: James W. Handley

(Signature)

Date: 06/18/07

PART V.

Accountability in Institutional Employment

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

Group		*Census: National	Goal F/06	Actual F/ 06	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**#/% Hired	Goal F/ 07	Strategies to Achieve Goals for Underrepresented Groups
Exec. /Admin. Managerial	a. Overall Total		15	15		Y	0	15	
	b. Total		8	5		N	0	8	Greater Human Resources representation/guidance on search committees to ensure that females and ethnic minorities are given every opportunity for positions such as Department Chair, Director, and Dean. Minorities and females will be coached and mentored for future development and opportunities at the EAM level.
Females	c. %	48.89	53.33	33.33	N	N	0.0	53.3	
Blacks	b. Total		1	0		N	0	1	Collaborate with the "Career Builder" to advertise positions. The Career Builder has several diversity affiliates, which will increase our visibility to minorities nationwide.
	c. %	6.37	6.67	0.00	N	N	0.0	6.67	
Hispanics	b. Total		1	0		N	0	1	Partnering and recruiting with colleges that have large minority populations to seek out minorities for open positions.
	c. %	4.32	6.67	0.00	N	N	0.0	6.67	

Group		*Census: National	Goal F/06	Actual F/ 06	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	Number Hired	Goal F/ 07	Strategies to Achieve Goals for Underrepresented Groups
Other Minorities	b. Total		1	0		N	0	2	Increased recruitment efforts by attending more community job Fairs.
	c. %	9.75	6.67	0.00	N	N	0.0	13.3	
Faculty	a. Overall Total		200	194		N	5	194	
Females	b. Total		109	110		Y	3	112	Women and other minorities will be encouraged to participate in professional development activities, both within and outside the College.
	c. %	48.89	54.50	56.70	Y	Y	60.0	57.7	
Blacks	b. Total		14	14		Y	1	15	Collaborating with Colleges that have higher minority populations to recruit and hire minority faculty.
	c. %	6.37	7.00	7.25	Y	Y	20.0	7.7	
Hispanics	b. Total		5	3		N	0	9	Continue to foster relationships in the local minority community in an effort to facilitate the achievement of the College's diversity goals.
	c. %	4.32	2.50	1.55	N	N	0.0	4.6	
Other Minorities	b. Total		9	7		N	0	19	Development of new reward/incentive program to retain current employees, including all minorities.
	c. %	9.75	4.50	3.62	N	N	0.0	9.8	
Continuing Contracts		A Overall Total	166	153		N	14	153	
Females	b. Total		91	84		N	11	88	Consider all qualified minority adjuncts to fill full-time faculty positions that arise.
	c. %	48.89	54.82	54.90	Y	Y	78.6	57.5	

Group		*Census: National	Goal F/06	Actual F/ 06	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	New Hired	Goal F/ 07	Strategies to Achieve Goals for Underrepresented Groups
Blacks	b. Total		7	7		Y	0	10	Use retirement forecasting and statistical measures to anticipate future openings so that qualified minority employees may be mentored for future advancement within the College.
	c. %	6.37	4.22	4.57	N	Y	0.0	6.5	
Hispanics	b. Total		3	3		Y	0	7	Encourage Hispanic faculty to participate in professional development activities, both within and outside the College.
	c. %	4.32	1.81	1.96	N	Y	0.0	4.6	
Other Minorities	b. Total		6	7		Y	1	15	Using the Career Builder to reach more minority candidates Implementation of a "Career-Pathing" Plan to help employees identify advancement opportunities.
	c. %	9.75	3.61	4.57	N	Y	.07	9.8	

*Use 2000 Census data provided by the K-20 Office of Equity and Access. Use federal EE06 data (Fall Staff Survey) certified and submitted to the Division of Community Colleges for Fall 2006. **Enter number printed in "New Hires" section of the Fall 2006 EEO6 report.

PART V.

Accountability in Institutional Employment

B. Summary of Results of Presidential Evaluations

Section 1012.86(3) (b), F.S., states:

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 month, date and year of the president's performance evaluation.

The former President, Dr. Thomas E. Gamble, was evaluated by the Brevard Community College District Board of Trustees in July 2006. During the evaluation period, the College hired five new faculty members, including three females, one of which was black. Out of the fourteen faculty members placed on continuing contract status, eleven were women and one was in the category of "other minority" (Asian/Pacific Islander). The Presidential evaluation by the Board of Trustees included some of the following topics: Equity, Accountability, Decision Making, Integrity and Leadership. President Gamble consistently met or exceeded the expectations as set forth by the Board.

Part V.

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. Be sure to include developmental steps taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

The President evaluated the members of his Cabinet, to include the Vice President for Finance and Administrative Services, the Executive Vice President/Chief Learning Officer, the Vice President of Student Services, the Chief Technology Officer, the Associate Vice President for Human Resources, Institutional Effectiveness and Strategic Management, and Community Relations and Marketing, the Foundation Executive Director, and the Executive Assistant to the President. All Cabinet members were evaluated by October of 2006.

The President's Cabinet met on a bi-weekly basis to review goals and objectives. They were also accountable for equity goals, diversity goals, objectives and outcomes. The President also met individually with Cabinet members to ensure the progress of goals and objectives as outlined in the College's Strategic Plan. Cabinet members were held accountable for diversity goals on their respective campuses. Cabinet members, who did not meet their diversity goals, were held accountable as reflected in their individual performance appraisals. This action also resulted in potential disciplinary action, up to and including potential termination from

employment.

The President also evaluated the Athletic Director, who was also held accountable for adherence to the College’s Strategic Plan regarding Equity in Athletics. The President consistently met with his employees to provide clear expectations with adequate feedback on progress. He encouraged an open-door policy and believed in following a plan of progressive discipline when necessary. New professional development opportunities were provided through the Leaders Excelling in Academic Development (LEAD), along with another professional development opportunity called, Building Excellence through Supervisory Training (BEST).

**PART V.
D. EQUITY OFFICER/COORDINATOR INFORMATION (NEW)**

D. Community Colleges are required to designate an employee to coordinate compliance with civil rights laws in accordance with Rule 6A-19.010(1)(g), FAC; Title IX, 106.8(a); Section 504, 104.7(a); ADA, 35.107(a); Vocational Guidelines IV-O; and Non-Discrimination on the Basis of Age, 110.25(a). The Equity Coordinator’s responsibilities may include a range of job duties, such as those listed in Appendix 3 Page viii in the Community College Guidelines for Developing the 2007 Annual Equity Update.

Ongoing professional development and targeted training are essential for the Equity Coordinator’s optimal performance effectiveness. Such activities are also indicative of top management and institutional support of the equity coordinator’s roles and job responsibilities. Please list and describe in the table below the professional development and training that the coordinator has attended within the past three years and those planned within the next year. The DOE Office of Equity and Access considers this to be valuable information to share with other coordinators and utilize for future technical assistance

Type of Training/ Professional Development	Conducted by	Date Attended or Planned	Trainer Contact Information
EEOC Technical Assistance Training	Equal Opportunity Commission	Attended: 11/4/05 Jacksonville, Florida	1-800-600-6157
Conference: Tools for a Changing Workplace	Space Coast Human Resources Association	Attended: 4/19/06 Melbourne Florida 1	Space Coast HR Association Kathy Roberts
Mediation Training	The Mediation Training Group	Attended: June of 2006	Mediation Training Group 21218 St. Andrews Blvd., #112 Boca Raton , FL 33433 Telephone # 561-241-0413 Fax # 561-558-9560 <u>info@mediationtraininggroup.com</u>
Florida Employment Law Conference	Florida Commission on Human Relations	Attended: August 2006	Cecil Howard FCHR 850-488-7082

Type of Training/ Professional Development	Conducted by	Date Attended or Planned	Trainer Contact Information
The Legal Do's and Don'ts of Interviewing	Space Coast Human Resources Association	Attended: 12/06	Space Coast Human Resources Association, President, Kathy Roberts
Fall State Equity and Crop Officers Conference	Office of Equity and Access	Attended: 10/06	Lydia Southwell Office of Equity and Access Tallahassee
HR Florida State Conference	HR Florida	Attended: 9/06	Angel Rao-Brown 727-944-2507
Council of Business Affairs (Florida Community Colleges)	Florida Comm. College Council on Business Affairs	Attended: 9/06 Amelia Island, Florida	Linda Wainwright 904-632-3218
Florida CUPA (College and University Personnel)	Florida College and University Personnel	Attended: June 06	Matt Hawks 321-433-7389
Spring State Equity Conference	Office of Equity and Access	Attended: April 2007 (Boca Raton, Florida)	Craig Winger, State of Florida Office of Equity and Access

Part V.

E. 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 Interim Director of Human Resources and the Interim Equity Coordinator ensure that a diverse group of employees serve on the selection committees for open positions within the College. We are in the process of establishing greater representation of Human Resources Professional Staff on Key Faculty Search Committees to ensure diversity.

b. My college complies 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 implementation of strategies and the achievement of goals in a timely manner.

For the current fiscal year, the College provides resources for ongoing training to include Diversity Training. Supervisors receive diversity and sensitivity training through the "Building Excellence through Supervisory Training" (BEST). Training classes are also offered to all other employees. Mandatory Diversity Training is also required for College Dean's, Department Chairs, and Program Coordinators, as part of the Leaders Excelling through Academic Development (LEAD) Program.

5. The following describes how funds are used to increase the number of women and racial/ethnic minorities on continuing contracts.

The College continues to advertise in various minority-targeted publications and participates in job fairs. Faculty on annual contract is encouraged to participate in various professional development activities to ensure a successful transition to continuing contract status. The College also encourages women and minority adjuncts to apply for full-time teaching positions as they come open.

The College will increase partnerships with some of the colleges that tend to attract more minorities, and increase the recruitment of qualified minorities. The College will continue to identify and allocate funds to be used for the professional development of faculty members to ensure more opportunities for minorities to obtain 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.

College President: James A. Drake Ph.D.

(Signature)

Date: 06/18/07

Institution:

Brevard Community College

PART VI.

Community College/Partnership and Outreach

Community Colleges' K-12 Partnerships are valuable in providing access and postsecondary educational opportunities to minority and underrepresented students. The purpose of this section is to identify your community colleges' efforts towards college enrollment and retention success that would provide best practice information.

1. Provide an update of the programs, services and activities that are a part of the post secondary access initiative at your community college. Please indicate the name and information of the contact person.

Partnership School	Program Description	# Students Served	Yr Range students Can Begin	Web site	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /email
Bayside HS & Titusville HS	CROP	47	9 th grade	NA	Mr. Gorczyca & Dr. Albright	gorczycae@brevard.k12.fl.us (321) 956-5000, ext. 2307 albrightd@brevard.k12.fl.us (321) 264-3100, ext. 235	Teri Jones	ionest@brevardcc.edu (321) 433-7715
Southwest Middle School	CROP	15	7 th grade	NA	Mr. Novelli	novellir@brevard.k12.fl.us (321) 952-5800	Teri Jones	ionest@brevardcc.edu (321) 433-7715
Brevard County School Board	English as a Second Language (ESOL)	70	NA	www.brevard.k12.fl.us	John Wigley Director Adult/Com Ed	321-633-1000 Ext 375 wigleyj@k112.fl.us	Dr. Purga & Dr. Heck	purgab@brevardcc.edu 321-433-5152 heckj@brevardcc.edu 321-433-5160
Partnership with Pacific Crest	Improve student athletes success	94	NA	NA	Karl Krumseig VP of Operations	1-800-421-9826	Dr. Donald Astrab	astrabd@brevardcc.edu (321) 433-7020
Partnership with Pacific Crest (Consulting Firm for Higher Ed)	Faculty Development Workshops to address assessment, retention, facilitation, course design, teaching.	Full-time Faculty	Faculty	NA	Karl Krumseig VP of Operations	1-800-421-9826	Dr .Donald Astrab	astrabd@brevardcc.edu (321) 433-7020

Partnership School	Program Description	# Students Served	Yr Range students Can Begin	Website	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /e-mail
Get Accepted Campaign	Provide assistance in career guidance, placement testing, financial aid & application assistance.	All students in a high school identified by each campus	Seniors	NA	NA	NA	Dr .Donald Astrab	astrabd@brevardcc.edu (321) 433-7020
Capstone Tech Prep Project	Increased rigor and relevance and college and career exploration for 9 th – 12 th grades.	1200	8 th	NA	Sheri Willingham at Edgewood, Sandie Chamberlain at AHS & Jackie Samanie @ THS Karrie Scarborough @ Cocoa HS	NA	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145
Career Shadowing Day	Conduct career research and shadow a professional in that career area.	700	10th	NA	Don Greene w/Brevard Public Schools	greened@brevard.k12.fl.us 633-1000 ext 385	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145
TRIO Program (Not through Tech Prep) Summer Bridge	HS summer Trio Program	NA	9-12 th	NA	NA	NA	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145
Adopt a School Program (Not through Tech Prep)	Mentoring & tutoring program for minority youths	NA	Middle schools	NA	NA	NA	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145
Kids Career Camp Program	Provides middle school students with activities targeted at technical careers.	200	Middle Schools	www.brevardcc.edu/techprep	Janice Scholz	scholzi@brevard.k12.fl.us 633-1000 ext 384	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145

Partnership School	Program Description	# Students Served	Yr Range students Can Begin	Website	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /e-mail
College Explorer Program	Designed to motivate middle school students, especially minorities, providing them the opportunity to explore BCC campuses.	400	7-9th	NA	Southwest, Central, Stone, Johnson, DeLaura, Kennedy, McNair, CB, Jefferson, Jackson, Madison	NA	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145
A++ Academy Program	Provide high risk students with college & career information through business mentoring, seminars and field trips.	NA	Cocoa High School	NA	NA	NA	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145
Construction, Design and Technology Fair	High School students in selected careers and Tech Ed courses attend BCC for a one day workshop to see the postsecondary technical programs.	150	High School Student	NA	Joyce Ilonka @ Titusville HS Aaron Mitchell @ Bayside HS Jim Lustic @ Palm Bay HS	NA	Cathy Beam Mildred Coyne	beamc@brevardcc.edu 321-433-7139 coynem@brevardcc.edu 321-433-7145

2. Choose three (3) of your most significant programs or initiatives and describe their effectiveness in creating opportunities for high school students to attend higher education institutions.

The 3 most effective programs in helping high school students go to higher education are the following:

- The dual enrollment program at BCC (particularly the Collegiate high school) is very effective in helping high school students attend higher education. It gives them a jump start on their degree attainment.
- I think the Project Get Ready initiative is one that is highly effective in getting students to attend higher education. The college gets about 500-700 students per event (Melbourne and Cocoa) to attend. I believe these students fill out cards and are tracked to see if they attend BCC.

- The newest initiative, although the numbers were small this first time, is the College Goal Sunday. It attracted many individuals who did not have any information about financial aid. I believe a large majority of the attendees were minorities.

3. What are the future plans that would improve the effectiveness of these partnerships?

The future plans would likely be to continue to host these events/initiatives and seek ways to expand the marketing efforts to attract more people to attend and learn more about the initiatives in higher education.

PART VII.

Vocational Technical Centers: Status Report On Implementation of Substitution Requirements

Colleges that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.

Reasonable substitutions should be available for the following:

1. Requirements for admission to the institution;
2. Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
3. Requirements for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program; and
4. Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.

This section of the Annual Update should include the following information:

Disability	Number of Requests for Substitution	Title of Courses for Which Substitutions were Granted	Title of Substitution Courses	Number of Students Granted Substitutions
Learning Disabilities	1	MAT 1033	EVR 1001	1
Physical	1	CGS 2100	MGF 1106	1
Physical	1	COP 1000	MGF 1107	1

Appendices

In Appendix 1, the college should submit a copy of board-approved policies and procedures that were modified since the submission of the 2005-06 Annual Equity Act Update.

In Appendix 2, the college should submit a copy of the complete 2006 Fall Staff Survey Report.

In Appendix 3, additional strategies.

Submission of Required Documents

The college should submit one (1) complete draft hard copy of the Equity Update for OEA staff preview by or before April 30, 2007.

The college should submit two (2) hard copies (with original signatures in each) of the Equity Update by or before June 29, 2007.

Please email the final copy to craig.winger@fldoe.org.

Appendix 1

No Changes Made

Appendix 2

Fall Staff Survey Report
Attached File

Appendix 3
Additional Strategies

Additional Strategies

Continuation of strategies to reduce disparities between rate of A.A. Degree completions for minority and non-minority students (Part III: Student Participation – Program Analysis of A.A. Degree completion rates)

New Student Orientation and 1st Year Experience Initiatives

Continuation -Orientation will provide instruction in the effective use of various BCC resources such as the hard copy schedule and the on-line schedule, course catalog, student handbook, and the new Titan portal student web access. The new student orientation sessions will encompass small group and individual advising, placement testing and evaluation, course planning and career guidance. The students will experience hands on training in the library, career center, bookstore and the learning labs.

Additionally, the new student orientation sessions will provide information pertaining to student organizations, financial aid, the Honors Program and the academic Departments located on the campus. Campus tours will introduce students to the Student Services Center and the various computer labs available at the campus.

First Year Experience:

The first year experience for all first time in college students and students transferring with less than 24 credits will include mandatory advising, educational planning and career guidance. Students will be required to meet with an advisor prior to registering for their first time plus additional advising sessions throughout their first year. Advising workshops with small groups and individual advising sessions will be scheduled at specific times during the fall and spring terms. Included in these advising sessions will be specifically outlined advising goals to assist students with identifying their major using facts.org, course planning, defining their educational plans and creating a career portfolio. The objectives for these advising sessions are to support the students' academic needs and to promote their educational planning and career goals.

All first time in college students registered for one or more prep courses during their first year will be assigned a Student Services Staff mentor. Each mentor will provide individual guidance to assist developmental students with obtaining any necessary tutoring, academic advising, student services and community resources. Mentor contacts will be scheduled at various times throughout the year.

The new Call Center Information Staff will conduct out bound calls to all first time in college students during the fall and spring terms. Each first time in college student will be contacted by the Call Center Information Staff at least one time during their first year to offer support and guidance. The Call Center Information Staff will provide students with any necessary contact information for BCC resources they may need to support their learning experience.

Additional Strategies to Reduce Disparities Between Minorities and Whites

Recruitment Strategies

1. Three major initiatives:

- a. Incorporated diversity goals into student services' strategic planning.
- b. Created the Office of Student Diversity and Equity (OSDE).
- c. Partnered with the newly appointed Community Ambassador to better serve the minority community.

2. Collegiate High School Dual Enrollment Program.

Established a college-wide collegiate high school program after successfully launching a pilot program on the Cocoa Campus. Program provides high school students the opportunity to graduate with an AA Degree at the same time they graduate from high school. Minority, first generation and low-income students are encouraged to participate in the program.

3. Bilingual College Prep Information Sessions.

OSDE launched a program that provides high school students with information on how to apply to BCC. The PowerPoint presentation is in both Spanish and English and includes Student Services Staff who respond to questions related to admissions, advising and student services.

4. Career and Job Fairs.

Student Services' staff from the Career Center, Recruitment Office and OSDE either host or participate in high school and community career and job fairs throughout the county, with an emphasis on recruiting students to BCC.

5. Underrepresented-Youth Programs for Pre-College Students.

Involvement in the college's minority outreach programs ensure students receive tutoring and mentoring support. Some examples are: College-Out Reach Program (CROP), the College Explorer Program, Adopt a School, TCP Scholars, Kids Career Camp Program, Youth Leadership Summit, Middle School College presentations and A++ Academy.

6. Project Get Ready.

Student Services partnership with faculty results in an evening college expo for high school students in grades 10 – 12. Featured is information from the colleges' experts who show case college programs and student services. Special sessions on financial aid, scholarships and Spanish translation are also offered.

7. Health Science Campus Program.

Through the implementation of an ESOL mentoring program for nursing and medical laboratory students, Student Services is successful with recruitment of minority students. The Human Patient Simulator (STAN) is a huge recruitment tool for minority-rich high schools.

8. Athletic Department.

We ensure support of our diverse athletes and the athletic department. BCC's athletic program includes men's and women's basketball, golf, women softball, volleyball, and men's baseball. Our ethnically diverse coaches work hard to ensure our athletes stay

focused on their academics and sports.

9. Police Academy.

The Police Academy recruits prospective minority police officers by active outreach programs in the minority community and by maintaining a working relationship with OSDE.

10. Individual Education Plan (IEP):

The Office of Students with Disability (OSD) actively recruits local high school seniors with disabilities by attending IEP meeting at high schools. BCC's Office for Students with Disabilities served 765 BCC students this past year, while attending Individual Education Planning meetings for 118 disabled Brevard County high school students. In addition, they shared information about learning disabilities with 15 BCC classes, 14 middle school exceptional education classes, and BCC's men basketball team. BCC also reaches many of their disabled students and first-generation or low-income students through their Student Transitional Education Program (STEP).

Community Activities for Diversity

Dr Smith continued to collect and preserve artifacts and information from local African American history through his involvement in "*The Brevard Legacy Project*", a project launched by BCC's former president Dr. Thomas Gamble. The purpose of the project was to preserve the history and memorabilia of Brevard County's three Historic Black High Schools (Monroe High, Melbourne Vocational/Stone High and Gibson High), which closed their doors in the 1960s due to school integration. Exhibits on three BCC campuses captured the histories of these high schools and featured the successes of many of their graduates.

The third annual "*Harry T. & Harriette V. Moore Heritage Festival of the Arts and Humanities*," held on BCC's Titusville campus. In support of this year's theme "Understanding through Education," some of the center's other campus-based activities included the following:

- "A Voting Rights Experience," using as a model, Harry T. Moore's activities to increase voter registration, awareness, and participation in the African American community;
- "The African Diaspora and the Cuban Diaspora," a festivity including African music, dance, and other cultural expressions being spread around the world;
- BCC's new exhibition, "Embracing the Dream", created in a cooperative effort between the Holocaust Memorial and Resource Center of Central Florida and the Wells' Built Museum of African American History and Culture, profiling ten individuals, both Jewish and African American, who worked to make the dreams of Martin Luther King, Jr. a local reality.

BCC also reached out to Brevard's rapidly growing Hispanic population, as well, with numerous community activities which included the following: The Hispanic Art Festival, The Annual Salsa Festival, The Puerto Rican Day Parade, The Brevard Caribbean American Sport and Cultural Association Jamboree, and Cultural Awareness Day, to name only a few.

BCC's celebration of Black History Month this year focused on their theme "*Celebrating a Rich Heritage*," included numerous campus based activities, such as:

- "*Sky Watchers of Africa*," one of many shows held at BCC's Planetarium and Observatory on the Cocoa campus;
- "A Taste of Soul Luncheon," also held in the Astronaut Memorial Planetarium on the Cocoa campus;
- Educational symposium sessions for high school students from all over Brevard County, held on all BCC campuses;
- A book discussion held on the Cocoa campus by Dr. Ben Brotemarkle, author of "*Crossing Division Street: An Oral History of the African-American Community in Orlando*";
- A Soul Food festival held on the Melbourne campus, and a Gospel Extravaganza held on the Cocoa campus, featuring dance, songs, music and instruments.

The Annual Naturalization Ceremony, co-sponsored by the College's Department of International Services and the Orlando Citizenship and Immigrant Services Division of the Department of Homeland Security, was once again held on the Cocoa campus this year, as BCC faculty, staff, and students were ceremonial witnesses to those receiving their U.S. citizenship.

Health Science continued to focus on recruitment of minority participants for the Health Science programs and their academic success in these programs, through continuation in 2006 of the following:

- The ESOL mentoring program for nursing and medical laboratory students needing assistance related to English as a second language;
- An ESOL Critical Thinking Health Science courses (includes nursing) offered through Continuing Ed and available to all minority students;
- A sixteen week Health Sciences remediation course; and lastly
- Demonstrations of the Human Patient Simulator in minority-rich schools, encouraging interest in the Health Science careers.

Health Sciences faculty and staff also recently attended "Strategies for Improving Performance of Non-Native English speaking students in the Career and Technical Education Classroom," an educational workshop sponsored by the Florida Department of Education and Seminole Community College.

As part of their strategic planning efforts this year, BCC's Board of Trustees has adopted two initiatives promoting BCC's International Studies Program:

- The development of international content into existing courses taught by both full-time and adjunct BCC faculty;

- The creation of new courses by faculty whose core curriculum is related to international themes of study; and
- The design and development of a world renowned Institute for Global Studies and Exchange.

College Professional Development Activities

- “A Road to Discovery,” an educational on-line series where employees can learn about cultural differences and similarities;
- “Accommodating Students with Mental Disabilities,” training that addresses law and policy issues related to accommodation of students with mental disabilities;
- “Teaching Students with Disabilities,” a program available through Staff and Program Development; and
- “Valuing Diversity, Working Together Productively,” presented to employees to broaden their understanding of diversity in a work environment.