



BREVARD COMMUNITY COLLEGE

2007-08 Annual Equity Update

February 2008 Template Revision

Includes May 8, 2008 OEA Recommended Changes

**Florida Department of Education
Office of Equity and Access**

**Florida Department of Education
Office of Equity and Access**

Table of Contents

Brevard Community College Signature Page.....	4
PART I MODIFICATION OF POLICIES AND PROCEDURAL REQUIREMENTS.....	5
PART II INCOMPLETE ITEMS OR PENDING ACTION	5
PART III STUDENT PARTICIPATION.....	6
A. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION.....	6
1. Student Participation – Enrollments	6
FTIC College Credit and Certificate Program.....	6
Overall Enrolled College Credit and Certificate Program.....	7
PART III STUDENT PARTICIPATION.....	8
2. Student Participation – Completions	8
AA Degrees College Credit and Certificate Programs	8
AS Degrees College Credit and Certificate Programs.....	9
Certificates College Credit and Certificate Programs)	10
B. Persistence and Retention Analysis and Strategies.....	11
1. Full-Time Student Retention (FTIC)	11
2. Part-time Student Retention (FTIC).....	12
C. Brevard Community College Strategies.....	14
Student - General Improvement.....	14
FTIC.....	15
Diversity.....	16
D. Institutional Analysis of Gatekeeper courses analysis and strategies.....	21
Black/White Gap Analysis.....	21
Hispanic/White Gap Analysis.....	22
PART IV ISSUES IN ATHLETICS.....	23
A. Diversity in Athletic Program Administration and Leadership	23
1. Full Time.....	23
2. Part Time.....	23
3. Employment Strategies	24
B. Community College 2006-07 Athletic Participation by Sport.....	25
C. Gender Equity in Athletics – Compliance Update.....	26
D. Compliance Verification Signature Page.....	27

E. Corrective Action Plan for Non-Compliance Components in Athletics	28
F. Board of Trustees Certification	29
PART V ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT.....	30
A. Employment Accountability Plan: Goals/Strategies to Address Under-Representation	30
Executive, Administrative, Managerial	30
Faculty.....	31
Continuing Contract.....	31
Adjunct.....	32
B. Summary of Results of Presidential Evaluations	33
C. Summary of Results of Evaluation of Selected Staff.....	33
D. Equity Officer/Coordinator Information.....	33
Certification of Key Processes (Section 1012.86, F.S.).....	35
PART VI COMMUNITY COLLEGE/ PARTNERSHIP AND OUTREACH	38
Part VII: VOCATIONAL PROGRAM:	41
Appendices.....	42
Submission of Required Documents.....	42

**FLORIDA DEPARTMENT OF EDUCATION
OFFICE OF EQUITY AND ACCESS**

**FLORIDA EDUCATIONAL EQUITY ACT
2007-08 UPDATE REPORT**

Brevard Community College Signature Page

Reviewed By: President: _____ **Date:** _____
(Signature)

Chair, College Board of Trustees: _____ **Date:** _____
(Signature)

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

College Equity Coordinator: Rose M. Foss
Local Phone: 321-433-7082
Fax: 321-433-7065
E-Mail Address: fossr@brevardcc.edu

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 2007-08 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 2006-07 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2007-08 Monitoring Work Plan. If a required response is included as a part of the 2007-08 Update, note the item below and indicate the page or appendix where the response is incorporated in the Report. If actions remain incomplete when the 2007-08 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. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

1. Student Participation – Enrollments

FTIC College Credit and Certificate Program

GROUP		*Census District	Goal F/06-07	**Actual F/06-07	Met Census (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07-08	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
FTIC	a. Overall Total		2,086	2,338		Y	2338	
Females	b. Total		1,058	1,150		Y	1,185	Project Get Ready: provides on-site assistance to all high school students i.e. completing FAFSA forms, information re: admissions, honors programs, dual enrollment, student activities, career programs, AS degrees financial aid, scholarships, etc. (College Expo and Financial Aid Fair continuation)
	c. %	50.7	50.7	49.2	N	N	50.7	
Blacks	b. Total		209	241		Y	241	Group is not underrepresented
	c. %	8.0	10.0	10.3	Y	Y	10.3	
Hispanics	b. Total		188	204		Y	210	Group is not underrepresented
	c. %	4.5	9.0	8.73	Y	N	8.8	
Other Minorities	b. Total		98	100		Y	110	College Goal Sunday: assists minorities and low income families in FAFSA completion so they can file for financial aid. (continuation) College Reach Out Program: expanded to include 4 high schools; aimed at increasing % of disadvantaged students in grades 6-12 who enroll in college. (continuation) TRIO Program: targets minorities and low income students to assist in mentoring, tutoring, etc. (continuation)
	c. %	4.7	4.7	4.28	N	N	4.7	

Overall Enrolled College Credit and Certificate Program

GROUP		*Census District	Goal F/06-07	**Actual F/06-07	Met Census (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07-08	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
Overall Enrolled	a. Overall Total		14,000	14,453		Y	14,453	
Females	b. Total		8,400	8,472		Y	8,672	Group is not underrepresented
	c. %	50.7	60.0	58.6	Y	N	58.6	
Blacks	b. Total		1,372	1,455		Y	1,460	Group is not underrepresented
	c. %	8.0	9.8	10.1	Y	Y	10.1	
Hispanics	b. Total		980	1,101		Y	1,113	Group is not underrepresented
	c. %	4.5	7.0	7.62	Y	Y	7.7	
Other Minorities	b. Total		658	538		N	679	Partnered with Brevard School District in creating new ESOL program which was initially in Palm Bay but is <u>now expanded to Cocoa</u> ; targets minority students and encourages students to attend diversity activities.
	c. %	4.7	4.7	3.72	N	N	4.7	

Note: (continuation) designation in Strategies box indicates a program that was in existence the previous year and is being continued.

*Use Census data provided by the Office of Equity and Access. **Use enrollment data certified and submitted to the Division of Community Colleges and Workforce Development for Fall 2005.

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

**2. Student Participation – Completions
AA Degrees College Credit and Certificate Programs**

GROUP			Goal AY 06- 07	Actual AY 06- 07	Met Census (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07-08	Strategies to Ensure Increased Completion Among Underrepresented Groups
AA Degrees (Annual)	a. Overall Total		1,560	1,624		Y	1,624	
Females	b. Total		936	967		Y	974	Group is not underrepresented
	c. %	50.7	60.0	59.5	Y	N	60.0	
Blacks	b. Total		125	86		N	130	Florida Tech Track and UCF Direct Connect Programs: guarantees admission to UCF with AA and some AS degrees First Year Experience: contacted students with prep holds and 24+ hours without prep completion. (continuation)
	c. %	8.0	8.0	5.30	N	N	8.0	
Hispanics	b. Total		89	93		Y	93	Group is not underrepresented
	c. %	4.5	5.7	5.73	Y	Y	5.7	
Other Minorities	b. Total		73	56		N	76	International content development: into existing courses and created new courses with core curriculum relating to international themes of study. Increased involvement with minority business owners. (continuation) Expanded study abroad program and established partnerships with China and India to improve cultural awareness and set up host families.
	c. %	4.7	4.7	3.45	N	N	4.7	

Note: (continuation) designation in Strategies box indicates a program that was in existence the previous year and is being continued.

AS Degrees College Credit and Certificate Programs

GROUP			Goal AY 06- 07	Actual AY 06- 07	Met Census (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07/08	Strategies to Ensure Increased Completion Among Underrepresented Groups
AS Degrees (Annual)	a. Overall Total		330	331		Y	331	
Females	b. Total		234	202		N	202	Group is not underrepresented
	c. %	50.7	71.0	61.0	Y	N	61.0	
Blacks	b. Total		26	34	Y	Y	31	Group is not underrepresented
	c. %	8.0	8.0	10.3	Y	Y	9.5	
Hispanics	b. Total		18	14		N	17	The ESOL Mentoring Program: for nursing and medical lab students and now the <u>Nursing Entrance Exam (NET)</u> has been established to provide more information on specific deficiencies to identify at-risk areas and assist with remediation earlier. Workforce Directors: focus on high enrollment programs where retention and success rates are low; assigned disciplines and programs to work with faculty and students to increase retention.
	c. %	4.5	5.4	4.23	N	N	5.0	
*Other Minorities	b. Total		16	13		N	16	
	c. %	4.7	4.7	3.93	N	N	4.7	

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2007.

Certificates College Credit and Certificate Programs)

GROUP			Goal AY 06/07	Actual AY 06/07	Met Census (Y/N)	Met Institutional 06/07 Goal (Y/N)	Institutional Goal F/07-08	Strategies to Ensure Increased Completion Among Underrepresented Groups
Certificates (Annual)	a. Overall Total		810	791		N	795	
Females	b. Total		411	400		N	403	Career Counselors: established to provide a personal interface with the student and follow the program calling students who are struggling or stop coming in. Encourage the use of Career center and peer mentoring.
	c. %	50.7	50.7	50.6	N	N	50.7	
Blacks	b. Total		67	69		Y	70	Group is not underrepresented
	c. %	8.0	8.3	8.72	Y	Y	8.8	
Hispanics	b. Total		51	52		Y	52	Group is not underrepresented
	c. %	4.5	6.3	6.57	Y	Y	6.5	
*Other Minorities	b. Total		38	23		N	37	The ESOL Mentoring Program: for nursing and medical lab students and now the <u>Nursing Entrance Exam (NET)</u> has been established to provide more information on specific deficiencies to identify at-risk areas and assist with remediation earlier. Workforce Directors: focus on high enrollment programs where retention and success rates are low; assigned disciplines and programs to work with faculty and students to increase retention.
	c. %	4.7	4.7	2.91	N	N	4.7	

Use enrollment data certified and submitted by your institution to the Division of Community Colleges and Workforce Development for Fall 2007.

B. Persistence and Retention Analysis and Strategies

For the 2008 Update, data are extracted from the IPEDS Enrollment Fall FTIC 2005-06 Retention into Fall 2006-07 spreadsheet your college received from the Division of Community Colleges. Your institution will be looking at the pattern of retention rates for 2005-06 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.

1. Full-Time Student Retention (FTIC)

Full Time FTIC Retention Rates											
	AA/Black			Hispanic			White			W/B Gap	W/H Gap
	M	F	Total	M	F	Total	M	F	Total		
2005-06 Enrollment #	67	83	150	48	52	100	549	598	1,147	NA	NA
2006-07 Retained #	31	50	81	24	36	60	373	439	812	NA	NA
% Retained	46.3	60.2	54	50	69.2	60	67.9	73.4	70.1	-16.1	-10.1

a. List the College’s Methods and Strategies to close the Full-time retention gaps.

Brevard Community College has expanded our academic student-focused programs to include various campuses and has established a faculty process improvement program that focuses on improving educational outcomes by building the capabilities of our faculty through transformational educational leadership, professional development and the implementation of innovative classroom tools. Through targeted faculty development, BCC will improve our teachers, empower our students and facilitate the learning.

Through our reach out program, we are adding the following charter, middle and high schools in the county:

- Bayside High
- Palm Bay High
- Cocoa High
- Titusville High
- Southwest Middle
- Stone Middle
- Clearlake Middle
- Rivers Edge Charter

This program was restructured from a twice a month-Saturday program to a twice weekly after school program in the supported schools for a duration of 10 weeks. Highly qualified certified instructors assist students for 10 weeks with math and language instruction, test taking skill enhancement, workshops, student and community role models and mentors, opportunities for career exploration and more. Enhancement activities provide tours of Florida state universities, private colleges and universities. They also include an annual summer residency on the campus of University of Central Florida.

A new practice of the college reach out program is promotion of the TRIO program. Once a student graduates from high school, they

Brevard Community College

are mandated to enroll in the Student Support Services program for follow up on their postsecondary education, tutoring, and continuation on some of the services they once received from the initial program.

The Learning Lab provides academic support to students. There is a learning lab located on each campus. To assist students with the following

- Computer-assisted instruction (reading, writing, mathematics)
- Vocational preparatory instruction (VPI).
- Remedial instruction and exit testing for some certificate seeking students
- Tutoring

The College has also established Writing and Math Labs to provide student support on each campus.

b. Indicate Accountability Measures and Timelines to close the Full-time gaps

Decrease the Black/White gap by 2% percentage points by the 2008-09 School Year.

Decrease the Hispanic/White gap by 2% percentage points by the 2008-09 School Year

In an effort to close gaps and improve student retention of full and part time students, the College is hosting a multitude of faculty activities that are geared toward improving teacher performance, empowering students and facilitating learning.

2. Part-time Student Retention (FTIC)

Part-time FTIC Retention Rates											
	AA/Black			Hispanic			White			W/B Gap	W/H Gap
	M	F	Total	M	F	Total	M	F	Total		
2005-06 Enrollment #	39	47	86	30	36	66	287	270	557	NA	NA
2006-07 Retained #	12	21	33	14	19	33	141	156	297	NA	NA
% Retained	30.8	44.7	38.4	46.7	52.8	50.0	49.1	57.8	53.3	-14.9	-3.3

a. List the College’s Methods and Strategies to close the Part-time student retention gaps

The Learning Lab provides academic support to students. There is a learning lab located on each campus. To assist students with the following

- Computer-assisted instruction (reading, writing, mathematics)
- Vocational preparatory instruction (VPI).

- Remedial instruction and exit testing for some certificate seeking students
- Tutoring

The College has also established Writing and Math Labs to provide student support on each campus.

The Office of Student Diversity and Equity helps students maximize their academic potential and achieve their academic goals, provides comprehensive information and guidance to students through the process of selecting a program major, directing them to the Campus Career Centers to better focus on their goals through career interest surveys and provides educational workshops geared towards helping students effectively manage common academic and life challenges to ensure they stay in school, complete their major program and eventually graduate.

b. Indicate Accountability Measures and Timelines to close the Part-time student retention gaps

Decrease the Black/White gap by 2 percentage points by the 2008-09 School Year.

Decrease the Hispanic/White gap by 2 percentage points by the 2008-09 School Year.

2007-2008 - Establish the position of Academic Dean for Math,

- Increase the number of math lab tutors, increase pay for math lab tutors
- Plan student mentoring, and faculty mentoring program,
- Full time faculty serve office hours in math lab as tutors
- Establish core abilities and state general education outcomes for math
- GAP – close gap by 2%

2008-2009 - Complete math core abilities “rubric” to track and measure learning outcomes

- Hire three full-time faculty members to offer students more opportunities to have full time instructors.
- Review Textbooks for content, affordability, and resources to increase student success.
- Review math course plans to establish college wide measures
- Increase electronic tutoring for Black and Hispanic students,
- Focus on college wide prep math sequence for Black and Hispanic students
- Have mentor program in operation
- Utilize math lab for college algebra
- Link Student support services activities to math lab tutors
- GAP – close gap by 3%

2009-2010 - Complete measuring system for math core abilities,

- Focus on college wide math labs
- Utilize math labs for all math courses
- Create tutoring course specific activities for Math 1105
- GAP –close gap by 3%

C. Brevard Community College Strategies

Student - General Improvement

Direct Connect to UCF. Students are guaranteed admissions to UCF after the completion of an AA or AS degree.

Center for Service-Learning (CSL) www.brevardcc.edu/csl

The CSL involves and supports students in educational and reciprocally beneficial community service-learning experiences. The CSL is recognized as a model and leader in service-learning. Service-Learning is integrated with 135 courses and 350 course sections each semester under the guidance of 110 faculty. Over 700 students enroll annually in stand-alone community service-learning courses. Over 3,600 students volunteer through service-learning each year. The CSL offers students a wide array of service-learning experiences, incentives and opportunities.

The Center for Service-Learning strives to make community service an integral part of students' education to prepare them to be lifelong learners, responsible community members, and productive citizens. The goals are as follow:

- Recruit and place students in educational and meaningful service-learning positions and projects,
- Provide opportunities for students, faculty and staff to partner with community organizations,
- Support students in service-learning activities or projects,
- Integrate and link community service and academic study,
- Involve and support faculty in using the service-learning teaching methods,
- Support community organizations and projects in service learning programming.

Learning Labs

The Learning Lab is a comprehensive resource center which provides academic support to students. There is a learning lab located on each campus. Services available include:

- Computer-assisted instruction (reading, writing, mathematics),
- Vocational preparatory instruction (VPI) – remedial instruction and exit testing for some certificate seeking students,
- Tutoring,
- Testing services – college credit and vocational placement testing at Palm Bay and Titusville locations, (initial placement testing at Cocoa and Melbourne is located in the campus test centers), instructor make-up exams and Virtual Campus testing,
- Secure test administration and proctoring services for those students who are distance learning students,

The college has established Writing and Math Labs. They are dedicated labs with computers where students can receive help with Writing (for the Writing Lab) and Math (for the Math Lab). The Melbourne campus has a stand-alone Writing Lab (separate from the Learning Lab) and the Cocoa Campus partners with the University of Central Florida to provide this service. The Math Labs are set up and supported by full time Master's level instructors and minority engineers. It is available throughout the week (days and nights). The Cocoa Campus has a stand-alone Math Lab. The other campuses include this function in their Learning Labs.

FTIC

Go Higher – Get Accepted Campaign. A statewide initiative to target area high school seniors in April and help them apply to college, take the college placement tested and assist with the completion of the financial aid and scholarship applications.

College Goal Sunday. Another statewide initiative that targets area high schools through participating colleges to start the financial aid application in February.

Community Career and Job Fairs. BCC's Career Centers and the college's Recruitment Office, Student Services staff and the Office of Student Diversity participate in community career and job fairs through the county and at local high schools.

4 Easy Steps for Getting Into College Presentations. The Office of Student Diversity provide presentations to local church groups, Take Stock-In Children, high school students and CROP students on the college application process, placement testing, applying for financial aid and scholarship and how to select a program major.

Project Get Ready. This college expo targets high school students in grades 10 - 12. The early evening event is hosted on two campuses. It provides students and their families with key information on admissions, scholarships, financial aid, and college programs and services. Supplemental orientations in Spanish are also provided.

College Reach-Out Program

CROP is a program funded through a grant from the Florida Department of Education. It is designed to increase the number of low-income, educationally disadvantaged students in grades 6-12 who, upon high school graduation, are admitted to and successfully complete postsecondary education.

Program Goals

- Motivate students to pursue a postsecondary education
- Enhance student's basic learning skills and performance,
- Strengthen student's and parents' understanding of the benefits of a postsecondary education,
- Involve and support faculty in using the service-learning teaching methods,
- Foster academic, personal and career development through supplemental instruction.

Eligibility

Students eligible for participation are those in grade 6-12 who meet economic and academic criteria and who reside in Brevard County.

Program Structure

- Academic supplemental instruction in language, reading and math,
- Enrichment activities such as cultural diversity celebrations and parent workshops,
- Enhancement activities such as career exploration and college tours.

Diversity

Below are a few highlights of recruitment activities and programs that have had a positive influence on our diverse student enrollment:

- Scholarship Award Banquets. BCC provides scholarships to several minority organizations and grant programs. A few examples are the CROP, Reginald E. Johnson Scholarship Fund, Zion Orthodox Scholarship Program, and the Delta Sigma Theta Sorority.
- Golden Opportunities. This program targets our senior community. It helps seniors live independently and enjoy the benefits of computers and the Internet. The focus is on intellectual learning, exchanging of ideas and social enjoyment in a relaxed atmosphere.
- Health Science Campus Programs. BCC's Health Science Campus continues to recruit minority students through the implementation of an ESOL mentoring program for nursing and medical laboratory students. The Health Science Campus has also peaked prospective student interest at minority-rich schools with their demonstrations on the Human Patient Simulator (STAN).
- Athletic Department Programs. Includes a variety of baseball, men's and women's basketball, golf, softball, and volleyball. Our diverse teams also have athletic coaches with various ethnic backgrounds who work hard to make their teams winners.
- Police Academy Program. Promotes recruitment of prospective minority police officers by active outreach programs in the minority community.
- Business Seminars for Entrepreneurial Development. BCC's business seminars recently included two minority prominent motivational speakers, Mr. Wally Amos and Mr. Stedman Graham. Mr. Graham introduced his book, "You Can Make it Happen, A Nine-Step Plan for Success. Both seminars were standing room only.
- International Students Camping Trips and Luncheon. The International Student Services Office sponsors annual camping trips and International Food Festivals for their students and college community.
- Black History Month Soul Food Luncheons. The Black History Month Soul Food luncheons are hosted college wide and feature a variety of soul food and a keynote speaker. Students, faculty, staff and the community are invited to attend this annual event.
- Florida African American Student Association (FAASA) Conferences. Students who are members of the African American Student Association (AASU) are given the opportunity to attend a four-day leadership conference at the college's expense. Conferences are hosted by the FAASA bi-annually.
- Florida Funding for Minority Teachers (FFMT) Annual Conference. Minority students who are planning to be teachers are invited to this annual conference which is hosted by the University of Florida throughout various locations in Florida. Students who elect to join this program are given a two-year scholarship in education during their junior and senior years.
- Student Government Association (SGA) Events. 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.

- **TRIO.** This federally funded program managed by the Student Support Services office targets students who are either first-generation, have a financial need (qualify for financial aid) or have a physical and/or learning disability. The program offers the following services: academic advisement, tutoring, career counseling, incentive scholarships, financial aid advising, college survival skills, workshops, seminars and much more.
- **Student Transitional Education Program (STEP).** STEP is an intensive four-week summer transitional program hosted by Student Support Services. Students eligible for this program must be either first generation or low-income or students with physical or learning disabilities.
- **Academic Diversity Curriculum.** Infused in many of BCC's academic programs is an increase of diversity curriculum that is culturally representative of our diverse student population. Specific academic departments that highlight their diversity curriculum are Humanities, Psychology and Social Science.
- **Academic Diversity Review Committee.** The college has formed this committee as part of the curriculum review approval process. The committee ensures distinguishing courses are diversity infused.

Office of Student Diversity-Promoting Student Diversity and Access to Equal Educational Opportunities

This office assists our diverse community in accessing financial resources that will allow them to become BCC college students. They also provide services to our enrolled students that will help them to maximize their academic potential and achieve their academic goals.

- Admissions Guidance – They give comprehensive information and guidance on how to apply to BCC and how to access and retrieve information from www.facts.org.
- Selection and Completion of Major Programs and/or Graduation
- Problem identification and resolution: this office learns of student academic challenges and collectively brainstorms with the students for solutions. They initially guide students through the process of selecting a program major, often directing them to our Campus Career Centers to take a career interest survey. They also provide educational workshops geared towards helping students effectively manage common academic and life challenges to ensure they stay in school, complete their major program and eventually graduate.

African Americans

Third Annual Harry T. & Harriette V. Moore Festival of the Arts and Humanities. This elaborate festival hosted by the Titusville Campus which annually memorializes the late Harry T. and Harriette V. Moore by providing educational activities and programs to the public and public school students over a three-day period. This year's theme was "Understanding through Education".

Celebration of Black History Month and Juneteenth. BCC celebrated Black History Month on all of its campuses. The theme was Celebrating a Rich Heritage. Programs consisted of luncheons, keynote speakers, ethnic dress fashion shows, documentary movies, student speakers, and plays by local playwrights. The year was wrapped up by a Juneteenth celebration that included the reading of the Emancipation Proclamation, African Dancers and Drummers and a historical oracle of the Black culture in Central Florida.

African American Student Union participated in the following activities:

- Fall Leadership Institute in Jacksonville - November 2006
- Attended FAASA's 2007 Spring Convention in St. Petersburg
- Participated in the Annual Black History Month Celebration – which included
 - The Taste of Soul Luncheon
 - Gospel Extravaganza
 - Panel Discussion with local Community leaders
 - College Goal Sunday
- Other Events:
 - Attended Native American Indian Cultural Event (MC)
 - Attended and participated in the Fantastically Female Program (MC)
 - Latino Festival (MC)
 - Group had several social activities outside school; Bowling Christmas Party
 - Dinner & Movie night - shared birthday celebrations
- Fall Term:
 - Held a Voter Registration Drive
 - Participated in Project Get Ready
 - Campus fundraising
 - Held a club recruitment campaign at Welcome Back Day and Spring Fest
 - Attended the International Global Program with Ambassador Elam Thomas
- Club Presenters:
 - Ms. Jeranie Speed – Trio – Student Success
 - Ms. Teri Jones –Financial Aid/Scholarship Workshop
 - Dean Darby – Visit/Student Discussion
 - Mr. Dexter Thomas – Academic & Personal Success
- Fundraisers:

Office for Students with Disabilities

In order to receive the most appropriate assistance, students are encouraged to register with the Office for Students with Disabilities on their campus. After a student self-identifies, Brevard Community College assists students with disabilities by providing reasonable accommodations on a case-by-case basis. The College makes available adaptive furniture, equipment, and devices, as well as sign language interpreters, specialized computer software, academic advisement, placement and classroom test administration, the services of a learning disabilities specialist, advocacy, and other services to help students attain their educational goals. All services are free and information is kept confidential.

For the 2006/07 year the OSD served 759 students: 292 with learning disabilities and 295 with psychological disorders who self-identified. To inform the students of OSD offerings, the College sent letters to every OSD student informing them about service learning and instructing them how to participate.

Individual Education Plan (IEP). The Office of Students with Disability actively recruits local high school seniors with disabilities by attending IEP meetings at the high schools.

Celebration of the Hispanic Community. Throughout the past year BCC reached out to Brevard's rapidly growing Hispanic population, with involvement or hosting numerous community activities which included the following: The Hispanic Art Festival, The Annual Salsa Festival, The Puerto Rican Day Parade and The Hispanic Heritage Month Luncheon to name only a few. For the October -Hispanic Heritage Celebration the Palm Bay campus invited students, faculty and community members to join in a celebration which included lunch, performances by Hispanic dancers and Hispanic musical performances.

International Education

Brevard Community College recognizes the importance of providing an international dimension to education. Confronted with a global economy and issues that transcend national boundaries, today's students must have a better understanding and appreciation of other cultures, customs and political systems. BCC encourages and supports the development of international partnerships; study-abroad programs; service to international students; international programs for the community; and student, faculty, and staff exchange and development programs.

The Institute for Business Training and Community Education's Intensive English Program offers two courses for English language learners: the Intensive English Program (IEP) and English for Speakers of Other Languages.

Intensive English Program (IEP)

IEP courses are designed to help non-native speakers (international students and residents) develop both academic and communicative fluency in the skill areas of grammar, reading, writing, listening/speaking, and pronunciation. Students learn through a dynamic combination of interactive instruction and classroom activities which encourage active participation, such as cooperative learning, problem solving, role playing, and individual or group projects.

Class sizes are small, averaging 8-10 students, and the coursework is intensive. Students receive approximately 70 hours of classroom instruction per course, and most of our students are in class 23 hours per week. F-1 Visa students are required to take a full load of 5 classes in order to maintain their visa, but residents can choose the number of classes they'd like to take.

The tuition for IEP classes is \$595 per class for a 14 week semester (\$2,975 for full time students). There is a \$100 application fee for the Intensive English Program. Application forms and additional information about the program can be found on our website: www.brevardcc.edu/iep .

All students take a placement test to determine their level of English Proficiency (beginning, low intermediate, high intermediate, or advanced).

ESOL (English for Speakers of Other Languages) Courses

The College offers ESOL courses for the resident English as a Second Language population. Most resident ESOL students have work and/or family commitments which require them to study at a slightly slower pace. In order to accommodate the diversity of student backgrounds and English language needs, our ESOL courses focus primarily on practical fluency through a combination of direct instruction and active learning.

Our most popular ESOL class is the *ESOL Integrated Skills* course. *ESOL Integrated Skills* offers integrated practice in grammar, reading, writing, listening, and speaking. We offer the course at the beginning, low intermediate, and high intermediate levels. Classes meet twice a week (1 and ½ hours each meeting) for 10 weeks (a total of 30 hours of instruction). The cost is \$217, which includes a textbook/workbook/audio CD package. Students take a placement test prior to registration in order to determine their entry level.

For advanced students, we also offer ESOL classes designed to concentrate on particular sets of skills, such as Advanced Reading/Writing, Advanced Listening/Speaking, and TOEFL (Test of English as a Foreign Language) preparation. The cost for these courses is also \$217 for a 10 week course (30 hours of instruction). Textbooks and supplemental materials are included in the tuition.

ESOL Program in the District – The College is in partnership with the Brevard County School District on a grant to provide classes for English as a Second Language courses. The classes are offered through our Learning Lab free to the public.

Equal Opportunity Employment. BCC created a more diversified selection process as a key component that insures that the College continues to work hard at infusing diversity initiatives for all of the community we serve during the hiring process.

D. Institutional Analysis of Gatekeeper courses analysis and strategies

-for students in A&P and Vocational Lower Division Courses. (Mathematics)

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

- Enrollment data is extracted from the “Total” column on Grade distribution Tables for 2005 and 2006 by Race.
- 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.**
- Achievement gaps are the percentage point difference between the White Student 2006 success % and the 2006 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 Data

Gatekeeper courses	2005 enrollment	2005 success %	2006 enrollment	2006 success %
MAT 0020	140	57.86	98	65.31
MAT 0024	650	50.31	608	57.57
MAC 1105	991	57.21	1,038	58.00
MGF 1106	267	69.29	284	70.42

Black/White Gap Analysis

Black Student Data

Gatekeeper courses	2005 enrollment	2005 success%	2006 enrollment	2006 success %	Black/White 2006 Achievement gap
MAT 0020	21	38.10	23	56.52	-8.79
MAT 0024	113	42.48	103	53.40	-4.17
MAC 1105	98	52.04	116	44.83	-13.17
MGF 1106	26	50.00	33	54.55	-15.87

- List the College’s Methods and Strategies to close the Black/White gaps in Math courses

The College has installed a Math Dean to focus on improving academic programs in the areas of mathematics. In addition, the College is analyzing best practice of other community colleges (specifically Indian River and Daytona) and will model their programs in the College’s math program. A comparison of last year’s gap analysis to that of this year shows that we have made significant strides.

	2005	2006	Difference
MAT 0020	-19.76	-8.79	10.97 closing gap
MAT 0024	-7.83	-4.17	3.66 closing gap
MAC 1105	-5.17	-13.17	8 increase in gap*
MGF 1106	-19.29	-15.87	3.42 closing gap

* The only area where the College did not close the gap and, in fact, increased the gap was in MAC 1105, College Algebra. While it is important to minimize gaps between different populations we recognize the reason for the aberration is the fact that since this is a key gateway course, we made a conscious decision to increase the rigor of this course in order to prepare students better for future success. We will continue to work through different efforts

to minimize the gap.

2. Indicate Accountability Measures and Timelines to close the Black/White gaps in Math courses

The College has installed a Math Dean to focus on improving academic programs in the areas of mathematics. In addition, the College is analyzing best practice of other community colleges (specifically Indian River and Daytona) and will model their programs in the College’s math program.

To insure accountability for the program success, the College has created the position of Prep Coordinators. These are full time faculty members who will work with the faculty and host developmental math workshops to insure that the process is being implemented properly. In addition, the College is establishing faculty mentors to insure that progress is made and monitored on a real time basis.

Hispanic/White Gap Analysis

Hispanic Student Data

Gatekeeper courses	2005 enrollment	2005 success %	2006 enrollment	2006 success %	Hispanic/White 2006 Achievement gap
MAT 0020	18	61.11	10	60.00	-5.31
MAT 0024	62	46.77	57	63.16	No gap
MAC 1105	74	55.41	79	62.03	No gap
MGF 1106	23	78.26	26	57.69	-12.73

3. List the College’s Methods and Strategies to close the Hispanic/White gaps in Math courses.

The College has installed a Math Dean to focus on improving academic programs in the areas of mathematics. In addition, the College is analyzing best practice of other community colleges (specifically Indian River and Daytona) and will model their programs in the College’s math program. A comparison of last year’s gap analysis to that of this year shows that we have made significant strides in this area as well.

	2005	2006	Difference
MAT 0020	0	-5.31	5.31 increase in gap
MAT 0024	-3.54	5.59	Surpassed the White population- no gap
MAC 1105	-1.80	4.03	Surpassed the White population- no gap
MGF 1106	8.97	-12.73	21.7 swing*

* Last year, this group only had 9 students in this category. We are encouraged with the increase in enrollment for this course and we believe that with the increase in students to 23 this year, this may be a more representative gap than that of last year’s study. We believe that the progress made in MAT 0024 and MAC 1105 is more significant with the number of students enrolled in the courses. We will work to reduce and eliminate the gap with the new efforts in math.

4. Indicate Accountability Measures and Timelines to close the Hispanic/White gaps in Math courses.

To insure accountability for the program success, the College has created the position of Prep Coordinators. These are full time faculty members who will work with the faculty and host developmental math workshops to insure that the process is being implemented properly. In addition, the College is establishing faculty mentors to insure that progress is made and monitored on a real time basis.

PART IV ISSUES IN ATHLETICS

A. Diversity in Athletic Program Administration and Leadership

1. Full Time

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.**

Brevard Community College does not have individuals who carry one unique function on a full time basis. Even though we do have professionals who work in the Athletic department full time, their duties are divided among different areas. For example, the Athletic Director (W-M) serves as Athletic Director part of the time and Golf Coach another part of the time. The makeup of the Athletic Department is as follows:

- Jamie Howell, Athletic Director (white, male) duties include those of the Athletic Director as well as the men's golf coach, facility coordinator and adjunct faculty

Ladies' Sports

- Ladies' Basketball: Renee Bellamy (black, female) duties include student advisor and head ladies basketball coach
- Ladies' Softball: Ed Yanes (white, male) duties include part time head ladies softball coach
- Ladies' Volleyball: Herbert Tokumoto (Asian, male) duties include part time head ladies volleyball coach.

Men's Sports

- Men's Baseball: Ernie Rosseau (white, male) duties include full time faculty, head men's baseball coach
- Men's Basketball: Terry Parks (black, male) duties include facilitator coordinator for the Melbourne Gym and head men's basketball coach
- Men's Golf: Jaime Howell (white male) duties include Athletic Director, head men's golf coach, facilities coordinator for the golf range and adjunct faculty

2. Part Time

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.

Directors in the total count for Coaches.

Target Employees	Total # Part-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	1	1					1	
Coaches:								
Women's Sports	6	3	2		1		3	3
Men's Sports	4	3	1				4	
Total	12	8	3		1		9	3
Percent	100%	67%	25%		8%		75%	25%

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. **(Do not describe the process for selection.)**

1. Availability to attend clinics within their sport.
2. Invited to all BCC in service days.
3. Encouraged to meet and be mentored by faculty and staff at BCC.
4. Periodicals-Journals and commercial products available at all times.
5. Invited and involved in all athletic dept and coaching meetings.

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

At this time we do not have any full time coaching responsibilities. However, we would follow the same guidelines recommended by Human Resources for any full time position.

- 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)?

N/A

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

We would follow the same rules and regulations that are provided by the college.

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

Any hiring that is pursued by the Athletic Department will following the same hiring guidelines that are set by the college's human resource department.

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

BCC has policies that are in place and the athletic department will follow those policies.

B. Community College 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.)

Number of Participants							
Varsity Teams	# Males		# Females		Total		
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	
Baseball	23	19			23	19	
Basketball	15	12	15	14	30	26	
Golf	10	8			10	8	
Softball			18	20	18	20	
Swimming							
Tennis							
Track and Field							
Volleyball			13	13	13	13	
Soccer							
Other							
Total Athletes	48	39	46	47	94	86	
% of Athletes	51%	45%	49%	55%	100%	100%	

Fall 2006 Enrollment (EF2A Report)				Fall 2007 Enrollment (EF2A Report)			
	Males	Females	Total		Males	Females	Total
Headcount	2,289	2,856	5,145	Headcount	6,014	8,482	14,496
Percent	44.5%	55.5%	100.0%	Percent	41.5%	58.5%	100.0%

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 Table B (above) 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.

C. Gender Equity in Athletics – 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 2006-07 Equity Update. If no corrective actions were required, verify compliance for 2007-08 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)*]

The percentage of females is well within the 5 percentage point margin.

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

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

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

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

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

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

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

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

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

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

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

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

D. Compliance Verification Signature Page

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.

Signature, Athletic Director

Date

Signature, President

Date

ANALYSIS AND CORRECTIVE ACTION PLAN

E. Corrective Action Plan for Non-Compliance Components in Athletics

If the Fall 2007 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 2008 and include a time line for completion of the Plan.

(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>The College has corrected this and has narrowed the gap to less than 4 percentage point difference.</p> <p>We attribute this to our open door policy and our across the board recruiting efforts.</p>			

The above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan. **We find that at this time, no corrective action is required since we are in full compliance with the specifications set forth by the Equity Board.**

Signature of the Athletic Director

Date

Signature of the President

Date

F. 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, 2006 to June 30, 2007?

Yes No **Month and Date of Evaluation:** August 2007

If not, please ensure completion of the evaluation prior to submission of the **2006-07** 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.
- c. Where areas for improvement are identified on the President's evaluation, describe steps to be taken by the Board to meet the intended goals for gender equity in athletics.

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

Signature of the Chair of the Board of Trustees

Date

PART V ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

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

*Use 2000 Census data provided by the Office of Equity and Access. Use federal EE06 (Fall Staff Survey) data certified and submitted to the Division of Community Colleges for Fall 2007.

**Enter number printed in “New Hires” section of the 2007 Fall Staff Survey

Executive, Administrative, Managerial

GROUP		*Census: National	Goal F/07	Actual F/ 07	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**Number Hired	Goal F/ 07/08	Strategies to Achieve Goals for Underrepresented Groups
Exec./Admin./ Managerial	a. Overall Total		15	16			1		
Females	b. Total		8	7		N	0	8	Group is not underrepresented
	c. %	48.89	53.3	43.75	N	N	0	48.89	
Blacks	b. Total		1	2		Y	1	2	Group is not underrepresented
	c. %	6.37	6.67	12.50	Y	Y	0	12.50	
Hispanics	b. Total		1	0		N	0	1	All of the positions available at Brevard Community College are posted on/with Career Builder. Career Builder partners with a multitude of Diversity Business Partners who have access to BCC’s job postings as a result of our Career Builder postings.
	c. %	4.32	6.67	0.00	N	N	0	4.32	
Other Minorities	b. Total		2	0		N	0	1	
	c. %	9.75	13.3	0.00	N	N	0	1	

Faculty

GROUP		*Census: National	Goal F/07	Actual F/ 07	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**Number Hired	Goal F/ 08	Strategies to Achieve Goals for Underrepresented Groups
Faculty	a. Overall Total		194	208			7		
Females	b. Total		112	123		Y	4	123	Group is not underrepresented
	c. %	48.89	57.7	59.13	Y	Y		48.89	
Blacks	b. Total		15	13		N		14	All of the positions available at Brevard Community College are posted on/with Career Builder. Career Builder partners with a multitude of Diversity Business Partners.
	c. %	6.37	7.7	6.25	N	N		6.37	
Hispanics	b. Total		9	3		N		5	
	c. %	4.32	4.6	1.44	N	N		4.32	
Other Minorities	b. Total		19	6		N	1	7	
	c. %	9.75	9.8	2.88	N	N		9.75	

Continuing Contract

GROUP		*Census: National	Goal F/07	Actual F/ 07	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**Number Hired	Goal F/ 08	Strategies to Achieve Goals for Underrepresented Groups
Continuing Contracts	a.Overall Total		153	153			8		
Females	b. Total		88	86		N	5	86	Group is not underrepresented
	c. %	48.89	57.5	56.20	Y	N	62.50	48.89	
Blacks	b. Total		10	7		N	1	10	Continuing contracts are granted to faculty who have successfully completed three to four years of annual contract. The College cannot directly hire Continuing Contract faculty if there are no annual contract faculty available to move into these spots.
	c. %	6.37	6.5	4.57	N	N	12.50	6.37	
Hispanics	b. Total		7	3		N	0	3	
	c. %	4.32	4.6	1.96	N	N	0.00	4.32	
Other Minorities	b. Total		15	6		N	0	6	
	c. %	9.75	9.8	3.92	N	N	0.00	9.75	

*Use 2000 Census data provided by the Office of Equity and Access. Use federal EE06 (Fall Staff Survey) data certified and submitted to the Division of Community Colleges for Fall 2007.

**Enter number printed in “New Hires” section of the 2007 Fall Staff Survey.

Adjunct

Disaggregated data for the Adjunct Table below is not currently available from the community college data system or IPEDS reports. We are working to include this table in the 2008-09 Annual Reports. We suggest completing the table, using local college data as much as possible. However, this is not required.

GROUP		*Census: National	Goal F/ 07	Actual F/ 07	Met Census Goal(Y/N)	Met Institutional Goal (Y/N)	**Number Hired	Goal F/ 08	Strategies to Achieve Goals for Underrepresented Groups
Adjunct Faculty	a.Overall Total								
Females	b. Total								
	c. %								
Blacks	b. Total								
	c. %								
Hispanics	b. Total								
	c. %								
Other Minorities	b. Total								
	c. %								

B. Summary of Results of Presidential Evaluations

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

- a) 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.

During the fiscal year, the College hired one black, non-Hispanic administrator (male). In addition, the College hired seven new on-track faculty; one was a white non-Hispanic male, four were white non-Hispanic females and one was a female of other minority. The College posts all of the positions available at Brevard Community on/with Career Builder. Career Builder partners with a multitude of Diversity Business Partners who have access to BCC's job postings as a result of our Career Builder postings.

Provide below a response to this section of law, including the most recent **month, date and year** of the president's performance evaluation.

President Dr. Jim Drake was evaluated By Brevard Community College District Board of Trustees and his evaluation approved. August 20, 2007. The Presidential evaluation by the Board included some of the following topics: Equity, Accountability, Decision Making, Integrity and Leadership. Dr. Drake met and exceeded the expectations as set forth by the Board.

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.

Members of the president's cabinet have been evaluated to include the provosts and deans. The staff evaluation model was completely revised and approved by the president and the president's cabinet. One of the elements of the newly revised staff evaluation requires that each individual employee be evaluated by their supervisor for their performance as it relates to respect for equity and diversity. The College is driven to meet Equity requirements in its student population as well as its employees. Toward this end, the College is investigating other institution best practices in order to continually improve the employee recruitment and hiring processes.

D. Equity Officer/Coordinator Information

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 year 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 activities.

Type of Training/ Professional Development	Conducted by	Date Attended or Planned	Trainer Contact Information
B.S. in Ed.	Indiana University of Pa.	1973	Indiana, Pa.
M.S. in HRM	Nova University	1984	Ft. Lauderdale, Fl.
SHRM Member			

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:

Brevard Community College has an open door policy and includes members of all majority and minority groups. We post positions on the College web site as well as in the local media. This includes specialty media sources with an eye towards reaching a diverse population in the county and, in fact the country. In addition to our recruitment efforts, we work with our supervisors and hiring managers to insure a thorough understanding of the benefits that a diverse workforce brings to the College. Ultimately, the hiring managers are in the best position to identify which candidate will do the job correctly for him/her. We submit all applicant information to the hiring managers without forwarding any ethnic data. Hiring managers make informed decisions on the basis of candidate accomplishments.

- 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:

After the completion of three to four years of annual contracts, the Campus provost recommends a faculty member for continuing contract. The request is forwarded to the Executive Vice President in charge of academics. The EVP/CLO (Don Astrab, PhD) and the College President approve the faculty member's continuing contract.

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

Each Provost is responsible for evaluating their faculty members via the PEP (Performance Enhancement Plan). See the following sources from Brevard Community College official documents: (Note: only parts A and B of the PEP are to be forwarded to Human Resources for placement in the faculty member's personnel file or "permanent file.")

- c. 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.

In an effort to develop employment goals aimed at ensuring racial, ethnic and gender diversity in the identified categories all employees are rated on a diversity or "valuing differences" dimension with which they must comply in order to work at the College.

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

All of the positions available at Brevard Community College are posted on/with Career Builder. Career Builder partners with a multitude of Diversity Business Partners who have access to BCC's job postings as a result of our Career Builder postings.



Employees

Diversity and Disability Training Programs. The college's Staff Training department continues to provide a variety of diversity and disability awareness training opportunities to employees at convenient times during the fiscal and academic year. This training emphasizes the need for inclusion, tolerance and acceptance of cultural diversity. The Office of Students with Disability sponsors an annual campus-wide Disability Awareness Month program. This program allows students without disabilities to experience certain disabilities through a competitive wheel chair race or a blindfolded scavenger hunt.

Minority Vendor Fair. Through a collaborated effort with several staff departments, BCC launched its inaugural minority vendor fair. The purpose of the Minority Vendor Fair was to establish dialogue with local minority-owned small businesses and vendors and to officially invite them to participate in bidding opportunities at the college. This effort resulted in the creation of a contact list and database of local minority-owned businesses for continuous reference for the college.

Minority Employee Recruitment Activities/Programs

BCC Human Resource Department continues to seek solutions to adequately address the underutilization of minorities and females in Official and Administrator positions, as well as in Service Maintenance and Protective Service: Non-Sworn positions. Recently, BCC has partnered with the "Career Builder" to advertise positions. Additionally, the Career Builder has several diversity affiliates, which will help to increase our visibility to minorities nationwide. Another effort BCC will implement to address the disparity of minority employees is to continue fostering relationships with the local minority community and to provide more training to current women and minority employees that will prepare them for advancement within the organization. A "Career Pathing" program will also be developed to help minorities set career goals within the college.

Activities and programs that are still ongoing and continue to have positively influenced minority employee recruitment include:

- Faculty and Professional Staff Recruitment Fairs. These quarterly recruitment events have resulted in the hiring of several highly-qualified and local minority faculty and staff employees.
- Space Coast Education & Professional Welcome Committee (Welcome Wagon). This committee was established to present a positive and professional picture of life in Brevard County and assist with attracting a culturally diverse group of professionals to the county and to Brevard Community College. The committee consists of minority professionals who assist the college with communicating the opportunities and amenities for minority faculty and senior administration to individuals identified as strong candidates for full-time positions at the college.
- Job Announcement Mail-outs to Minority Organizations. The college has expanded its mailing list to 30 local ethnic organizations, to ensure wider distribution of job announcements to our diverse community.

Active Participation in the Minority Communities. Through our positive and respectful relationship with our community minority leaders, the Community Partnership Committee and the local NAACP Branches, BCC is able to actively participate and support outreach

programs within the minority communities.

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

Brevard Community College President

Date

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.

Provide an update in the programs, services, activities and contact information that are a part of the post-secondary access initiative at your community college, which the college reported in the 2006-07 Update.

Partnership School	Program Description	Number of Students Served	Year Range students Can Begin	Website for more details (if applicable)	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	-	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	jonest@brevardcc.edu (321) 433-7715
Southwest Middle School	CROP	15	7 th grade	-	Mr. Novelli	novellir@brevard.k12.fl.us (321) 952-5800	Teri Jones	jonest@brevardcc.edu (321) 433-7715
Brevard County School Board	English as a Second Language (ESOL)	70	2006-07	www.brevard.k12.fl.us	John Wigley Director Adult/Com Ed	321-633-1000 , EXT 375 wigleyj@k112.fl.us	Dr. Astrab	321-433-5160 astrabd@brevardcc.edu
Brevard County School Board	Dual Enrollment Program	10 th graders	Fall: 2009 Spring 2050	www.brevardcc.edu	Hope Ascher	633-1000 Ext 390 Ascher.hope@brevardschools.org	Lynn Demetriades Mildred Coyne	433-7152 demetriadesl@brevardcc.edu 433-7152 coynem@brevardcc.edu
Brevard County School Board	Collegiate High School Program	10 th graders	Fall 06: 149		Hope Ascher	633-1000 Ext 390 Ascher.hope@brevardschools.org	Lynn Demetriades Mildred Coyne	433-7152 demetriadesl@brevardcc.edu 433-7152 coynem@brevardcc.edu
Brevard County School Board	Early Admission Program	137	12 th	www.brevardcc.edu	Hope Ascher	633-1000 Ext 390 Ascher.hope@brevardschools.org	Lynn Demetriades Mildred Coyne	433-7152 demetriadesl@brevardcc.edu 433-7152 coynem@brevardcc.edu
Partnership with Pacific Crest	Improve student athlete success	All student athletes	-	-	Karl Krumseig VP of Operations	1-800-421-9826	Dr. Donald Astrab	321 433-7020 astrabd@brevardcc.edu

Brevard Community College

Partnership School	Program Description	Number of Students Served	Year Range students Can Begin	Website for more details (if applicable)	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /email
Partnership with Pacific Crest (Consulting Firm for Higher Ed)	Professional Development Center Faculty Development Workshops to address Assessment, retention, facilitation, course design, teaching	1000+ all campuses	-	-	Karl Krumseig VP of Operations	800-421-9826	Dr. Donald Astrab	321 433-7020 astrabd@brevardcc.edu
Math Articulation with UCF	Address course objectives and textbooks to improve retention and transfer success	All transfer students	2007	-	Michael B. Cooney President	407-529-9788	Dr. Martin McClinton	321 433-5216 mccclintonM@brevardcc.edu
Get Accepted Go Higher Campaign	Provide assistance in career guidance, placement testing, financial aid & application assistance	All students in a high school identified by each campus	Seniors	http://files.facts.usf.edu/GoHigher/go_high.htm	Dr. Connie Graunke facts@admin.usf.edu	813-974-2118 866-924-2618	Dr. Donald Astrab	321 433-7020 astrabd@brevardcc.edu
UCF	Direct Connect to UCF Guaranteed Admission	21	2006-2007	www.brevardcc.edu	Dr. Lauren Miller	321-433-7944	Jim Ross Dr. Donald Astrab	321-433-7023 rossj@brevardcc.edu 321 433-7020 astrabd@brevardcc.edu
Capstone Tech Prep Project	Increased rigor and relevance for 9-12th Students work on a multi-disciplined level to research and create a product or conduct an activity that is identified as a learning "stretch" and present information	520	9 th – 12th	www.brevard.k12.fl.us	Sheri Willingham (Edgewood), Karrie Scarborough (Cocoa HS) Sandy Chamberlain (Astronaut HS)	(Edgewood) 321-454-1030 (Cocoa HS) 321-264-3000 (Astronaut) 321-632-5300	Cathy Beam Mildred Coyne	321-433-7139 beamc@brevardcc.edu 321-433-7145 coynem@brevardcc.edu
Career Shadowing Day	Students spend a day with professionals in a career area	758	9 th – 12th	www.brevardcc.edu/techprep	Don Greene, BPS/CTE	633-1000	Cathy Beam Mildred Coyne	321-433-7139 beamc@brevardcc.edu 321-433-7145 coynem@brevardcc.edu
TRIO Program	HS Summer students attend: called Summer Bridge	235	12th	www.brevardcc.edu/sss	Patricia Lucas, Program Officer Washington, DC	202-502-7733	Jerinae Speed Dexter Thomas	321-433-7347 speedj@brevardcc.edu 321-433-7346 thomasd@brevardcc.edu

Brevard Community College

Partnership School	Program Description	Number of Students Served	Year Range students Can Begin	Website for more details (if applicable)	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /email
Adopt a School Program	Mentoring & tutoring program for minority youths	700 BC Students 4,900 Middle School	Middle schools	-	Heather Price Hope Ascher	321-633-1000	Roger Henry	321-433-5611 henryr@brevardcc.edu
Kids Career Camp Program	Expose middle school students of all races to technical careers through hands-on training at a four-day camp.	260	Middle School age (rising 7 th , 8 th , & 9 th grade)	www.brevardcc.edu/techprep	Janice Scholz BPS/CTE	321-633-1000	Cathy Beam Mildred Coyne	321-433-7139 beamc@brevardcc.edu 321-433-7145 coynem@brevardcc.edu
College Explorer Program	Designed to motivate middle school students, especially minorities, providing them the opportunity to explore BCC campuses& programs.	440	Middle School (7 th -9 th)	www.brevardcc.edu/techprep	Janice Scholz BPS/CTE	321-633-1000	Cathy Beam Mildred Coyne	321-433-7139 beamc@brevardcc.edu 321-433-7145 coynem@brevardcc.edu
College Outreach Program (CROP)	CROP is designed to increase the number of low-income, educationally disadvantaged students in grades 6-12 who, upon high school graduation, are admitted to and successfully complete postsecondary education.	240	6-12	www.fldoe.org/eeop/crop.asp	Darrell McQueen, College Reach-out Statewide Coordinator DOE	850-245-9961	Chyrell Gibbs	321-433-5564 gibbsc@brevardcc.edu

Part VII: VOCATIONAL PROGRAM:

STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

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

These programs include: Associate in Science (A.S.), Associate in Applied Science (A.A.S.), Vocational Certificates, College and Vocational Preparation.

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
Specific Learning Disability	1	MGF 1106	OCE 1001	1
Specific Learning Disability	1	MGF 1107	CCJ 1100	1
Physical Impairment	1	MGF 1106	CGS 2100	1
Physical Impairment	1	MGF 1107	CGS 2571	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 2006-07 Annual Equity Act Update.

In Appendix 2, the college should submit a copy of the complete 2007 Fall Staff Survey Report.

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, 2008**.

The college should submit two (2) hard copies (with original signatures in each) of the Equity Update by or before **June 30, 2008**.

Please email the final copy (in Microsoft Word) to craig.winger@fldoe.org.