The Florida College System
Annual Equity Update Report 2009-10
Brevard Community College

Submitted to
The Division of Florida Colleges
Florida Department of Education

Under Section 1000.05, Florida Statutes (F.S.),
Florida Educational Equity Act and
Section 1012.86, F.S, Community College Employment
Equity Accountability Program
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General Information and Applicable Laws for Reporting

The purpose of the College’s Annual Equity Update Report is to update and provide a status report of the College’s Educational Equity Plan which documents efforts to comply with state and federal civil rights laws related to nondiscrimination and equal access to postsecondary education and employment. Required components of the plan are based on Section 1000.05, Florida Statutes (F.S.) and Section 1012.86, F.S., and include:

- a description of the plan’s development;
- a review of the College’s nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome under-representation of students;
- the College’s plan for gender equity in athletics, if the College has an athletic program;
- analysis of the College’s employment equity accountability program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college’s methods of administration; and
- certification of approval of the report by the College’s governing board, including the signature of the College President and/or other College personnel as appropriate.

Applicable federal civil rights laws include the following:

1. Title VI of the Civil Rights Act of 1964,
2. Section 504 of the Rehabilitation Act of 1973,
3. Title IX of the Education Amendments of 1972,
4. Age Discrimination Act of 1975, and
5. Title II of the Americans with Disabilities Act of 1990.

Additional applicable Florida Statutes include the following:

1. Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: §1007.264, F.S., and Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: §1007.265, F.S.
2. Gender Equity in Intercollegiate Athletics: §1006.71, F.S.

Rules for implementation of the statutes are 6A-19.001-.010 of the Florida Administrative Code (F.A.C.).
The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by April 30, 2010. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: Lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

Reviews of each College’s Annual Equity Update Report will be conducted by the DFC and will include an assessment of the College’s analysis and progress toward achievement of its goals. Comments or recommendations will be provided back to the College. Some components of the College’s annual equity update may require additional information or responses, including corrective action plans where the College has not achieved or adequately addressed its stated goals in applicable components of the plan. Each year’s report should reflect positive results and documented evidence of the College’s efforts to improve and promote diversity through equitable treatment of all persons in all academic and employment programs, activities, and practices.
PART I - Description of Plan Development (Executive Summary)

This part should be an executive summary that describes the process used to prepare the report, the persons involved in the development of the plan’s annual update, a description of the participation of any advisory groups or persons, and the date of adoption of the update report by the governing board. A cover letter may serve as Part I or it may be inserted in this section of the report.

Executive Summary

The process used to prepare Brevard Community College’s Annual Equity Report involved data and information collection, analysis and input from several of the College’s departments, executives and directors. The College President hosted several round table discussions with his Executive Council which includes the Provosts, the Chief Financial and Information Technology Officer, Human Resources Associate Vice President, Executive Dean of Workforce Development, and Faculty Union Representative. Also, present for the discussions were representatives from the Equity and Diversity Office.

Discussions addressed content requirements for the Annual Equity Update Report and the new strategic approach. The College’s Provosts were instrumental in providing narrative and analytical data which addressed strategies to overcome underrepresentation of students. Human Resources’ Associate Vice President provided input on the College’s policies that prohibit discrimination; addressed on-site civil rights compliance reviews and provided the data addressing the College’s employment equity accountability program. The College’s Institutional Effectiveness and Strategic Management Office provided data on course substitutions and waivers for students with disabilities and student full-time and part-time enrollment for the fall term 2009. Additional data analysis and narratives addressing the College’s gender equity in athletics was provided by the Athletic Department. The President of the College and the Chair of the Board of Trustees approved this report on April 25, 2010, pending the approval of the full Board of Trustees at its next regularly scheduled meeting on May 17, 2010. Overall, it was the collaborative and cooperative efforts of all departments and individuals involved that contributed to the College’s 2009-10 Annual Equity Update Report.
PART II - Policies and Procedures Prohibiting Discrimination

A. Policy and Procedure Review Process

Describe the process used by the College's governing board to review policies and procedures used by the institution to assure compliance with the requirements of Section 1000.05, Florida Statutes, and Rules 6A-19.001-010.

Board Processes for Reviewing Policies and Procedures.
In accordance with the Board Policy Governance Manual, dated May 25, 2005, 400.8 Policy Approval Process states: Changes to the Policy Governance Manual will be presented in two steps to the Board of Trustees:

1. First reading of revisions of an addition to the Policy Governance Manual will take place at a regular Board of Trustees’ meeting.

2. Final approval and confirmation will take place at the following Board meeting, provided the Board is in favor of the recommended revisions/or additions.

Once final approval and confirmation is provided, the update will be entered into the Policy Governance Manual and copies of the updates provided to the Board members.

Note: The Board of Trustees establishes and interprets institution-wide policies, and delegates the implementation of these policies (including the development of procedures for this implementation) to the College administration through the President of the College.

B. Policy and Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator

The College must provide notification that discrimination on the basis of race, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)
The College shall identify a person or persons to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures. The College shall notify all its students and employees of the name, office address and telephone number of the person designated as the equity officer or coordinator (Title IX, Section 106.8). The identity of the equity coordinator shall be included in the regular notification of the policy of nondiscrimination (Rule 6A-19.010(g)).

1. Submit a copy of the College’s notice of nondiscrimination as APPENDIX 1. This notice should be a copy of the College’s policy of nondiscrimination as presented annually in publications, posters, or on the College’s web site; and it should include the identity of the equity coordinator(s) designated to comply and carry out its responsibilities to prohibit discrimination. Please include the citing and/or name of the document from which the notice is taken. (Example: “College Course Catalog 2009-2010”).

**College’s Notice of Nondiscrimination is included in Appendix 1, “Notice of Policy of Nondiscrimination and Designation of Equity Officer”**

*Brevard Community College is committed to a policy of equal opportunity and equal access in all areas of the College, including the enrollment of students, and the employment of faculty and staff. Employment and advancement shall be nondiscriminatory with regard to race, color, sex/sexual orientation, religion, national origin, disability, age, political affiliation, marital status, or veteran status…*

*The Equity & Diversity Officer will serve to ensure compliance with the College’s equity commitment, which includes by reference all Federal and state laws and rules pertaining to equal opportunity, equal access and nondiscrimination. Inquiries may be directed by mail to the Equity and Diversity Officer, Ms. Alberta Wilson, George Washington Carver Administration Building 2, Cocoa Campus; by phone at (321) 433-7380; or by Fax (321) 433-7785. The Equity and Diversity Officer alternate contact is Ms. Teri McKenzie, George Washington Carver Administration Building 2, Cocoa Campus, phone (321) 433-7715.*

List some examples of publications of the College’s notice of nondiscrimination and notification of the designated coordinator or Equity Officer:
Notice of Nondiscrimination and Equity Officer Notification Examples

The College’s nondiscrimination notice is posted in the Colleges’ student handbook, catalog, and on the website. Student handbooks and catalogs are available to students, faculty and staff at every Student Services Office, Financial Aid Office, Career Center, Student Support Center, Administrative offices and Faculty offices. Internal and external customers can easily access the hardcopy information from these locations. Notification of the designated Equity and Diversity Officer is posted on the College’s website.

C. Complaint or Grievance Procedure

The College shall adopt and publish a grievance procedure(s) for prompt and equitable resolution of student and employee complaints alleging discrimination. The procedure must be made readily available and should identify an alternative point of contact to file a complaint, reasonable timelines for the reporting, investigation, and a hearing of findings of the investigation. The procedure should also provide protection from retaliation and confidentiality to the extent possible. (Rule 6A-19.010(h); Section 504: 34 CFR 104.7(b); Title IX: 34 CFR 106.8(b) and Title II: 28 CFR 35.107(b))

Please submit a copy of the College’s grievance procedures for prompt and equitable resolution of student and employee complaints. Please include the citing and/or name of the document from which the procedure is taken. (Example: “Student Code of Conduct”). Reference as APPENDIX 2

Complaint and Grievance Procedure is included in Appendix 2

D. Revised Policies and Procedures

Submit as APPENDIX 3 any policies and procedures related to civil rights for which revisions have been made since submission of the College’s last Annual Equity Update Report. List the titles of any revised policies and/or procedures in this space. Policies and procedures covered in this section include:

a. Policy Prohibiting Discrimination
b. Student and/or Employee Grievance Procedures
c. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment
d. AIDS/HIV Infectious Disease Policy/Procedures

Note: Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, they should be submitted in final form as approved and dated by the governing board and/or President of the College.
Revised Procedures are as follow:

1. Complaint and Grievance Procedure is included in Appendix 2.
2. AIDS/HIV Infectious Disease (Communicable Diseases) Procedure is included in Appendix 3.

PART III - Strategies to Overcome Underrepresented Students

1. Student Enrollments by Race, Gender, Disability (self-declared), and limited-English-language skills
2. Student Completions by Race, Gender, Disability (self-declared), and limited-English-language skills
3. Student Retention by Race and Gender
4. Student Success Rates in Gatekeeper Mathematics Courses by Race

Plan for Diversity in Student Participation

The Florida Educational Equity Act, Section 1000.05, F.S., states that discrimination against students and employees in the Florida K-20 public education system is prohibited and equality of access is required. Part (4) requires that, “Public schools and community colleges shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.”

Plan for Diversity in Student Participation

The Florida Statute Title XLVIII, Chapter 1004, identifies Florida College governance, mission, and responsibilities in section 1004.65, number 5:

The primary mission and responsibility of Florida colleges is responding to community needs for postsecondary academic education and career degree education. This mission and responsibility includes being responsible for:

Preparing students directly for careers … preparing for job entry
Promoting economic development for the state within each Florida college district …. 
Providing dual enrollment instruction….
The College’s mission is closely aligned with the above Florida Statute. It reads:

“To engage our diverse population in quality, accessible, learning opportunities which successfully meet individual and community needs.”

In order to develop a plan for diversity in student participation that accomplishes the College mission, the College must focus on the demographics of the Brevard County community. According to the Brevard County Economic Development Council (EDC), Brevard County is approximately 86% White, 10% Black and 2% Asian. Just over 7% of the total population identifies itself as Hispanic and 8.5% of Brevard citizens are foreign born, the majority of whom come from Latin America (4.3%) and Europe (2%). The EDC also notes that, while English is the primary language spoken at home in Brevard, 5.8% of the population (age 5+) speaks Spanish at home, and 3.5% speak other Indo-European languages. With this year’s catastrophic earthquake in Haiti, the county anticipates an influx of Haitians who will be added to the current Haitian population.

Brevard Community College’s FTIC and Enrollment strategies need to identify and address these potentially key sources of students and develop programs which prepare majority and ever-growing minority students directly for careers and successful dual-enrollment instruction.

Data obtained from the EDC show that the community’s population is changing. The information identified for 1980 to 2000 reflects data collected from the U.S. census department. Data noted for 2008 indicate informed estimates. The growth in the various minority groups suggests that the College is being presented with more diverse population needs (especially Black and Hispanics). As the country prepares to accommodate the needs of Hispanics as the largest minority group in the U.S. so too must the College prepare to modify and innovate in order to accommodate the learning and career needs of the growing minorities.
The following chart illustrates the movement of the different minority groups in the county from 1980 to 2008. With the 2010 census, we expect Black, Hispanic, and other minority numbers to change and probably increase.
The White, Non-Hispanic segment in Brevard County demonstrates a clear downward trend.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>88.30%</td>
</tr>
<tr>
<td>1990</td>
<td>87.50%</td>
</tr>
<tr>
<td>2000</td>
<td>88.10%</td>
</tr>
<tr>
<td>2001</td>
<td>87.90%</td>
</tr>
<tr>
<td>2002</td>
<td>87.60%</td>
</tr>
<tr>
<td>2003</td>
<td>87.40%</td>
</tr>
<tr>
<td>2004</td>
<td>87.10%</td>
</tr>
<tr>
<td>2005</td>
<td>86.80%</td>
</tr>
<tr>
<td>2006</td>
<td>86.40%</td>
</tr>
<tr>
<td>2007</td>
<td>85.90%</td>
</tr>
<tr>
<td>2008</td>
<td>85.60%</td>
</tr>
</tbody>
</table>

Based on the community projections identified by the EDC, the College must formulate an Equity and Diversity plan that considers and accommodates growing Hispanic and Other minority populations.

**Goals and Strategies to Increase and Retain Student Enrollment and to Address Employment Disparities**

1. **Design and create a retention program for FTIC and other Limited English Proficiency (LEP Black, Hispanic, White and Other students. This program is titled English Academic Purposes (EAP).**
   a. Identify and place LEP students accurately in levels that best position them for optimum language acquisition.
   b. Create a fast track mechanism for LEP students to move speedily through language acquisition (at their own pace) and into mainstream courses.
   c. Create curriculum that promotes LEP success in mainstream courses.
   d. Develop courses that address industry-specific needs of LEP students in vocational programs.
2. **Expand processes within Admissions/Advising Office to identify FTIC LEP Black, Hispanic White and Other students.**
   
a. Add a “check block” on the Admissions application to encourage LEP students to self-identify.
   
b. Promote EAP curriculum through marketing handouts throughout Student Centers.
   
c. Actively encourage LEP students to register for EAP curriculum when a language barrier exists.
   
d. Provide training to Student Services staff to be aware and supportive of LEP student needs.

3. **Implement “early warning systems” to identify and support LEP Black, Hispanic, White and Other students who are academically at-risk.**
   
a. Create an identification process within the first quarter of the term where Faculty and Advisors work in tandem to retain LEP students who show signs of poor performance.
   
b. Use new student orientation to create awareness of available Student Services for academic support to LEP students.
   
c. Adopt progress reporting system used by Student Support Services (TRIO) for LEP students (i.e., tutoring, mentoring, reading lab, math lab, etc.).
   
d. Increase awareness and participation by faculty and appropriate staff to support poorly performing students.

4. **Increase awareness of the services offered to students with disabilities by the Office for Students with Disabilities (OSD).**
   
a. Use campus media including course syllabi to communicate the availability of services to improve student self-identification.
   
b. Provide efficient and timely evaluative services and support to designated disabled students.
   
c. Provide timely course substitutions and waivers for eligible disabled students by centralizing course substitution and waiver documenting and processing procedures.
   
d. Appoint an OSD Administrator to proactively identify needs and solutions of this targeted population.

5. **Identify targeted and culturally sensitive retention strategies for under-represented and at-risk students (i.e., Black, Hispanic and Others) through programs and activities.**
   
a. Partner with other Florida State Colleges that promote the concept of the annual “Black, Brown and College Bound” Conference, which provide initiatives and strategies for the retention of Black and Hispanic male students.
b. Implement a pilot program such as “Call Me Mister” which targets Black and Hispanic male students for the sole purpose of building self-confidence which could result in successful recruitment and retention.

c. Identify minority students eligible for FFMT (Florida Funding for Minority Students) transfer scholarships and provide them information on how to register for annual recruitment conferences.

d. Encourage and support ethnic student clubs to attend student leadership conferences.

e. Enhance the financial aid packages offered for the underrepresented and at-risk student population.

f. Utilize College wide website to promote visibility of BCC internal scholarships available to underrepresented students.

g. Actively promote the hiring of Black professionals, faculty and staff, through continuous recruitment fairs and advertisement.

h. Provide targeted professional development opportunities for Black employees (Staff and Adjunct) in preparation for advancement to Full-time Faculty positions.

6. **Identify “Best Practices” within the Florida State College System to retain Black, Hispanic and Other students.**

   a. Augment research via the internet to identify “Best Practices.”

   b. Conduct research through scholarly publications such as the “Chronicle of Higher Education” for “Best Practices.”

   c. Conduct research through professional, higher education resources such as other institutions and professional contacts for “Best Practices.”

   d. Identify, promote and reward internal “Best Practices” by Full-time and Part-time faculty.

7. **Utilize the local community to recruit and create an awareness of higher educational opportunities at BCC for Hispanic students.**

   a. Support Hispanic community events with BCC recruiter attendance and literature.

   b. Partner with the public school system and the Hispanic community to offer Spanish/English Information Sessions marketing higher education.

   c. Build external partnerships with local Hispanic publications and community organizations to assist with increasing Hispanic enrollment.

   d. Actively promote the hiring of Hispanic professionals, faculty and staff, through continuous recruitment fairs and advertisement.
8. **Survey students to access student satisfaction and engagement of underrepresented and at-risks students.**

   a. Utilize the Noel-Levitz Student Satisfaction Survey in classrooms and the Student Center to assess levels of student satisfaction.

   b. Utilize the Community College Survey of Student Engagement (CCSSE) to assess student engagement.

   c. Develop additional internal student assessment tools to gauge student satisfaction and student engagement.

1. **Student Enrollments**

   Colleges will continue to examine trends in the representation of students by race and gender for First-Time-In-College (FTIC) and Overall Enrollment; however, this year’s report includes students who have self-reported a disability and national origin minority students with limited-English-Language skills. The reporting period is from 2006-07 through 2008-09. The College should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next) and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

A. **Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments**

   In the **FTIC Black Females** category, the College’s data showed a significant increase in the LEP group.

   ![Black FTIC Enrollments Chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Female LEP</th>
<th>Male LEP</th>
<th>Female DIS</th>
<th>Male DIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2007-08</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2008-09</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2007-08</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2008-09</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>
This change potentially reflected the increase in Hispanics noted in the EDC data. Black male LEP students showed a slight decrease in the LEP group for the 2008-09 academic year. Studies have shown, however, that LEP students are often hesitant to self-identify, so the data in this category may have been a conservative estimate.

The numbers of Black DIS female students evidenced a reduction while DIS males have significantly increased.

If we further analyze the totals in the Blacks FTIC category, both the male and female groups grew from 5.2% to over 7%.

The **percentage of FTIC Blacks** overall increased over the three years in question, 2006 through 2008. FTIC Black females reflected a slight decrease in 2007 of .7% and then an increase in 2008 by 2%. This increase potentially reflects the current economic downturn the nation is currently experiencing. FTIC Black male enrollment illustrated a steady increase over the three consecutive academic years. The economy was most likely responsible for this increase as well.

**Total Black FTIC** percentages
reflected a steady increase over the three year period. Additionally, total Black FTIC enrollment was significantly higher than the EDC data (with ranges from 2 % to almost 4% above the community demographics for each academic year in question).

In the **Enrollment Black** Females category, the College data showed a significant increase in the LEP group. Black male LEP students showed increases too in the LEP group though not as substantial as that of the females.

The number of Black DIS female students held steadily high while DIS males experienced a decrease from academic year 2006-2007 to academic year 2007-08. For academic year 2008-09, DIS male student enrollment increased in comparison to academic year 2007-08. DIS male enrollment remained consistently lower than DIS female enrollment.
Overall **Black enrollment percentage change** for females and males experienced slight increases for the three year period in question (2006 through 2008). Female percentage increases outpaced that of their male counterparts.

The College’s Black male and female percentages in both FTIC and Enrollment categories typically tracked higher than the community’s (EDC) growth estimate for this particular minority group. In keeping with this observation, **Black total** enrollment percentages exceeded or matched the community (EDC) demographic percentages for three solid consecutive years.

The total **FTIC Black enrollment** percentages were significantly higher than the total Black enrollment percentages. The total FTIC Black enrollment percentages were also higher than the community demographic percentages. The College continues to be concerned about gaps between FTIC and continuing student enrollment. Although there was a steady increase within both categories, enrollment gaps between the categories were 2% for 2006, 2% for 2007-08 and 3% for 2008-09.
The **Black Statistics** chart illustrates student retention and completion percentages during academic years 2006-07 through 2008-09 within the college degree and certificate programs categories compared to FTIC and Overall Enrollment percentages. The data illustrated some retention instability within the AS programs for this subgroup. When compared to FTIC, the Black enrollment percentages were significantly lower. Retention within the AA and certificate programs illustrated some improvement; however, overall retention for second-term and continuing students remains a challenge for the College, but will be the subject of intervention through a new College-wide strategic-planning initiative which will be launched formally in the fall term 2010.
In the **FTIC Hispanic** Females category, the College data showed significant increases in the LEP group as might be expected as a result of the language limitations that this particular minority group experiences. This trend was very much in keeping with the migration projected in the EDC community statistics.

The numbers of Hispanic FTIC female students evidenced a reduction from 2006-06 to 2007-08 with an increase in academic year 2008-09. Hispanic DIS males significantly decreased.

Hispanic male LEP students showed a slight decrease from 2007-08 to the 2008-09 academic year after increasing their numbers significantly from 2006-07 to 2007-08. Especially with this sub-group, the College will need to consider the fact that this is self-reported data and LEP students are often hesitant to self-identify. With this knowledge in mind the College will initiate targeted programs for the specific communities in culturally-sensitive ways that will begin identifying the actual size of the population. A culturally-sensitive approach will also result in increased confidence in the College as a source of assistance and trust which will facilitate self-identification upon enrollment.
The **percentage change** of Hispanic FTIC overall enrollment for females and males experienced unremarkable fluctuations. Though not significant, the graph revealed that Hispanic female enrollment experienced a decrease during the three reporting years. Hispanic male enrollment increased slightly by .4% in academic year 2007-08 and dipped by .2% in 2008-09.

**Total Hispanic FTIC enrollment** percentage increased slightly in 2007 by .1% and decreased by .8% in academic year 2008-09. Compared to community percentages, FTIC Hispanic student percentages averaged approximately 2% higher during academic years 2006-06 and 2007-08 and .8% higher during 2008-09.
In the **Enrollment Hispanic** females category, the College data showed a significant increase in the LEP group but trended the same for three years in a row in the DIS category. Hispanic males in the LEP category showed some increases but not as substantial as those of their female counterparts. DIS students also did not appear to be numerous in this Hispanic male subgroup.

![Hispanic Enrollment](chart)

The English for Academic Purposes (EAP) program that the College hopes to add in the spring of 2011 will increase communication to these subgroups and hopefully see some increased awareness within this population.

**Overall Hispanic enrollment** percentage for female and male students did not change remarkably for three academic years. Hispanic female enrollment experienced an increase of .4% in the 2007-08
academic year and remained unchanged for the 2008-09 academic year. Hispanic male enrollment revealed a .2% increase for the 2007-08 academic year and a .1% decline for the 2008-09 academic year. The enrollment data clearly indicated unchanged enrollment for both Hispanic males and females during this period even though population changes indicated otherwise.

**Hispanic student total percentages in overall enrollment** exceeded the community demographics per the EDC data for all reporting years. Total FTIC overall enrollment percentages of Hispanics were somewhat higher than the total Hispanic enrollment and higher than the community demographic data. While there were slight enrollment gaps (ranging between .6% and 1.8%) between FTIC Hispanics and continuing Hispanic student enrollment, it was not as significant as that of Black students.
In the Hispanic Statistics, the data illustrated student retention and completion percentages during academic year 2006-07 through 2008-09 within the College degree and certificate programs categories compared to FTIC and Overall Enrollment percentages. The data illustrated some retention instability within all programs of studies for this subgroup. Also, overall enrollment percentages showed a steady decrease when compared to FTIC percentages. Retention within all the programs illustrated improvement; however, overall retention for second term and continuing students appeared to be a challenge. The College believes that the creation of an EAP program that specifically targets the challenges faced by students whose native language is not English will go far towards addressing the issues noted in this report with respect to Hispanic students.
In the **FTIC Other** category, the College data showed significant increases in the LEP group in both females and males (less in males than females) as a result of the language limitations that this group also might experience. Other female DIS students showed a decrease from 2006-07 to the 2007-08 and held that position for the 2008-09 academic year. The numbers of Other DIS male students decreased to total absence in 2008-09. Other DIS males went from four to zero in two terms. This could be the result of DIS Others not self-identifying.

The **percent change** of **FTIC Others** showed a difference only for year two (2007-08). In the year 2007-08 females percentage increased by .10% and Males increased by .40%. Otherwise, the data showed that the enrollment percentage for both males and females was comparable.
Total FTIC Other enrollment during academic years 2006-07 through 2008-09 showed slight fluctuations. In academic year 2007-08 Other enrollment percentages peaked slightly by .3%. Other College enrollment for academic years 2006-07 and 2008-09 were lower than the EDC data by .2 % and .4% respectively. Overall, the enrollment average for the three academic college years was 4.1%.

In the Enrollment Other category, the College data showed a significant increase in the LEP group both for females and for males even though the males trended lower than the females. Other DIS females showed a very slight upward trend while the males decreased.
**Other enrollment** percentages across the years in question for both males and females were insignificant.

When Other enrollment totals were compared to the community demographics per the EDC, the College enrollment rates trended slightly below the EDC percentages for all three consecutive years. What is noteworthy is that these percentage differences were not significant.

Other male and female percentages in both FTIC and Enrollment categories did not reflect the community’s growth estimate for this particular minority group (4.3%). Other student percentage **totals** were also below the community percentages. The College will explore the significance of these identified gaps.
The **total FTIC Other** percentages for three academic years were approximately 1% higher than the total Other enrollment percentages. There were slight fluctuations in FTIC enrollment percentages when compared with the community EDC percentages. These, however, were not significant. Total Other enrollment percentages had an approximate range of .5% to 1% below the community demographics.

In the **Other Statistics** graph the data illustrated student retention and completion percentages during academic years 2006-07 through 2008-09 within the college degree and certificate programs categories compared to FTIC and Overall Enrollment percentages. The data illustrated unstable retention fluctuations within all programs of study. Also, enrollment categories showed a steady decrease when compared to FTIC percentages. Retention of certificate program Others appeared to be the biggest challenge.
In the **FTIC White** female category, the College data showed a significant increase in the LEP group only for the last year noted. With males, LEP numbers actually decreased between academic years 2007-08 and 2008-09. White female DIS students showed a significant increase while White male DIS students decreased in number.

In the **Enrollment White** category, the College data showed a small increase in the LEP group both for females and for males even though the males consistently trended lower than the females. White DIS females showed increases in academic years 2007-08 and 2008-09 while the males trended downward in from academic year 2006-07 to 2007-08 but rebounded upward in academic year 2008-09.

The fact that College data were dependent on the individual student self-identifying creates a somewhat artificial situation that was not entirely indicative of the true make-up of the College student body. The College is currently undertaking a significant effort to identify and reach the LEP populations throughout the county in order to create curriculum that addresses their needs.
**FTIC gender distribution**

of LEP females more than doubled each fiscal year. LEP males tripled during the first two academic years, 2006-07 and 2007-08, and increased by one in 2008-09. Overall, the increase possibly reflected the state of the economy at the time. FTIC gender distribution for DIS females illustrated fluctuating trends. DIS males revealed a decrease of eight enrollments in academic year 2007-08 and then an increase of one enrollment in 2008-09.

**FTIC enrollment percentages** for both males and females reflected no significant changes. Female percentages decreased by 2% in 2007-08 and reversed the trend with an increase by 2% in 2008-09. Male percentages illustrated a similar scenario with inverse results. Male percentage increased by 2% in 2007-08 and decreased by 2% in 2008-09. The overall movement during 2007-08 and 2008-09 reflected no change.
Gender enrollment totals for LEP females showed significant upward trends for the three consecutive years. The same trends were true for the LEP males. DIS female enrollment revealed fluctuation. However, when the three years were averaged, the data reflected a slight decline. DIS male enrollment also illustrated fluctuations. Enrollment dipped during academic year 2007-08 and increased during academic year 2008-09.

**Total** enrollment percentages for both males and females reflected no change for all ensuing academic years, 2006-07 through 2008-09. Also noted, female enrollment percentages were significant. Across the fiscal years, they were 18% higher than the male enrollment percentages.
## Florida College System

### College: Brevard

#### Student Participation - Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
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<th>%</th>
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<td>5.2%</td>
<td>19</td>
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<td>72</td>
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### Florida College System

**College: Brevard**

#### Student Participation-Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>Overall Enrollment</th>
<th>%</th>
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<td>952</td>
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<td></td>
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<td>4</td>
<td>109</td>
<td>2,870</td>
<td>3.8%</td>
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<td>20</td>
<td>1,000</td>
<td>22,378</td>
<td>4.5%</td>
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<td></td>
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<td>12</td>
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<td>4.4%</td>
<td>29</td>
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<td>628</td>
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<td>3.0%</td>
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<td>4.2%</td>
<td>44</td>
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<td>653</td>
<td>22,378</td>
<td>2.9%</td>
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<tr>
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<td></td>
<td>2006-07</td>
<td>12</td>
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<td>203</td>
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<td>8.7%</td>
<td>66</td>
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<td>1,387</td>
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<td>141</td>
<td>43</td>
<td>1,653</td>
<td>22,378</td>
<td>7.4%</td>
</tr>
</tbody>
</table>


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## Florida College System

### College: Brevard

#### Student Participation-Enrollments

<table>
<thead>
<tr>
<th></th>
<th>FTIC</th>
<th>Total Enrollments</th>
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<td>Overall</td>
<td>Enrollment</td>
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<td>LEP</td>
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<td>2</td>
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<td>2007-08</td>
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<td>2008-09</td>
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<td>1</td>
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<td>2007-08</td>
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<tr>
<td>2008-09</td>
<td>20</td>
<td>1</td>
</tr>
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</table>


Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).
### Florida College System

**College: Brevard**

#### Student Participation-Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>Overall Enrollment</th>
<th>%</th>
</tr>
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<td>33%</td>
<td>34</td>
<td>308</td>
<td>9,628</td>
<td>21,148</td>
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<td>22,378</td>
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### Florida College System

#### College: Brevard

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>Overall Enrollment</th>
<th>%</th>
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<td>304</td>
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<td>21,148</td>
<td>41</td>
</tr>
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<td>2008-09</td>
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<td>1,518</td>
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<td>2007-08</td>
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<td>736</td>
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B. Provide an analysis of the data and identify areas of disproportionate enrollment. Identify the method by which enrollment is considered disproportionate and identify any areas for improvement if the analysis indicates improvement is warranted.

C. Achievement of goals and timelines: Based on the data, modify goals for 2010-11 through 2012-13 as necessary. Report goals below.

D. Based on the analysis and goals, list the methods and strategies to be used by the College to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.

2. Student Completions (college degree and certificate programs)

This year’s report evaluates degree and certificate completions from 2006-07 to 2008-09 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2010-11 through 2012-13. Colleges will continue to assess progress, modify goals, and develop new methods and strategies for accomplishing the goals in areas where completions have not been in alignments with goals.

**Black completion** percentages illustrated inconsistent fluctuations within college degree and certificate programs as well as throughout the consecutive academic years. Black completions within the AA program increased in 2007-08 and decreased in 2008-09. The change was an increase for 2007-08 by approximately 2% and a decrease for 2008-09 by approximately 1%. The AS program reflected consecutive decreases from academic years 2006-07 to 2008-09. During 2007-08, percentages decreased by approximately 1% and in 2008-09 there was another decrease of 3.3%. The Certificate Program completions also reflected fluctuations. There was a 0.8% decrease in 2007-08 and a 1.9% increase in 2008-09. The data suggested a need for retention initiatives.
Black LEP completion numbers did not reflect significant completion trends for this subgroup.

There were no Black LEP completions for the academic years 2006-07 and 2008-09. **Black LEP** students completed an AA and a Certificate in 2007-08. The data were not statistically significant.

**Black DIS completions** reflected scattered and fluctuating numbers. AA students increased by two during academic year 2007-08 and decreased by two for 2008-09. The completion rates remained unchanged for the three academic years. AS student completions decreased by three in 2007-08 and increased by two in 2008-09. Within certificate programs, there was a decrease of two in 2007-08 which stabilized at three for 2008-09.
**Hispanic completion**

percentages illustrated consistent upward trends within college degree and certificate programs as well as throughout the consecutive academic years. Hispanic completions within the AA program increased by .53% in 2007-08 and increased by .78% in 2008-09. The AS programs reflected similar results with a 1% increase in 2007-08 and almost 2% increase in 2008-09. Also, within the certificate programs, Hispanic completions increased. Academic year 2007-08 reflected an increase by .56% and .7% in academic year 2008-09. The consistent increases among Hispanics reflected the Hispanic population growth for the county and were closely aligned with the EDC projection of 7.2% Hispanics by 2008. Nationwide figures showed the 2008 figures to be conservative.

**Hispanic LEP** completion numbers showed steady increases within the college degree and certificate programs over a three year period. However, the significant increases were within the AA and certificate programs. For the AA program, Hispanic LEP completions increased by two in academic year 2007-08 and by three in 2008-09. The certificate programs experienced similar increases, with an increase of two in 2007-08 and an increase of seven in 2008-09. The AS programs remained unchanged for 2007-08 but increased to seven for 2008-09.
**Hispanic DIS** completions reflected inconsistent numbers. AA students decreased by one during academic year 2007-08 and increased by one for 2008-09, suggesting insignificant changes in completions for the three academic years. AS student completions increased by one in 2008-09. There were zero completions in 2006-07 and 2007-08. Within certificate programs, Hispanic DIS decreased by four in 2007-08 and stabilized at one by 2008-09. As a result, the data were statistically insignificant.
Other completion percentages showed inconsistencies within the college degree and certificate programs over a three year period.

Within the AA program percentages increased by .5% 2007-08 and decreased by .3% 2008-09. There were slight decreases for 2007-08 in both AS and certificate programs: .14% AS programs and .94% certificate programs. In 2008-09 the College experienced increases for both AS and certificate programs: 1.25% AS programs and 1.32% certificate programs. Although the numbers and percentages for each fiscal year were low, the data were closely aligned with the EDC demographic projections for 2006, 2007 and 2008 of 4.2%, 4.2% and 4.3%, respectively.

Other LEP completion numbers showed inconsistent variations throughout the college degree and certificate programs for 2006, 2007 and 2008.

Data within the AA LEP category showed completions of three students in 2007-08 and five in 2008-09. The AS Other LEP category revealed two students completions in 2007-08 (an increase by one compared to 2006-07) one student completion in 2008-09 (a decrease by one compared to 2007-08). The data were statistically insignificant.
Other DIS completion numbers did not reflect significant completion trends for this subgroup.
Within the AA program, Other DIS completions numbers averaged much lower than Black and Hispanics. There was an increase by one for 2007-08 and a decrease by one for 2008-09. For this period there was no change. AS and certificate programs also showed no change. The numbers across the board were statistically insignificant.
White representation in the AA programs decreased from 2006-07 to 2007-08 and showed only a slight increase for the subsequent term. AS degrees stayed the same across three years and Certificates peaked in 2007-08 at 83% but were reduced to 79.1% in 2008-09.

**White LEP** completion numbers did not reflect significant completion trends in this subgroup for college degree and certificate programs during 2006-07, 2007-08 and 2008-09. The AA program showed a decrease by three in 2007-08 and an increase by two in 2008-09. AS programs increased by two in 2007-08 and increased again by one in 2008-09. The certificate program showed no change in 2006-07 and 2007-08, and then increased by eight in 2008-09. Again, the numbers were too small to show statistical significance. Nevertheless, this subgroup will benefit from goals and strategies recommended for Blacks, Hispanics and Others.
White DIS completions for college degree and certificate programs had a significantly larger student base than Black, Hispanic and Other. For the AA program DIS decreased by fourteen in 2007-08 and increased by six in 2008-09. AS programs reflected insignificant changes for all academic reporting years. The certificate programs significantly decreased by sixteen in 2007-08 and increased by six in 2008-09. White DIS completions will benefit from the same goals and strategies used to resolve Black, Hispanic, and Other completions.
# A. Charts reflecting Program Completions by AA and AS Degrees and by Certificates

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<th>DIS</th>
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DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
2010 data are not available. LEP = Limited English Proficiency and DIS = Disabled
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DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
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### Florida College System

**College: Brevard**

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DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data are not available. LEP = Limited English Proficiency and DIS = Disabled.
### Student Participation/Completions

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DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring. 2010 data are not available. LEP = Limited English Proficiency and DIS = Disabled.
### Florida College System

**College: Brevard**

#### Student Participation/Completions

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DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total completions are reflected for each Degree/Certificate category including the white population, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2010 data are not available. LEP = Limited English Proficiency and DIS = Disabled

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**B.** Provide an analysis of the data and identify areas of disproportionate completions. Identify the benchmark used by the College to determine disproportionate completions and identify any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

**C.** Achievement of goals and timelines: Based on the data, modify goals for 2010-11 through 2012-13 as necessary. Report goals below.

**D.** Based on the analysis and goals, list the methods and strategies to be used by the College to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy.
3. **Student Retention by Race and Gender**

The College 2009-10 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students returning for a second year. Data are provided for full-time and part-time students by race and gender for two years comparisons; Fall 2007-08 FTIC students returning Fall 2008-09 and Fall 2008-09 FTIC students returning Fall 2009-10.

### A. FULL-TIME STUDENTS

<table>
<thead>
<tr>
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<th>Amer. Indian/ Alaskan Native</th>
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<td>F</td>
<td>M</td>
<td>F</td>
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<td>45</td>
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<tr>
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Preliminary Student Data Base 2007-08 Fall Beginning-of-Term - IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall Enrollment
### Florida College System

#### College: Brevard

<table>
<thead>
<tr>
<th></th>
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<td>73</td>
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<td>18</td>
<td>31</td>
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<td>59</td>
<td>69</td>
<td>60</td>
<td>57</td>
<td>72</td>
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Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment
The Full-time FTIC Retention graph provided comparative data of student retention by race and by gender from fall 2007 to fall 2008 and from fall 2008 to fall 2009. Clearly, the minority groups (Blacks and Hispanics) illustrated retention gaps that were more significant than their white counterparts, with Blacks having the largest disparity. Asian students showed the highest retention rates. The Non-Resident Alien retention percentage changes were significant for both male and females: 10% increase from 2008-09 to 2009-10 for males and 46% increase from 2008-08 to 2009-10 for females. High retention rates may be explained by the services provided from the Global Education and Exchange Office. The decrease in Hispanic student retention for both males and females illustrated challenges for this subgroup, which may be linked to language barriers and other socio-economic issues. The Black student retention percentages remained unchanged.
throughout the comparative years; this may reflect limited use or knowledge of institutional support services. Across the board, female retention was higher compared to male. One exception was the Non-Resident Alien female retention rate that was extremely low from 2007-08 to 2008-09 (at 25%) and then almost tripled to 71% from 2008-09-10 to 2009. The data suggested that retention of FTIC full-time Black males was the institution’s greatest challenge.

B. **Provide an analysis by race and by gender of the progress made in increasing retention rates of full-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.**

C. **Identify methods and strategies the College will implement in efforts to increase the retention rates of 2009-10 full-time FTIC students returning 2010-11:**

D. **PART-TIME STUDENTS**

| Florida College System |  
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| College: Brevard |  
| Part-Time Student Retention (FTIC)2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term |  
| Non-Resident Alien | Black | Amer. Indian/Alaskan Native | Asian or Pacific Islander | Hispanic | White | Race/Ethnicity Unknown | All Students |  
| M | F | M | F | M | F | M | F | M | F | M | F | M | F | TOTAL |
| FTIC | 4 | 0 | 62 | 47 | 7 | 9 | 7 | 7 | 47 | 40 | 319 | 272 | 0 | 1 | 446 | 376 | 822 |
| Num. Retained | 0 | 0 | 23 | 24 | 1 | 1 | 4 | 3 | 18 | 24 | 152 | 150 | 0 | 1 | 198 | 203 | 401 |
| % Retained | 0 | 0 | 37 | 51 | 14 | 11 | 57 | 43 | 38 | 60 | 48 | 55 | 0 | 100 | 44 | 54 | 49 |

Preliminary Student Data Base 2007-08 Fall Beginning-of-Term - IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall Enrollment
### Florida College System

**College: Brevard**

#### Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term

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<thead>
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<th>Amer. Indian/Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White</th>
<th>All Students</th>
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<th>M</th>
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<th>F</th>
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Preliminary Student Data Base 2008-09 Fall Beginning-of-Term - IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall Enrollment

### Part-Time FTIC Student Retention

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<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>White</th>
<th>All Students</th>
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<td>F</td>
<td>M</td>
<td>F</td>
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<td>14</td>
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<td>57</td>
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<tr>
<td>% Retained 08-09 to 09-10</td>
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<td>0</td>
<td>43</td>
<td>55</td>
<td>50</td>
<td>80</td>
<td>57</td>
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</table>
The Part-time FTIC Retention graph provided comparative data of student retention by race and by gender from fall 2007-08 to fall 2008-09 and from fall 2008-09 to fall 2009-10. Typically, part-time enrollment consists predominately of adult learners. The average age range for this subgroup is 25 to 45 years old. The lack of data for Non-Resident Alien implies that Non-Resident Aliens are not typically part-time students. Across the Board, all minority groups showed variable increased from one fiscal year to the next. Although the American Indian/Alaskan Native female percentage change appears significant from 2008-09 to 2009-10, there was only an increase by one student. Regardless of ethnicity or gender, part-time student retention percentages averaged approximately 20% lower than retention of full-time student retention. Female retention percentages were higher than their male counterparts, suggesting that part-time males – particularly Blacks, American-Indian/Alaskan Natives and Hispanics struggled with continuing their higher education.

E. Provide an analysis by race and by gender of the progress made in increasing retention rates of part-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.

F. Identify methods and strategies the College will implement in efforts to increase the retention rates of 2009-10 part-time FTIC students returning 2010-11:

4. Student Success Rates in Gatekeeper Mathematics Courses by Race

The College 2009-10 Update Report should include an analysis of the success rates of White, Black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2006-07 through 2008-09. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify where there have been increases and/or decreases in the gaps between success rates for White students compared to Black students and White students compared to Hispanic students over this period. The College should develop strategies to increase the success rates and to close the gaps.

Notes regarding the Disparity reports:

1. Success is defined as grades of A, B, C, and S.
2. Grades of X, P, PR, and Z are not included in the data chart.
3. Grades of WP and WF are considered the same as W.
4. In the Gap Comparison Table, a *negative gap* indicates that the percentage of Black or Hispanic students successfully completing the courses is less than the percentage of successful White students. A *positive gap* indicates that the success rate of Black or Hispanic students exceeds the success rate of White students. The gaps are represented by percentage points.

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DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
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<th>2008-09</th>
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<tbody>
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<td>Black # Successful</td>
<td>Black # Enrolled</td>
<td>Black % Successful</td>
</tr>
<tr>
<td>MAT1033</td>
<td>72</td>
<td>126</td>
<td>57.14</td>
</tr>
<tr>
<td>MAC1105</td>
<td>54</td>
<td>119</td>
<td>45.38</td>
</tr>
<tr>
<td>MGF1106</td>
<td>18</td>
<td>34</td>
<td>52.94</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Of the students identified by race who successfully completed mathematics gatekeeper courses (MAT 0024, MAT 1033, MAC 1105 and MGF 1106) for 2006-07, Hispanic students averaged higher than White students in all mathematics gatekeeper courses except MGF 1106. Hispanic completions for MAT 0024 were 4.58% higher than Whites; Hispanic completions for MAT 1033 were 2.34% higher than Whites, and Hispanic completions for MAC 1105 were 3.79% higher than Whites. Black completions were lower than White completions with the exception of MAT 1033. Whites completed at 4.1% higher rates in MAT 0024; approximately 12.9% higher in MAC 1105; 17.4% higher in MGF 1106. With the exception of MGF 1106, this data suggested a 52% completion rate for Blacks; a 59% completion rate for Hispanics and a 55.1% completion rate for Whites.

Academic year 2007-08 revealed that Blacks had the lowest completion rates compared to their White and Hispanic counterparts. Completion gaps between Blacks and Whites for MAT 0024 were 6%; 7.5% for MAT 1033 and 8.9% for MAC 1105. Hispanic completions compared to White completions reflected varied data. Except for MAT 1033, Hispanics
completed higher than their White counterparts. Gaps for Hispanics were .2% for MAT 0024, 1.16% for MAC 1105 and 5.5% for MGF 1106. The gap in MAT 1033 for Hispanics compared to Whites reflected a decrease of 5%. Overall, Hispanics and Whites averaged about 59% and 58.2%, respectively. Completion rates for Blacks (average 45.2%) were almost 15% lower than their Hispanic and White counterparts. Implementation of retention strategies could increase Black percentages.

Academic year 2008-09 revealed that, with the exception of MAT 0024, Black completion percentages were lower than Hispanic and Whites. The percentage gaps were slight for MAT 0024 and MAT 1033. However, for MAC 1105 and MGF 1106, Blacks reflected a gap of 9.4% and 14%, respectively, compared to their White counterpart. Except for MAT 0024 and MGF 1106, Hispanics showed parallel or higher success rates when compared to Whites. Hispanic gaps in MAT 0024 and MGF 1106 were 5.6% and 3.8% lower than White completion rates, respectively. Trends between academic years 2006-07 through 2008-09 showed completion rates for Hispanic increased (except in MGF 1106). Overall, Blacks averaged the lowest completion rates compared to the other groups. The College will devote special attention towards analyzing specific issues that contribute to disparities within this subgroup.
A. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2006-07 through 2008-09.

B. Continuous Improvement Process: Based on an analysis of the College’s data for each course, identify methods and strategies the College will implement and monitor to improve success rates and/or close the Black/White gaps and Hispanic/White gaps in the success rates of the mathematics gatekeeper courses.

In 2006-07 Black completions showed gaps in MAT 0024, MAC 1105 and MGF 1106. Black completions in MAT 1033 tracked at 6.73% higher than their White counterpart.

In 2006-07 Hispanic completions showed higher rates for MAT 0024, MAT 1033 and MAC 1105, but showed a gap of 12.7% for MGF 1106.

For academic years 2007-08 and 2008-09 Black completions were lower than White

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Black-White Gap</th>
<th>Hispanic-White Gap</th>
<th>Black-White Gap</th>
<th>Hispanic-White Gap</th>
<th>Black-White Gap</th>
<th>Hispanic-White Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT0024</td>
<td>-4.09</td>
<td>4.58</td>
<td>-5.96</td>
<td>0.19</td>
<td>-3.14</td>
<td>-5.57</td>
</tr>
<tr>
<td>MAT1033</td>
<td>6.73</td>
<td>2.34</td>
<td>-7.53</td>
<td>-4.99</td>
<td>-0.2</td>
<td>3.12</td>
</tr>
<tr>
<td>MAC1105</td>
<td>-12.86</td>
<td>3.79</td>
<td>-8.86</td>
<td>1.16</td>
<td>-9.36</td>
<td>-0.45</td>
</tr>
<tr>
<td>MGF1106</td>
<td>-17.4</td>
<td>-12.65</td>
<td>-29.5</td>
<td>5.5</td>
<td>-13.9</td>
<td>-3.78</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term.
completions in all mathematics courses.

Hispanic completions were higher than Whites in 2007-08, with the exception of MAT 1033 which showed a disparity gap of 5%. In 2008-09 Hispanic completion gaps showed negative numbers for MAT 0024, MAC 1105 and MGF 1106. For MAT 1033 there was a positive gap of 3.12% favoring Hispanics over their White counterparts.

For Blacks, the data strongly suggested a need for retention strategies in mathematics gatekeeper courses to help close the disparity gaps. Although the Hispanics had smaller disparity gaps when compared to Whites, the downward trends evidenced during the three academic years indicate that Hispanics would also benefit from retention strategies for higher completion rates.

An analysis of Black-White Disparity Gaps, for 2006-07 through 2008-09 identified significant deficiencies in Mathematics completions. MAT 1033 was an exception: Blacks compared higher with a 6.73% gap. The percentages suggested that Blacks had consistently lower completion rates in the majority of mathematics courses over the three fiscal years. Completion rates from year-to-year showed the need to address this challenge through retention strategies.

An analysis of the Hispanic-White Disparity Gaps for 2006-07 through 2008-09 showed comparative mathematics completions in MAT 0024, MAT 1033, MAC 1105 and MGF 1106. The gap patterns reflected variations in completions for Hispanics when compared to Whites. The 2006-07 data showed Hispanics with higher completion results, except in MGF 1106 which reflected a negative completion gap of 12.65% below their White counterparts. For
2007-08 Whites had closed the gaps with Hispanics in MAT 0024 and MAT 1105. For that same year Hispanics experienced significant increases, surpassing the completion rates of Whites in MGF1106. However, completions in MAT 1033 showed a significant decrease by a negative five point gap. The completion gaps of academic year 2008-09 also illustrated varying patterns of success and challenges for Hispanics completing mathematics courses. These inconsistencies suggest a need for intervention through retention strategies and goals.
Part IV - Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: and §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: Applies to any student with a disability, except those students who have been documented as having intellectual disabilities, and their eligibility for admission, graduation and/or admission into a program of study or upper division.

This section applies to all colleges offering any of the following programs:

- Associate in Science (A.S.)
- Associate in Applied Science (A.A.S.)
- Career Technical Education (CTE) Certificate
- College and Vocational Preparation

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Section 1007.264, Florida Statute, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.

A. Rule 6A-10.041(1) requires that reasonable substitutions are made available for eligible students for the following:

- Requirements for admission to the institution;
- Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
- 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
- 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.

B. Rule 6A-10.041(2) requires that the college have policies and procedures addressing the following to implement Section 1007.264, F.S., and Section 1007.265, F.S.

- A mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, dyslexia or other specific learning disability,
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability,
- A mechanism for making the designated substitutions known to affected persons,
- A mechanism for making substitution decisions on an individual basis, and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.
Provide the following information for eligible students with disabilities:

1. The number of student requests for substitutions from Fall 2008 – Fall 2009:

   - One request to substitute CGS 1000 for MGF 1106
   - One request to substitute EVR 1001 for MGF 1106
   - One request to substitute CGS 2100 for MGF 1107
   - One request to substitute MGF 1106 for MAT 1033
   - One request to substitute CGS 2100 for Math
   - One request to waive Math Course
   - One request to waive MATV 0024
   - One request to waive MGF 1106
   - One request to waive STA 2023
   - Three requests to waive Math CLAST

   5 substitutions

2. The number of course substitutions granted from Fall 2008 – Fall 2009:

   - One request to substitute CGS 1000 for MGF 1106
   - One request to substitute EVR 1001 for MGF 1106
   - One request to substitute CGS 2100 for MGF 1107
   - One request to substitute MGF 1106 for MAT 1033
   - One request to substitute CGS 2100 for Math
   - One request to waive Math Course
   - One request to waive MATV 0024
   - One request to waive MGF 1106
   - One request to waive STA 2023
   - One request to waive Math CLAST

   5 substitutions

Each public university, community college and postsecondary career center operated by a school district shall maintain records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. This information should be made available upon request by the DFC.
C. For the 2009/2010 Equity Update Report, colleges should submit copies of the policies and procedures developed for compliance with Section 1007.264, F.S., and Section 1007.265, F.S. and in accordance with Rules 6A-10.041(1)(2). Reference as APPENDIX 4.

Students with Disabilities - Implementation Mechanism, Procedure and Policy is included in Appendix 4.

Compliance with the Americans with Disabilities Act – Procedures and Policy is included in Appendix 4.
PART V - Gender Equity in Athletics

(Do not include Part V if the college does not offer intercollegiate athletics)

Gender Equity in Intercollegiate Athletics: §1006.71, F.S., applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §1000.05, F.S. The plan is to 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.” An annual assessment is required and each College president is to be evaluated on the extent to which gender equity goals have been accomplished. The College’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include: (1) an assessment of its athletic programs on each of the statutory areas listed below; (2) a copy of the Equity in Athletic Disclosure Act (EADA) Report for 2009 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and (3) an update on any outstanding Corrective Action Plan. The College may find it necessary to create a new Corrective Action Plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

A. Assessment of Athletic Programs: Both Sections 1006.71, F.S. and 1000.05, F.S., require an assessment of major areas to evaluate the College’s progress toward gender equity in athletics. Rule 6A-19.004 F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics also identifies areas required for compliance. The following areas are required to be addressed in the assessment:

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders.

2. Participation rates, substantially proportionate to the enrollment of males and females.

3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities.

4. Scholarship offerings for athletes.

5. Funds allocated for:
   a. The athletic program overall
   b. Administration
   c. Recruitment
   d. Comparable coaching
   e. Publicity and promotion
   f. Other support costs
   g. Travel and per diem allowances
6. Provision of equipment and supplies.
7. Scheduling of games and practice times.
8. Opportunities to receive tutoring.
10. Medical and training services.
11. Housing and dining facilities and services.

The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender participation and coaching equity in the report year. Consider the inclusion of accolades, statistical achievement, surveys, addressing areas for improvement for prior years, and other documentation.

Gender Equity in Athletics-Assessment of Brevard Community College Athletic Program

1. The College offers basketball, volleyball and softball for women’s participation. For men, the College offers basketball, baseball and golf. Women’s soccer starts in the fall of 2010 and will offer 18 additional scholarships for female athletes. The College athletic programs effectively accommodate the needs of the students, their interests and abilities in respect to both male and female.

2. Participation rates based on the data within the EADA fall report illustrate the College’s student enrollment at 59% female and 41% male. The athletic program data for 2008-2009 illustrates student participation of 46 males and 51 females. This converts to 47% male athletes and 53% female athletes (see conversion chart, Data Assessment). Because the percentage of female athletes was 6% below the percentage of female student enrollment, the College has established a female soccer team that starts this fall.

3. The athletic facilities are comparable for both male and female sports, such as practice facilities, locker rooms, etc. Gender identical sports have similar facilities in terms of quality and amenities.

4. Scholarship offerings are comparable to the athletic sport offered, as well as what is allowed by FCCAA.

5. Funding for the College’s athletic programs overall is equitable. For example, within all sports and all facets of the athletic programs (including administration, recruitment, coaching stipends, publicity/promotion, support costs and travel per diems), there is equity in funding.
6. Provisions made for athletic equipment and supplies are equitable and reflect similarity in the budgets allocated for each sport.

7. The scheduling of games and practice times are also equitable. Each sport that shares a facility receives equal access and consideration on practice times and days. There is overall equity in respect to practice times and days to practice.

8. Opportunities to receive tutoring are providing equally for all athletes regardless of the sport, or if the student is a scholarship recipient or walk-on-athlete.

9. Tutors are compensated the same if they are working with athletes, male or female, or if they are working with the general College population. In respect to stipends, the coaches in like sports are compensated the same.

10. Medical and training services are provided for both male and female athletes equally.

11. Housing facilities which are off-campus are provided equally among the athletic programs. The College does not have dining facilities at any of its campuses.

B. Data Assessment: The College should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2009-10. In response to this requirement, the College should insert the EADA Survey Federal Report for 2009 as APPENDIX 5.

**EADA Survey Federal Report for 2009** is included in Appendix 5, page

To determine if the student athletic participation rates are proportionately equal to the College’s rates of male and female enrollment, the College should complete the following table based on data from the report:
### Athletic Participation by Gender Compared to Student Enrollments by Gender for 2008-09 and 2009-10

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th></th>
<th>2009-2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Total</td>
<td>Males</td>
</tr>
<tr>
<td>Total Number of Athletes</td>
<td>46</td>
<td>51</td>
<td>97</td>
<td>Total Number of Athletes</td>
</tr>
<tr>
<td>% of Athletes by Gender</td>
<td>47</td>
<td>53</td>
<td>100%</td>
<td>% of Athletes by Gender</td>
</tr>
<tr>
<td>Total Number Enrollments</td>
<td>6,475</td>
<td>9,132</td>
<td>15,607</td>
<td>Total Number Enrollments</td>
</tr>
<tr>
<td>Percent of Enrollments by Gender</td>
<td>41</td>
<td>59</td>
<td>100%</td>
<td>Percent of Enrollments by Gender</td>
</tr>
<tr>
<td>Record the difference between the percent of athletes and the percent of students enrolled:</td>
<td>6</td>
<td>6</td>
<td></td>
<td>Record the difference between the percent of athletes and the percent of students enrolled:</td>
</tr>
</tbody>
</table>

**Proportionality of Participation:**
Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

- **2008-2009:** NO (yes/no)
- **2009-2010:** YES (yes/no)

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 females are enrolled full-time in the College and the rate at which females are participating in intercollegiate sports.

C. Following the College’s assessment outlined in parts A and B, the College should check at least one basis below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports
D. Corrective Action Plan for Non-Compliance Components in Athletics: If no basis is checked, or if there are any disparities in compliance with areas in section A or B, a priority Corrective Action Plan for compliance shall be included in this report.

Specify modifications proposed for 2010-11 and include a time line for completion of the plan.

<table>
<thead>
<tr>
<th>(1) Gender Equity in Athletics Component</th>
<th>(2) Planned Actions To Address</th>
<th>(3) Responsible Person(s) and</th>
<th>(4) Time Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College is in compliance of Title IX, Gender Equity in Athletics. A Corrective Action Plan is not required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Presidential Evaluation 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, 2008 to June 30, 2009?

Yes [X] No [_____] Month and Date of Evaluation: March 16, 2010

If not, please ensure completion of the evaluation prior to submission of the 2009-10 Annual Equity Update Report
PART VI - College Employment Equity Accountability Program

The Florida Community College Employment Equity Accountability Program: §1012.86, F.S., requires that each College include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions and in full-time faculty positions, and for increasing the representation of women and minorities who have attained continuing contract status. The plan must include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Department of Education. This part constitutes the College’s progress report related to its Employment Equity Accountability Program required in Section 1012.86 F.S.

A. Employment Analysis

For this reporting year, the data used to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions will be from the Annual Personnel Report (APR) and includes the collection years of 2005-06 through 2009-10.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2008-09 with 2009-10. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

B. Benchmarks

Colleges are provided with two sets of data reflecting the College’s service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master’s degree and above or data of persons over age 25 who have achieved a bachelor’s degree and above. The choice should reflect the educational credentials required for the majority of employment positions in this study. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the College. The student enrollment ratios or other comparisons may also be used as additional benchmarks to evaluate success of its employment strategies for females and minorities.
## Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)

### Historical Track Of College Full-Time Exec/Administrative/Managerial Staff

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>1,920</td>
<td>747</td>
<td>1,029</td>
<td>1,029</td>
<td>1,920</td>
<td>747</td>
<td>1,029</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td></td>
<td></td>
<td></td>
<td>1,158</td>
<td>477</td>
<td>1,029</td>
<td>1,029</td>
<td>1,158</td>
<td>477</td>
<td>1,029</td>
</tr>
<tr>
<td>Female</td>
<td>1,158</td>
<td>2.2</td>
<td>477</td>
<td>1.6</td>
<td>6.70%</td>
<td>1</td>
<td>6.7</td>
<td>6.70%</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Male</td>
<td>762</td>
<td>1.4</td>
<td>270</td>
<td>0.9</td>
<td>4.00%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td>1,066</td>
<td>338</td>
<td>632</td>
<td>22</td>
<td>3.08%</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Female</td>
<td>1,066</td>
<td>2.0</td>
<td>338</td>
<td>1.2</td>
<td>4.14%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Male</td>
<td>897</td>
<td>1.7</td>
<td>632</td>
<td>2.2</td>
<td>3.08%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Non-Res</strong></td>
<td></td>
<td></td>
<td></td>
<td>1,223</td>
<td>477</td>
<td>1,029</td>
<td>1,029</td>
<td>1,223</td>
<td>477</td>
<td>1,029</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.42%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.46%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td>1,223</td>
<td>477</td>
<td>1,029</td>
<td>1,029</td>
<td>1,223</td>
<td>477</td>
<td>1,029</td>
</tr>
<tr>
<td>Female</td>
<td>1,223</td>
<td>2.3</td>
<td>477</td>
<td>1.6</td>
<td>2.08%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Male</td>
<td>878</td>
<td>1.6</td>
<td>1,029</td>
<td>3.5</td>
<td>1.52%</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td>21,013</td>
<td>10,232</td>
<td>15,919</td>
<td>54.2</td>
<td>34.73%</td>
<td>9</td>
<td>60.0</td>
</tr>
<tr>
<td>Female</td>
<td>21,013</td>
<td>39.2</td>
<td>10,232</td>
<td>34.8</td>
<td>42.87%</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>Male</td>
<td>26,582</td>
<td>49.6</td>
<td>15,919</td>
<td>54.2</td>
<td>34.73%</td>
<td>9</td>
<td>60.0</td>
<td>60.0</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>47,595</td>
<td>26,151</td>
<td>89.0</td>
<td>77.60%</td>
<td>14</td>
<td>93.3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td>24,460</td>
<td>11,524</td>
<td>39.2</td>
<td>56.22%</td>
<td>6</td>
<td>40.0</td>
<td>5</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td>29,119</td>
<td>17,852</td>
<td>60.8</td>
<td>43.78%</td>
<td>9</td>
<td>60.0</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>53,579</td>
<td>29,376</td>
<td>100.00%</td>
<td>15</td>
<td>100.0%</td>
<td>15</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Florida College System
College: Brevard

Historical Track Of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)

<table>
<thead>
<tr>
<th>Census</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bach. Deg. and Higher</td>
<td>Grad. Deg. and Higher</td>
</tr>
<tr>
<td>2005-06</td>
<td>2006-07</td>
</tr>
<tr>
<td>#</td>
<td>%</td>
</tr>
</tbody>
</table>

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.
Executive/Administrative/Managerial Staff:

a. Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:

b. Did the College achieve its goals as stated in the 2008-09 Equity Update Report?

c. Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:

d. List methods and strategies, new or continuous, that the College will implement in its efforts to increase the employment of underrepresented females and/or minorities:

Analysis (Executive/Administrative/Managerial Staff):

- The College significantly exceeds the census numbers for available candidates of Black females (12.5% employed versus 2.2% degreed for BS and 1.6% with graduate degrees per census data). The total available Black EAM candidates per the Census are 3.6% for BS and 2.5% for MS. Total Black student population is 10.7%, which also reflects a larger than equitable distribution of Black EAM positions in relation to Census data.

- Total Hispanic student population shows 7.2% which is consistent with EDC demographic data for 2008. The College has no Hispanic representation in the EAM category. Census data illustrates an available pool of Hispanic candidates at 3.7% with BS degrees and 3.3% with MS degrees. The College will seek available candidates through marketing, internal professional development and promotions to address this disparity.

- Total Other student population shows 3.59% which is a 0.2% decrease compared to 2008-09 data. The College has no Other ethnicity representation in the EAM category.
This graph illustrates the percentages of EAM employment by race compared to student enrollment population percentages also by race. The comparisons include the county’s Census of Bachelors and Graduate Degrees by race. The graph identifies the percentages of underrepresented minorities employed in senior level positions over a period of five years, from 2005-06 through 2009-10. The data show that Blacks held a significant percentage of EAM staff positions during the five-year period. For Blacks the percentages were 6.7% in 2005-06, 0% for 2006-07, 12.5% in 2007-08, 15.4% for 2008-09 and 12.5% for 2009-10. Black student population is 10.7%. The College is matching and exceeding student population numbers in the Black EAM positions. The data further show that there were no Hispanics and Others employed in EAM staff positions during this five-year period even though the Hispanic student population reflects 7.2% and Other student population is at 3.6% of the overall student enrollment. Based on the Hispanic and Other student population percentages, as well as the available pool of degreed professionals in Brevard County, the Hispanics and Others are substantially underrepresented in EAM staff positions. The College will address this disparity with targeted recruitment efforts through using online and local sources, professional development, and internal promotions into EAM positions as they become available.
### Historical Track Of College Full-Time Instructional Staff

#### Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bach. Deg. and Higher</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Black Female</td>
<td>1,158</td>
<td>2.2</td>
<td>477</td>
<td>1.6</td>
<td>6.70%</td>
<td>8</td>
<td>4.1</td>
</tr>
<tr>
<td>Male</td>
<td>762</td>
<td>1.4</td>
<td>270</td>
<td>0.9</td>
<td>4.00%</td>
<td>6</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>1,920</td>
<td>3.6</td>
<td>747</td>
<td>2.5</td>
<td>10.71%</td>
<td>14</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Hispanic Female</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Black</td>
<td>1,066</td>
<td>2.0</td>
<td>338</td>
<td>1.2</td>
<td>4.14%</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Male</td>
<td>897</td>
<td>1.7</td>
<td>634</td>
<td>2.2</td>
<td>3.08%</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>1,963</td>
<td>3.7</td>
<td>972</td>
<td>3.3</td>
<td>7.22%</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Non-Res Female</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Male</td>
<td>785</td>
<td>1.6</td>
<td>1,029</td>
<td>3.5</td>
<td>15.2%</td>
<td>5</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.88%</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Other Female</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Black</td>
<td>1,223</td>
<td>2.3</td>
<td>477</td>
<td>1.6</td>
<td>2.08%</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Male</td>
<td>878</td>
<td>1.6</td>
<td>1,029</td>
<td>3.5</td>
<td>15.2%</td>
<td>5</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>2,101</td>
<td>3.9</td>
<td>1,506</td>
<td>5.1</td>
<td>3.59%</td>
<td>7</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>White Female</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Black</td>
<td>21,013</td>
<td>39.2</td>
<td>10,232</td>
<td>34.8</td>
<td>42.87%</td>
<td>95</td>
<td>49.2</td>
</tr>
<tr>
<td>Male</td>
<td>26,582</td>
<td>49.6</td>
<td>15,919</td>
<td>54.2</td>
<td>34.73%</td>
<td>74</td>
<td>38.3</td>
</tr>
<tr>
<td>Total</td>
<td>47,595</td>
<td>88.8</td>
<td>26,151</td>
<td>89.0</td>
<td>77.60%</td>
<td>169</td>
<td>87.6</td>
</tr>
<tr>
<td><strong>Total Female</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>% of total</td>
<td>#</td>
<td>% of total</td>
</tr>
<tr>
<td>Black</td>
<td>24,460</td>
<td>45.7</td>
<td>11,524</td>
<td>39.2</td>
<td>56.22%</td>
<td>107</td>
<td>55.4</td>
</tr>
<tr>
<td>Male</td>
<td>29,119</td>
<td>54.3</td>
<td>17,852</td>
<td>60.8</td>
<td>43.78%</td>
<td>86</td>
<td>44.6</td>
</tr>
<tr>
<td>Total</td>
<td>53,579</td>
<td>100.0</td>
<td>29,376</td>
<td>100.0</td>
<td>100.00%</td>
<td>193</td>
<td>100.0</td>
</tr>
<tr>
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<td>---------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Bachelor and Higher</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Graduate and Higher</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.
Full-time Instructional Staff:

a. Describe the analysis of the employment of females and minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:

b. Did the College achieve its goals as stated in the 2008-2009 Equity Update Report?

c. Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:

d. List methods and strategies, new or continuous, that the College will implement in its efforts to increase the employment of underrepresented females and/or minorities:

Analysis (Full-Time Instructional Staff):

- The College meets and exceeds the census numbers for available Black female candidates (4.6% employed versus 1.6% per census data). The College also exceeds the census percentage of employed Black males (1.4% versus the 0.9% census availability).

- Total Hispanic student population is 7.22%. However, there is only 1.8% Hispanic representation of Faculty. The available pool is 3.3%. The College continues to make every effort to select the best qualified candidates. From the pool of best qualified applicants the College identifies the best qualified minority candidates.

- According to the total Other census category, student population is 3.6%. The census data reflect an available pool of 5.1%, and faculty employment of 3.7%. This is an overall difference of 1.4%. As stated earlier, the College uses the pool of best-qualified applicants to identify qualified minority candidates for faculty employment.
This graph illustrates the percentages of Full-Time Instructional Staff employment by race compared to student enrollment population percentages also by race. The comparisons included the county’s Census of Bachelors and Graduate Degrees by race. The graph identified the percentages of underrepresented minorities employed in full time positions over a period of five years: from 2005-06 through 2009-10. The data showed that full-time Black percentages ranged from 5.6% to 7.3% during the five-year period. The Black student population was 10.7%. Therefore, the College must focus on recruiting more Black instructors in order to achieve a more equitable employment distribution of full-time Blacks compared to Black student enrollment. The data revealed full-time Hispanic percentages ranging from 1.4% to 1.8% during this same five-year period. Hispanic student population was 7.2%. This data illustrated that the College’s greatest full-time employment gap was with Hispanics. Full-time Other percentages ranged from 2.9% to
3.7% within the five-year timeframe. Other student population was 3.6%. Comparatively, full-time employment of Others reflected an equitable balance to Other overall student enrollment population. Based on the Black and Hispanic student population percentages, as well as the available pool of degreed professionals in Brevard County, Blacks and especially Hispanics are underrepresented in full-time instructional staff positions. The College will address this disparity with targeted recruitment efforts through using online and local sources, professional development, and internal promotions into full-time positions as they become available.
### Historical Track Of College Full-Time Continuing Contract Instructional Staff

#### Employment Snap-SHot; First Pay Period in October (Fall Beginning-of-Term)

<table>
<thead>
<tr>
<th></th>
<th>Census</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bach. Deg. and Higher</td>
<td>Grad. Deg. and Higher</td>
</tr>
<tr>
<td>Black</td>
<td>Female</td>
<td>1,158</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>762</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>1,920</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>897</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>1,963</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>897</td>
</tr>
<tr>
<td>Non-Res</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>Female</td>
<td>1,223</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>878</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>2,101</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>21,013</td>
</tr>
<tr>
<td>White</td>
<td>Female</td>
<td>26,582</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>47,595</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>24,460</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>29,119</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>53,579</td>
</tr>
</tbody>
</table>
### Florida College System

#### College: Brevard

**Historical Track Of College Full-Time Continuing Contract Instructional Staff**

**Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)**

<table>
<thead>
<tr>
<th>Census</th>
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</tr>
</tbody>
</table>


Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.
**Full-time Continuing Contract Instructional Staff:**

a. Describe the analysis of the employment of females and minorities, comparing the College’s data with the benchmark(s). If more than one benchmark is used, explain the analysis:

b. Did the College achieve its goals as stated in the 2008-2009 Equity Update Report?

c. Identify any modifications to goals and timelines for accomplishing goals to increase the employment of females and minorities:

d. List methods and strategies, new or continuous, that the College will implement in its efforts to increase the employment of underrepresented females and/or minorities:

**Analysis (Full-Time Continuing Contract Instructional Staff):**

- The College meets and slightly exceeds the census number for available candidates of Black female (3.7% employed versus 1.6% of census availability). The College also exceeds the census percentage of employed Black males (1.9% employed versus the 0.9% census availability).

- Total Hispanic student population is 7.22%. However, there is only 1.9% Hispanic representation of Hispanics in the Continuing Contract category. The available census pool is 3.3%. The College continues to make every effort to select the best qualified candidates.

- In the total Other census category, the College is slightly below the census percentage for Other males (3.1% employed versus the 3.5% reflected in the census data). The College is down by 1% in the Other female category (.6% employed versus 1.6% census availability), which also reflects a 1% decrease in the total Other employed compared to employment data for 2008-09.
Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2008/09 Equity Update Report changed or resolved?

**Analysis (Barriers, Strategies and Goals):**

- The College fares well in respect to females employed within the Faculty annual contract and those with Continuing Contracts. In the EAM category all four of the college’s Provosts are female: two White and two Black. The College’s Chief Equity and Diversity Officer is a Black female.

- At the present time, there are no current openings in the EAM category. The College will seek available candidates through marketing, internal professional development and promotions to address this disparity.

**Analysis (Minority Employee Recruitment Activities/Programs):**

- Activities and programs that are ongoing and continue to have a positive impact on the College’s minority employee recruitment include:
  
  - **Faculty and Professional Staff Recruitment Fairs.** Recruitment events have been held in the past and are planned for the future. They have yielded employment for several highly qualified, local minority faculty and staff personnel.

  - **Job Announcement Mail Outs to Minority Organizations.** The College has expanded its mailings to include more than 50 local minority organizations.
This graph illustrates the percentages of Continuing Contract Instructional Staff by race compared to overall student enrollment population percentages also by race. The comparisons included the county’s Census of Bachelors and Graduate Degrees by race. The graph identified the percentages of underrepresented minorities employed in continuing contract instructional staff positions over a period of five years, from 2005-06 through 2009-10. During the five-year period the data showed that continuing contract Black percentages ranged from 4.4% to 5.6% and the Black student population was 10.7%. The data further showed that continuing contract Hispanic percentages ranged from 1.9% to 2% during this same five-year period. Hispanic student population was 7.2%. Continuing contract Other percentages ranged from 3.7% to 4.6% within the five-year
timeframe. Other student population was 3.6%. The College can conclude that a substantial gap exists in Hispanic instructors and a significant but less substantial gap exists in Black instructors in this category. Continuing contract employment of Others showed a more equitable balance. Based on the Black and Hispanic student population percentages, as well as the available pool of degreed professionals in Brevard County, the Blacks and Hispanics are underrepresented in those holding Continuing Contracts.

C. College Evaluations of Key Personnel and Presidents

1. The College should provide a summary of results as requested in Section 1012.86(3)(a), Florida Statutes, which provides that:

   The College should provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

   Department chairs, Deans, Provosts and Vice Presidents have been evaluated. The College continues its commitment to equity and diversity.

2. The College should provide a summary of results as requested in Section 1012.86(3)(b), Florida Statutes, which provides that:

   “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.”

   The College should provide below a response to this section of law, including the most recent month, date, year and summary of the president’s performance evaluation.

   James A. Drake, President of the College, was evaluated by the District Board of Trustees on May 5, 2009, in conjunction with the approval of revisions to his employment contract recommended and approved by the Board of Trustees on that date. This evaluation included topics regarding enrollment growth, fiscal management student support, employment retention, instructional innovation, equity, accountability,
decision making, integrity and leadership. Dr. Drake met and exceeded the expectations as set forth by the Board.

D. The College should complete the following related to additional processes required by Section 1012.86, F.S. The Signature Page of this report will suffice as certification of each:

1) The College maintains diversity and balance in the gender and ethnic composition of the selection committee for each position vacancy. Included below is a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Brevard Community College 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 implemented 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. The College posts vacant positions on its website as well as in the local media. Posting also includes specialty media sources with an eye towards reaching a diverse population in the county, as well as the country. In addition to recruitment efforts, BCC works with its 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 best job for him/her. BCC submits all applicant information to the hiring managers without forwarding any ethnic data. Hiring managers make informed decisions on the basis of candidate accomplishments.

2) The College sets forth the requirements for receiving continuing contracts for instructional staff. The process used to grant continuing contracts is described below:

After the completion of three to four years of annual contracts, the Campus Provosts recommend a faculty member for continuing contract. The request is forwarded to the College President. The College President then approves the faculty member’s continuing contract.
3) 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 her faculty members through use of 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 forwarded to Human Resources for placement in the faculty member’s personnel file or “permanent file.”)

4) The 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:

Brevard Community College supports and ensures the attainment of the goals developed pursuant to Section 1012.86, F.S. Resources are allocated to support the implementation of strategies and the achievement of goals in a timely manner:

The College’s employment goals aim to ensure 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.

5) The following describes how funds are used to increase the number of females and minorities receiving continuing contracts:

All of the positions available at Brevard Community College are posted 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.
PART VII- On-Site Civil Rights Compliance Review Pending Action

Part VII of the Equity Update Report is for monitoring resolution of reported findings resulting from any on-site review of a college’s Methods of Administration (MOA) of civil rights compliance that have not been adequately addressed and are considered “open”. If the College has had a recent state/federal MOA on-site review; and if there are findings requiring corrective action by the College, they will be identified in the College’s annual equity update review. All open findings are addressed in an Appendix and require a response from the college. The findings will be considered closed upon compliance with state and federal rules and laws. A status report of such findings and corrective actions taken are provided to the U.S. Department of Education Office for Civil Rights. If this part of the update is not applicable, do not include it in the report.

There are no open and pending violations for the reporting period of summer 2008 through fall 2009.
Brevard Community College

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

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

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

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

Alberta K. Wilson

James A. Drake

James S. Theriac III

This concludes the Annual Equity Update Report for 2009-2010.
APPENDIX 1- Notice of Policy of Nondiscrimination and Designation of Equity Officer - Policy of Nondiscrimination (Equal Opportunity)

Brevard Community College Policy and Procedures Manual

<table>
<thead>
<tr>
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<td>Equal Opportunity</td>
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<td>FS 295.07, 295.085, 1000.05, 1001.64, 1001.65, FAC 6A-14.060, Civil Rights Act of 1964</td>
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| History: Date Adopted: January 15, 2002; Revised: July 21, 2005 |   |

302-1 Equal Opportunity

Non-Discrimination

Brevard Community College is committed to a policy of equal opportunity and equal access in all areas of the College, including the enrollment of students, and the employment of faculty and staff. Employment and advancement shall be non-discriminatory with regard to race, color, sex/sexual orientation, religion, national origin, disability, age, political affiliation, marital status, or veteran status. A statement of this procedure will be included on appropriate College forms and publications. (See Procedure 200-12 Equal Employment Opportunity and Non-Discrimination.)

The College accepts the commitment to provide equal access and equal opportunity for all services made available by the College and to conduct all educational programs and activities without discrimination. In order to implement this concept in the area of employment practices and procedures, the Human Resources staff will review proposed employment decisions with the intent of ensuring equity. Pursuant to the requirements of federal and state laws respectively, the College’s Annual Affirmative Action Plan and the College’s Annual Equity Plan include specific goals and for any potential underrepresentation of women and minorities in administrative, faculty, and professional technical staff positions. In addition, the College follows Florida Statutes which set forth requirements for public employers to grant preferences in appointment, retention, and promotion to certain veterans and spouses of veterans who are Florida residents.

Equity Office The President will designate an Equity and Diversity Officer for the College who will establish guidelines for:

- Monitoring compliance;
- Publicizing institutional procedures.

The Equity and Diversity Officer will serve as an active advocate and ombudsman for equity issues throughout the college community, and will direct special efforts within the minority community in order to assure compliance with the College’s equity commitment. Inquiries may be directed by mail to the Equity and Diversity Officer, Ms. Alberta Wilson, George Washington Carver Administration Building 2, Cocoa Campus; by phone at (321) 433-7380; or by Fax (321) 433-7785. The Equity and Diversity Officer alternate contact is Mrs. Teri McKenzie, George Washington Carver Administration Building 2, Cocoa Campus, phone (321) 433-7715.
**Designation of Equity Officer**

**Equity Statement**

Brevard Community College is dedicated to providing a nondiscriminatory environment which promotes equal access, equal educational opportunity and equal employment opportunity to all persons regardless of race, ethnicity, color, religion, national origin, age, gender, gender preference, physical or mental disability, marital status, veteran status, ancestry or political affiliation. Our commitment encompasses recruitment, admission, registration, financial help, counseling, advising, course offerings, extracurricular programs, facilities, health services, athletics, employment and its privileges and benefits.

Inquiries regarding the College's Equal Opportunity Policies, including Title IX (gender discrimination) and Section 504 of the Americans with Disabilities Act (disabled discrimination) and equity issues in general may be directed to Ms. Alberta Wilson, Chief, Equity and Diversity Officer, George Washington Carver Administration Building 2, Cocoa Campus, telephone 321-433-7380 or email wilsona@brevardcc.edu.

Inquiries regarding veterans' programs may be directed to the Office of Veteran Affairs, Parrish Student Center Building 10, Room 209, Melbourne Campus, 321-433-5532 or Ralph M. Williams Student Center Building 11, Room 209, Cocoa Campus, 321-433-7333.
200.12.1 Grievance Procedure

Brevard Community College strongly disapproves of discrimination or harassment with respect to race, color, sex, religion, age, national origin, marital status, disability/handicap, and/or retaliation. Brevard Community College maintains a professional work and academic environment wherein all students, staff, faculty and other members of the College community are treated with respect and dignity. The goal of the College is to provide an academic and institutional climate that is free of harassment.

Brevard Community College does not discriminate in any of its policies, procedures, or practices. Inquiries regarding the College's Equal Opportunity Policies including The Florida Educational Equity Act (Section 1000.05), Title IX (sex discrimination), Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vocational Guidelines, and The Age Discrimination Act of 1975 may be directed to Ms. Alberta Wilson, Chief, Equity & Diversity Officer, George Washington Carver Administration Building 2, Cocoa Campus, 1519 Clearlake Road, Cocoa, Florida 32922, (321) 433-7380 or alternate contact, Ms. Teri McKenzie, Diversity Initiatives Director, Cocoa Campus, (321) 433-7715. Inquiries regarding veterans programs may be directed to the Office of Veterans Affairs, Parrish Student Center Building 10, Room 209, Melbourne Campus, 3865 North Wickham Road, Melbourne, Florida 32935, (321) 433-5532, or Ralph M. Williams Student Center Building 11, Room 209, Cocoa Campus, (321) 433-7333.

200.12.2 DEFINITIONS

200.12.2-1 Complaint. A complaint is a verbal or written claim or charge against the Administrative Staff, a faculty member, an employee of the College or a student stating facts which constitute a misapplication of, misrepresentation of, deviation from, or violation of a specific law, regulation, College policy or procedure, or an existing contract.

200.12.2-2 Complainant. Anyone who feels that they have been injured in some fashion by unfair treatment (on the part of a College student or employee, or under any of the College policies, procedures, programs or activities) or by discrimination or harassment (on the basis of age, color, sex/sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or
mentally disabled) and are filing a complaint/grievance with the Office of Equity & Diversity (Equity Officer) for the College.

200.12.2-3 **Respondent.** Individual against whom a complaint has been alleged by a complainant.

200.12.2-4 **Discrimination.** Discrimination is the unlawful and intentional act of unfair or unequal treatment of individuals who are similarly situated.

200.12.2-4.1 **Employment Discrimination:** Discrimination occurs in the employment context when an employer treats one or more employees less favorably than others because of their race, gender, color, religion, national origin, sex, actual or perceived sexual orientation, age, disability, or in retaliation for a complaint made against the employer (“whistleblower”). Employment discrimination can take the form of an adverse action that affects an employee economically like, failure to hire or to promote, demotion, suspension, termination, or loss of benefits.

- **Hostile Work Environment:** Employment discrimination can also take the form of a hostile work environment (workplace harassment), like verbal or physical harassment, or it can occur when an employer fails to reasonably accommodate a qualified employee with a disability.

200.12.2-5 **Grievance.** A grievance is a formal verbal or written statement initiated by a complainant relating to a circumstance which is believed to be:

- A misapplication of, a misrepresentation of, a deviation from, or a violation of a specific law, regulation, College policy/procedure, or an existing contract by a student, employee, faculty member, or an administrative staff member of the College and against a student, employee, faculty member, administrative staff member of the College, or a member of the public.

- An arbitrary, improper or discriminatory practice that results in unjust treatment of an employee, a faculty member, a student, or a member of the public by a student, a faculty member, an employee of the College, or by an individual acting in an official capacity for BCC.

200.12.2-6 **Harassment.** Harassment is unwelcome conduct that is based on race, color, sex, religion, national origin, disability, and/or age. Harassment becomes unlawful when enduring the offensive conduct becomes a condition of continued class attendance, employment, or the conduct is severe or pervasive enough to create a learning or work environment that a reasonable person would consider intimidating, hostile, or abusive.

The harasser can be the victim's instructor, a supervisor, a supervisor in another area, an agent of the employer, a co-worker/colleague, or a non-employee. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance. Unlawful harassment may
occur without economic injury to, or discharge of, the victim. Forms of harassment may include the following:

200.12.2-6.1 Hostile Work Environment. Petty slights, annoyances, and isolated incidents (unless extremely serious) that will not rise to the level of illegality. To be unlawful, the conduct must create a learning or work environment that would be intimidating, hostile, or offensive to a reasonable person.

200.12.2-6.2 Sexual harassment. "Unwelcome sexual conduct" is described as:

- Unwelcome sexual advances, either verbal or physical;
- Unwelcome requests for sexual favors;
- Physical or verbal abuse of an explicit or implicit sexual nature.

"Sexual harassment" is defined as sexual conduct where:

- Submission to or rejection of such conduct is used either explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual’s employment, participation in any program or activity, or of obtaining an education, or
- Sexual harassment can occur between any individuals associated with the College, between staff and a supervisor, between co-workers, between faculty members, between faculty, staff or student and a customer, vendor, or contractor, or between a student and a faculty member or another student.
- Examples of sexual harassment are such actions as sexual advances; stalking; the requesting of sexual favors accompanied by implied or overt pressure concerning one's job, grade, letter of recommendation, or similar activities; verbal abuse of a sexual nature including comments couched in humor, suggestive gestures; physical contact such as patting, pinching, or unnecessary touching; subtle pressure for sexual activity; sexist remarks regarding a person's body, clothing or sexual activity, or derogatory comments about a person's sexual orientation.

200.12.2-6.3 Stalking is defined as the willful, malicious, and repeated following or harassing of another person. Stalking may be a criminal offense.

200.12.2-6.4 Racial Harassment is defined as unwelcome conduct relating to an individual’s race or color which unreasonably interferes with an employee’s or student’s status or performance by creating an intimidating, hostile, or offensive working or educational environment. Harassment on the basis of race or color includes offensive or demeaning treatment of an individual, where such treatment is based typically on prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to objectionable epithets, threatened or actual, physical harm or abuse, racial slurs, comments or manner of speaking, negative references to racial customs or other intimidating or insulting conduct directed against the individual because of his/her race or color.

200.12.2-6.5 Religious Harassment consists of unwelcome physical or verbal conduct which is related to an individual’s religion or creed when the conduct has the effect of creating an
intimidating, hostile, or offensive working or academic environment. Harassment on the basis of religion includes derogatory comments regarding surnames, religious traditions, religious clothing, or religious slurs or graffiti.

200.12.2-6.6 National Origin Harassment consists of unwelcome physical or verbal conduct which is related to an individual’s national origin when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of national origin includes negative comments regarding surnames, manner of speaking, custom, language, or ethnic slurs.

200.12.2-6.7 Disability Harassment consists of unwelcome physical or verbal conduct relating to an individual’s disability when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

200.12.2-6.8 Sexual Orientation Harassment consists of unwelcome physical or verbal conduct relating to an individual’s sexual orientation when the conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment. Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct, directed at the characteristics of a person’s sexual orientation such as negative name calling or imitating mannerisms.

200.12.3 RESPONSIBILITY

All BCC employees and students have the responsibility to report and prevent discrimination and/or harassment whenever they experience or witness a violation. Employees and students have the responsibility to inform the harasser directly that the conduct is unwelcome and must stop. Employees and students should also report harassment immediately in order to prevent its escalation. The College has a responsibility to prevent harassment and, if it occurs, to take appropriate action.

Refusal to cooperate with the Equity Officer during a grievance investigation could result in disciplinary action, expulsion, or termination by the Board. Violations of confidentiality requirements may be independent grounds for disciplinary action.

A Special Note to Faculty, Supervisors, and Other Persons in Positions of Power: Harassment occurs when a person who is in a position of trust or authority engages in behaviors or creates conditions that are perceived as inappropriate, unwanted and/or that are non-reciprocal. Sexual harassment, in particular, can occur when an unwelcome personal element is introduced into what should be a sex neutral situation. Because of the difference in authority between faculty and students and supervisors and employees, a faculty member or supervisor cannot be certain that a personal relationship is truly welcome or consensual. Members of the College should be aware that whatever differences in status exist, as between supervisor and employee, or faculty member and student, abuses of status may take the form of sexual harassment. Charges of sexual harassment may arise even when romantic or amorous relationships exist that are apparently consensual. Should such a relationship result in a subsequent charge of sexual harassment, the claim that the relationship is or was consensual will not be an adequate defense. Moreover, other individuals may be affected by such relationship. Those who abuse, or appear to abuse, their position violate their responsibility to the College. The College expects its employees to be aware of the potential for problems and conflicts of interest.
200.12.4 EQUITY OFFICER ROLE
The role of the Equity Officer is not to serve as advocate for either the complainant or for the respondent, but to gather facts, evidence or other data, formulate a finding or recommendation, and forward it to the President of the College for resolution or disposition.

200.12.5 CONFIDENTIALITY
Due to the nature of the allegation and information received, all information regarding harassment will be kept in confidence to the greatest extent practicable and appropriate under the circumstances. The Equity Officer, who will conduct the investigation, may require the cooperation of other employees or students at the College. Only those individuals necessary for the investigation and resolution of the complaint shall be given information about the situation in question. The College cannot, however, guarantee that the identity of the complainant will be concealed from the accused harasser. When reasonable, the College will consider requests for separation of the primary parties during the investigation.

In order to ensure that a complete investigation of harassment claims can be conducted, it may be necessary for the College to disclose to others portions of the information provided by the complainant. The College will make every effort to honor any complainant’s or respondent’s request that the College not disclose certain information provided, consistent with the College’s obligation to identify and to correct instances of harassment, including sexual harassment. All parties to the complaint should treat the matter under investigation with discretion and respect for the reputation of all parties involved.

200.12.6 ACTION IN THE EVENT OF DISCRIMINATION OR HARASSMENT
Anyone who feels that they have been injured in some fashion by unfair treatment (on the part of a College student or employee, or under any of the College policies, procedures, programs or activities) or by discrimination or harassment (on the basis of age, color, sex/sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or mental disability) has the right to initiate informal and (optionally) formal grievance procedures.

200.12.7 INFORMAL PROCESS
The College encourages individuals to discuss issues and attempt to work out differences in an equitable manner. This would require that the complainant confront the respondent, whether he/she is a co-worker, a supervisor, a fellow student, a member of the faculty, a volunteer, a member of the public or any individual within the College. This verbal discussion is defined as the informal process with respect to any act that may be construed as discrimination or harassment. The informal process is intended to encourage a satisfactory resolution to a complaint at the earliest possible time.

The College allows individuals who believe they have been discriminated or harassed a time limit of sixty (60) calendar days from the date of the alleged incident to file a complaint with the Equity Officer. This will require that the complainant contact the Equity Officer and complete a grievance input form, identifying himself/herself, the respondent, identifying the date(s) the incident(s) took place and the place(s) of the alleged discriminatory action(s), describing the alleged incident(s) and identifying the resolution sought.
Once the Equity Officer receives a complaint, he/she has ten (10) working days to contact the respondent’s immediate supervisor and arrange for the immediate supervisor to attempt to resolve the differences between the two parties. The Equity Officer will monitor the progress of the grievance resolution and, if no satisfactory resolution is achieved within the allotted time frame, escalate the matter to the Campus Associate Provost (for student complaints) or to the respective Vice-president (for employee complaints).

The Campus Associate Provost or Vice-president will have ten (10) days to attempt to resolve the differences between the parties. The Campus Associate Provost or Vice-president may also consult the immediate supervisor of the alleged discriminating party. The Campus Associate Provost or Vice-president and the Equity Officer will document the complaint, including the allegation, the settlement attempts, and any resolution reached and provide copies of this information to the immediate supervisor of the alleged discriminating party and to the Campus Provost.

**200.12.8 FORMAL PROCESS**

If the Informal Process does not yield an acceptable resolution for the individual, that student, faculty member, employee, or member of the public the College Equity Officer will initiate the Formal Grievance Process. Utilizing the information gathered during the Informal Process, the Equity Officer has fifteen (15) business days from completion of the Informal Process to investigate and analyze further the grievance (interview complainant, witnesses, respondent; research legal aspects) and forward the findings to the Campus Provost or Vice-president. The Equity Officer will also forward a copy of the complaint/grievance information to the Office of the President. The Campus Provost or Vice-president has ten (10) business days to resolve this matter.

If the Campus Provost cannot resolve the issue, the Equity Officer has fifteen (15) business days to convene a three member Hearing Panel, consisting of one person each from complainant peer group, respondent peer group, College administration. Appointed members of the Hearing Panel shall be limited to full-time employees and full-time students. The Hearing Panel shall convene the hearing, calling together interested parties, witnesses and other parties deemed necessary as advisors. They will obtain, review and analyze all relevant records, documents, etc. and submit a recommendation to the Equity Officer.

Note: At any point in time, if due process requires further investigation, a written notice will be sent to the complainant and the respondent.

After the close of the hearing, the Equity Officer has five (5) business days to prepare a report outlining each issue the panel considered, summaries of important evidence brought to bear on the issue, conclusions, and recommendation and communicate the outcome in writing to the complainant and all involved parties.

**200.12.9 APPEAL PROCESS**

If the complainant is not satisfied with the decision of the Hearing Panel, he/she must contact the Equity Officer in writing to request an appeal within five (5) business days of complainant’s receipt of reported findings.

The Equity Officer will forward the appeal request and case file to the President within 5 business days of receipt of complainant’s appeal.
The President will make the final determination within five (5) business days of receipt of the appeal from the Equity Officer. Within five (5) business days of receiving the President’s decision The Equity Officer will inform the complainant and respondent of the President’s decision in writing.

200.12.10 DISPOSITION
Possible outcomes of the investigation are that the allegations are substantiated or that the allegations are not substantiated, i.e. an inconclusive investigation. The College will consider every claim of harassment or discrimination on an individual basis. Upon completion of the formal grievance process, if the allegations are substantiated, disciplinary action may range from counseling, reprimand, suspension, transfer, demotion or immediate expulsion and/or termination.

200.12.11 RETALIATION
Anti-discrimination laws prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or for opposing employment practices that they reasonably believe discriminate against individuals and are in violation of anti-discrimination laws.

It is illegal and contrary to College policy for an individual to engage in retaliatory conduct, whether directly or indirectly, against a person who files a harassment and/or discrimination complaint or who gives testimony during an investigation of a complaint. Retaliatory conduct is conduct that adversely and unjustifiably affects another’s terms and conditions of employment, educational experience, quality of life, and that is motivated by intent to cause harm because of the targeted individual’s involvement in a harassment and/or discrimination complaint. Retaliation against an individual for reporting any type of harassment or for participating in an investigation is prohibited by the College policy and state and federal laws. The College will investigate and discipline any retaliation committed by the accused harasser by way of irresponsible, malicious, or unfounded complaints up to and including termination and/or expulsion.

Any employee, student, or member of the public who believes that retaliatory actions have been taken against him/her for involvement in a harassment and/or discrimination complaint may seek a solution through the College Equity Officer.

200.12.12 FALSE ALLEGATIONS
It is a violation of this procedure for anyone to knowingly make false accusations of harassment or discrimination. The College recognizes that injury can be done to both the complainant and the respondent, and both have rights that must be protected. Those making false accusations of harassment or discrimination will be disciplined. Failure to prove a claim is not equivalent to a false allegation.

200.12.13 NOTIFICATION REQUIREMENTS
The College will include this procedure in future printing of Student Handbooks, Full-time and Adjunct Faculty Handbooks, New Employee Orientation Binder, Class Schedules, similar handbooks issued for other employees, and any other appropriate College-sponsored publication and will provide basic steps of due process available to the complainant.
200.12.14 GOVERNMENTAL AGENCIES
A complainant is free to present his/her allegations to outside governmental agencies such as the EEOC or the Department of Education. The College hopes that such situations involving cases of harassment and/or discrimination can be resolved internally and in everyone’s best interest.
Appendix 3 – Revised Policies and Procedures

Brevard Community College Policy and Procedures Manual

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<th>Title: Communicable Diseases</th>
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<td>Legal Authority: Family Education Rights &amp; Privacy Act of 1974; HIPAA; Section 504 of Rehabilitation Act of 1973; ADA of 1990; FS 1001.64,1001.65, 1006.68</td>
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<td>Board Policy Governance: 200.4</td>
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<tr>
<td>History: Date Adopted: July 31, 2002; Revised: July 21, 2005; Revised: July 18, 2006; 2009</td>
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302-3 Communicable Diseases

Definitions

- **Blood borne Pathogen.** Blood borne Pathogens are pathogenic microorganisms, such as viruses and bacteria, present in the blood of infected individuals and can cause disease (OSHA 1910.1030). The Blood borne Pathogens of major interest include, but are not limited to, human immunodeficiency virus (HIV), Hepatitis B virus (HBV), and Hepatitis C virus (HCV).

- **Infectious Disease.** An infectious disease is a disease caused by bacterial, viral, fungal, or protozoan infection. Though some infectious diseases are not contagious, others may be transmitted from animal to person (bird flu and cat scratch disease) or from person to person (MRSA and HIV). Infectious pathogens include, but are not limited to, cytomegalovirus, herpes simplex virus 1 and 2, Mycobacterium tuberculosis (TB), staphylococci (MRSA), streptococci, and Neisseria meningitides (meningococcal disease). These microorganisms may be transmitted via the blood, or other bodily secretions, through direct or indirect contact.

- **Significant Communicable Disease.** A significant communicable disease is one which has been identified by a recognized authority (e.g., World Health Organization, Centers for Disease Control, U.S. Department of Health and Human Services) as one which may have life-threatening potential or result in serious illness or infirmity and may be contracted merely by travel within a certain region. Recent examples include severe acute respiratory syndrome (SARS), Influenza A virus subtype H1N1 (Swine Flu), Asian influenza, Avian influenza (Bird Flu), yellow fever and dengue fever.

College Safeguards. The College recognizes the responsibility to provide reasonable, non-discriminatory safeguards to employees and students who work or study at one of the College’s facilities. The President will establish appropriate procedures to provide safeguards against communicable diseases throughout the College, with particular attention to the following areas:

- Academic Departments, especially Science;
- Athletics;
- Cafeterias;
Child Care Centers;
College wide Plant Safety Office;
Health Science Institute (Cosmetology, Vet Tech, Dental, Phlebotomy, Radiology, etc.);
Institute of Nursing;
Public Safety Institute (Criminal Justice, Fire Science, etc.);
Security Offices;
Wellness Centers.

Confidentiality of Information. According to the Recommended Standards for a College Health Program, the American College Health Association recommends:

“…no specific detailed information concerning complaints or diagnosis to be provided to faculty, administrators, or even to parents without the expressed written permission of the patient in each case. This position with respect to health records is supported by amendment to the Family Education Right and Privacy Act (FERPA) of 1974.”

Information regarding an individual’s diagnosis of an infectious disease will be maintained as confidential personal medical information, which will not be released to any party without the specific written consent of the individual, except where required by law. The confidentiality of information is superseded only by the necessity to protect others who may be or could be placed in life-threatening circumstances by actions of the infected person. The College will conform to the recommended standards, with respect to the confidentiality of any information received pertaining to the medical situation of employees or student. The Privacy Officer (Executive Director for Human Resources) will handle all information related to infectious/communicable diseases in accordance with local and state agencies in conjunction with required reporting for known cases. An individual’s right to privacy and confidentiality will be upheld in accordance with the Health Insurance Portability and Accountability Act (HIPAA, 1996) and other laws.

Consideration for Students and College Personnel. The College has specific policies establishing general principles regarding persons with infectious diseases within the College. Persons with an infectious disease may be considered by law to have a disabling condition. The legal rights of disabled individuals must be guaranteed.

- College policy prohibits discrimination against persons with or perceived to have an infectious disease. Complaints may be addressed to the Equity Officer. Also refer to Procedure 200-12 Complaint/Grievance Procedure. Harassment of individuals who are suspected of being ill with or who are diagnosed with an infectious disease is prohibited.
  When an employee or student becomes aware that he/she has a serious medical condition, or a life-threatening infectious disease, the student or employee is encouraged to seek specific information relating to the disease from a health care provider.

- No current or prospective employee of the College shall be required to receive an HIV antibody test or other diagnostic test associated with HIV disease as a condition of employment.
Employees or students of the College who may contract an infectious disease will not be excluded from enrollment or employment or restricted in their access to College services or facilities by reason of their infections unless individual medical judgments establish that exclusion or restriction is necessary for the welfare of the individual or of other members of the College community.

Members of the College community with an infectious disease have a responsibility to be aware of information and the most recent recommendations from the Centers for Disease Control, to prevent transmission of the diseases to others. Persons who know or suspect that they are infected with an infectious disease are expected to obtain and follow appropriate medical advice and are further expected to conduct themselves responsibly for the protection of others.

Although Brevard Community College does not REQUIRE vaccination against meningococcal disease or Hepatitis B* for students or employees, the College strongly encourages everyone attending the College to be aware of the symptoms, risk factors, preventative measures, and cure for these diseases.

*NOTE: Hepatitis B vaccinations will be required for students and will be made available to employees designated as at risk based upon their job descriptions. A person may refuse or may qualify for an exemption based on a medical condition that contraindicates immunization; or if the immunization is contrary to the religious tenets or practices of the student or employee. The employee or student refusing the vaccine or determined to be exempt, will be required to sign an exemption form, provided by the college. Hepatitis B vaccinations, available to faculty and staff only, will be paid for by the College (OSHA Standard 1910.1030).

Communicable Disease Alert The College may be affected by the outbreak of serious communicable diseases which restrict access and necessitate precautions in certain areas, such as, the recent Severe Acute Respiratory Syndrome (SARS) and Influenza A virus subtype H1N1 (Swine Flu) outbreaks. In each such instance, it is the policy of the College to adhere to guidelines issued by such agencies as the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO) to ensure the safety of its employees. As these guidelines become available, they will be communicated to all faculty and staff, and students.

Individuals traveling to regions under health advisories will be advised that re-enrollment or return to work may require passing a screening procedure administered through a public health department, a licensed physician, or clinic. The cost of any such screening procedure will be at the expense of the staff member or student unless the travel was a requirement of the College. Individuals showing symptoms may require immediate isolation and proper treatment until symptoms are no longer present.

Departments which require or initiate travel for faculty, staff, or students will be required to monitor health advisories issued by CDC or WHO and to review travel authorization to destinations for which an advisory is issued.

New students, staff, and faculty arriving from countries under health advisories may be subject to the screening procedure set forth above.
If, for any reason, faculty, staff, or students must travel to areas under health advisories, they must adhere strictly to all precautions and guidelines set forth by the Centers for Disease Control (CDC).

**Educational Programs** The College will incorporate information on Blood borne Pathogens and other infectious/communicable diseases into designated curricular and non-curricular areas which will be chosen by the appropriate Provost. Detailed standards and procedures consistent with this policy, such as the BCC Blood borne Pathogen and Exposure Control Plan, shall be implemented by individual departments where risks of contact with body fluids are significant. Individuals who work or study in such departments shall be subject to the procedures outlined in the designated manual.

**References**

- CDC. General Recommendations on Immunization: Recommendations of the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Family Physicians (AAFP)-MMWR February 8, 2002 / 51(RR02);1-36
- 1-800-FLA-AIDS
Appendix 4 – Policies and Procedures for Program Admissions and/or Course Substitution Waivers for Eligible Students with Disabilities

1. Implementation Mechanisms for Eligible Students with Disabilities

Any student who has a documented hearing impairment, visual impairment, specific learning disability, or other disability as designated by law and defined by Rule 6A-10.041 shall be eligible for reasonable substitution(s) of any requirement for admission to the College, admission to a program of study, or graduation from the College provided that:

1. The disability can reasonably be expected to prevent the student from meeting the necessary requirements; and

2. The failure to meet the requirement(s) does not constitute a fundamental alteration in the nature of the program.

PROCEDURE

I. A mechanism to identify eligible persons for reasonable substitutions - Students must provide documentation of a disability written by a qualified professional to their campus Office for Students with Disabilities (OSD). The documentation must verify that the disability substantially limits one or more major life activity, and will be reviewed by the Director of the OSD for compliance with federal legislation and Florida Statute guidelines.

II. A mechanism for identifying reasonable substitutions for admissions to the College, to a program of study, or for graduation from the College – All requests for substitutions will be considered on an individual basis.

A. Reasonable substitution for criteria for admission to the institution

BCC is committed to equal educational opportunities for all students and thus, does not discriminate on the basis of race, color, sex, age, national origin, or disability in its admission and treatment of students. The College has an Open Door policy and having a disability does not prevent a student from being admitted. However, should a student, because of a documented disability, not meet admissions requirements, the student should act in accordance with the following procedure:

a. He/she should present appropriate documentation of the disability to the Campus Disability Services Specialist or designee who, on behalf of the student, will file a request for substitution for criteria for admission to the College.

b. The Disability Services Specialist or designee will work with the Director of the OSD to recommend a reasonable substitution for criteria for admission to the College to the appropriate Associate Provost.

c. The Associate Provost will approve or deny the recommendations for substitution.

B. Reasonable substitution for criteria for admission to a program of study
Certain programs within the College have specific entrance requirements. To apply for reasonable substitution(s) for these requirements, the student should act in accordance with the following procedure:

a. He/she should present appropriate documentation of the disability to the Campus Disability Services Specialist or designee who, on behalf of the student, will file a request for substitution for criteria for admission to the program of study.

b. The Disability Services Specialist or designee will work with the Director of the OSD to recommend a reasonable substitution for specific criteria for admission to the program, to the appropriate Department Chairperson.

c. The Department Chairperson will approve or deny the recommendations for substitution.

C. Reasonable substitutions for criteria for graduation

A student whose disability impacts his/her ability to complete one or more graduation requirement may apply for such things as course substitutions and waivers of the CLAST by acting in accordance with the following procedure:

a. He/she should present appropriate documentation of the disability to the Campus Disability Services Specialist or designee who, on behalf of the student, will file a request for substitution for criteria for graduation.

b. The Disability Services Specialist or designee will work with the Director of the OSD to recommend a reasonable substitution for criteria for graduation from the College.

c. The Director of the OSD will forward the recommendation(s) to the Executive Vice President-Chief Learning Officer who shall chair and convene a committee to approve or deny the request. The committee shall be comprised of the following people:

(1) Executive Vice President-Chief Learning Officer
(2) Campus Curriculum Coordinator of Subject in Question or Academic Dean of Subject in Question
(3) Appropriate Vice-Provost
(4) Appropriate Associate Provost
(5) Director of the Office for Students with Disabilities

III. A mechanism for making the designated substitutions known to the affected persons

Students requesting substitutions will be contacted personally by the Director of the Office for Students with Disabilities and will be advised as to the outcome of the request. If the requested substitution(s) has been granted, the Registrar will also be notified.

IV. A mechanism for appeal of a denial of a substitution request or to appeal a determination of ineligibility

The student should file a written appeal to the Campus Disability Services Specialist or designee. This appeal shall be forwarded to the Director of the Office for Students with Disabilities. The appeal shall be presented to a committee consisting of the following people:

● Executive Vice President-Chief Learning Officer
● Campus Provost
• Academic Dean
• Equity Coordinator
• A representative from an appropriate community agency who is knowledgeable of the specific disability or impairment
• Director of the Office for Students with Disabilities

The Executive Vice President-Chief Learning Officer and the Director of the Office for Students with Disabilities are members of the Appeals Committee as resource members only and cannot vote. The committee will forward its recommendation(s) to the College President whose decision is final.

V. A mechanism for record keeping

Records shall be maintained on the number of students with disabilities requesting, granted, and denied substitutions. The Director of the Office for Students with Disabilities will maintain these records.

VI. A mechanism for articulation with other state institutions

a. The College will accept all substitutions previously granted by other state post-secondary institutions and/or institutions with which the College has articulation agreements as they may relate to admission to the College, a program of study, or graduation from the College.

b. When granting substitutions, the College will consider whether the substitutions that it provides will be accepted by the receiving institutions, and advise its students accordingly.

VII. A mechanism for notifying students regarding the substitution procedure

The College includes information regarding the substitution procedure in the student handbook, college catalog, and other college publications.
2. Students with Disabilities Procedure

Brevard Community College Procedures Manual

| Section: 417 | Title: STUDENTS WITH DISABILITIES |
| Sub-Section: | Title: |

Date Adopted: JULY 18, 2006  Board Policy Governance Reference: 100.1

VISUAL, HEARING OR LEARNING DISABILITY IDENTIFICATION OF IMPAIRMENT
The President or designee will authorize criteria for the identification of persons eligible for reasonable substitutions due to vision or hearing impairment, dyslexia, or other specific learning disability.

ADMISSION TO THE COLLEGE OR A PROGRAM OF STUDY
The college will provide access to education to the citizens of Brevard County who have the potential for completing the requirements for courses or programs to which they have been admitted. The college will provide reasonable substitutions for criteria for admission to the institution or admission to a program of study for students with documented disabilities.

CLAST AND GRADUATION REQUIREMENTS
In the event that a student provides documentation of visual or hearing impairment, or has a specific learning disability such that he/she is unable to demonstrate successful completion of a required course of one or more sections of the College-Level Academic Skills Test (CLAST), yet is achieving at the college level in every area except that which is affected by the disability, the student may appeal for special consideration through the Office for Students with Disabilities.

OTHER DISABILITIES
The college authorizes the College-wide Director of the Office for Students with Disabilities to deal with student requests for substitutions, waivers, or reasonable accommodations based upon documented disabilities other than learning, visual or hearing impairments.

SERVICES PROVIDED
The College authorizes the College-wide Director of the Office for Students with Disabilities to provide special services for documented students with disabilities.

- Establish guidelines for making reasonable substitutions on an individual basis;
- Establish a student-appeals process for those students denied eligibility for admission or graduation substitutions;
- Assist students with disabilities in filing substitution requests for entry(requirement substitution to the upper division of a state-supported university, and in articulating the students’ needs.

INFORMATION ON OPTIONS AND SPECIAL SERVICES
The College will publicize information concerning college-approved options and special services available to students with disabilities in the college catalog and in other college publications.

[F.S. 1007.264]
3. Compliance with the Americans with Disabilities Act Procedure

Brevard Community College Procedures Manual

Title: Compliance with The Americans with Disabilities Act
Number: 302-6

Legal Authority: FS 1001.64, 1001.65, 1009.41, 427.702 - 704, 553.501-553.513, ADA, Rehabilitation Act of 1973
Board Policy Governance: 100.3, 200.2

History: Date Adopted: July 21, 2005; Revised: July 18, 2006;

302-6 Compliance with the Americans with Disabilities Act

Brevard Community College is committed to complying with the requirements of the Americans with Disabilities Act (ADA) as well as the Rehabilitation Act of 1973 and other laws protecting the rights of persons with disabilities. The College is committed to providing opportunities to qualified persons with disabilities in employment and in access to education, where this will not pose an undue burden or fundamentally alter the programs of the institution. BCC acknowledges that compliance with the ADA requires raising the awareness of all employees of the institution and a commitment of institutional resources. Therefore, the administration has made compliance with the Americans with Disabilities Act a priority of the institution and has taken appropriate steps to ensure such compliance. The administration has:

- Appointed an individual to oversee compliance with the Americans with Disabilities Act;
- Created a task force to prepare, evaluate and revise BCC efforts to achieve compliance with the letter and spirit of the ADA and, as necessary, to verify installations/repairs;
- Prepared a comprehensive self-evaluation of all programs and activities of the institution, including employment, to determine where changes are deemed appropriate to enhance compliance;
- Established procedures to coordinate responses to requests from individuals with disabilities and respond to those requests in a timely manner; such procedures shall be written and available to employees, students, and the public; the procedures shall also specify that every individual making a request for an accommodation under the ADA shall be promptly informed that the request will be considered and shall be advised of the name and telephone number of the ADA coordinator; requests for such accommodation shall be directed to the Office of Students with Disabilities, or the Office of Human Resources.

The ADA coordinator and the task force shall inform supervisors, faculty and the administration concerning the importance of the ADA and other relevant Equal Employment Opportunity issues.
Appendix 5 – Equity in Athletics Disclosure Act Report for 2009

See PDF File titled: bccathletics.zip and see survey at the end of this document.
Appendix 6 – Board Governance Policies

100.1 General

Brevard Community College exists to provide its students the skills and knowledge necessary to:

- Enter a four-year institution of higher learning and be prepared to obtain a bachelors or higher degree and/or
- Gain employment and be prepared to perform satisfactorily in the chosen field of study

These are the top College priorities.

In addition, the College will provide opportunities to the Brevard County population for life-long learning, personal enrichment, economic development and wellness through educational and cultural events.

The College shall provide all of the services that result in these outcomes with the monetary resources provided by the state of Florida, the tuition it collects from its students and any grants and donations that it receives.

The focus of Brevard Community College is to serve the Brevard County community.

[F.S. 1007.264]

100.3 Student Performance Standards for the Award of Degrees and Certificates

The College is authorized to award certain Degrees and Certificates. The Board assigns the responsibility to the College President to award Degrees and Certificates in accordance with Florida State Board of Education Rules, Florida Statutes, and criteria established by national/regional accrediting agencies.

A. Policy: Non-Discrimination and Equity

Brevard Community College pledges nondiscrimination, equal access, equal educational opportunity and equal employment opportunity to all persons regardless of age, color, sex, sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or mental disability. Our pledge covers recruitment, admission, registration, financial help, counseling, advising, course offerings, extracurricular programs, facilities, health services, athletics, employment and its privileges and benefits. Responsibility for compliance to this policy is assigned to the Equity Coordinator.

B. Policy: Admission to the College

Brevard Community College shall provide high-quality education and training opportunities, foster a climate of excellence, and provide opportunities to all. As an open-access institution, the College will serve all who can benefit, without regard to age, color, sex, sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or mental disability, while emphasizing the achievement of social and educational equity so that students can be prepared for full participation in society. All students who apply to take credit courses at the College
must complete an Application for Admission and meet admissions requirements as specified by the State. [FL Statute 1001.64; 1001.65 - FAC: 6A-14.030]

200.1 General
The President shall not cause or allow any practice, activity, decision or organizational circumstance that is either unlawful, imprudent or in violation of commonly accepted professional and business practices.
Specifically, the President shall not:

Ethics:
- Conduct College or personal business in an unethical manner
- Discriminate against someone expressing ethical dissent.
- Impede or obstruct an investigation of an ethics or other violation by an authorized person or agency.

Financial:
- Expend more funds than budgeted within the fiscal year, unless a debt mechanism has been previously authorized by the Board.
- Fail to notify the Board when deviations from the yearly approved budget are expected or incurred.
- Enter into outside contracts that exceed $250,000, without Board approval.
- Agree to contract changes, without Board approval, for projects exceeding $250,000 that go over the agreed-not-to-exceed amount.
- Knowingly submit any financial document that does not accurately reflect the financial state of the College.
- Allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

Human Relations:
- Deal with students, staff, volunteers or community members in an inhumane, discriminatory, unfair or undignified manner.
- Operate the organization without personnel procedures or deviate from procedures, which clarify the rules to be followed when hiring, evaluating, disciplining or dismissing employees of the College.

Employment Considerations:
- Change his/her own compensation and/or benefits package.
- Promise or imply guaranteed employment to anyone.
- Establish compensation and benefits which
  - Deviate materially from the geographic or market for the skills employed - Create obligations over a longer term than revenues can be safely projected, or longer than one year
Board Relations:

- Neglect to submit monitoring data requested by the Board.
- Neglect to inform the Board of relevant trends, potentially adverse media coverage, actual or anticipated legal actions, material internal or external changes, particularly changes that negate assumptions upon which Board policy has been established.
- Fail to advise the Board if, in the president’s opinion, the Board is not in compliance with its own policies.
- Fail to deal with the Board, as a whole, except when fulfilling individual requests for information.
- Fail to report in a timely manner an actual or anticipated noncompliance with any Board policy.

Health, Safety and Welfare:

- Neglect in any way the health and/or safety of students, faculty, staff and volunteers studying or working at the campuses.

Gender Equity:

- Neglect to follow and comply with published state and federal law pertaining to gender equity.

General: Violate any federal or state laws and/or any State Department of Education rules.

200.2 HARASSMENT

Harassment of any nature is prohibited. Brevard Community College will not tolerate harassment of its employees, applicants, students, or student applicants. Every employee, student, and visitor be allowed to visit, attend or work at the College in an environment free from any form of harassment.

Harassment is any repeated and unwelcome verbal or physical abuse which intimidates or causes the recipient discomfort or humiliation or which interferes with the recipient’s educational or job performance. Any form of harassment related to age, color, sex, sexual orientation, religion, national origin, race, political affiliation, marital status, veteran status, or physical or mental disability is a violation of this policy.

A. HARASSMENT OF EMPLOYEES AND STUDENTS

All employees and students are entitled to work or study in an environment free from unsolicited and unwelcome overtures. Harassment occurs when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee’s employment or assignment or a student’s academic achievement; or

2. Submission to or rejection of such conduct by an individual is used as a basis for employment or assignment decisions affecting the employee or the evaluation of a student’s academic achievement; or Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

B. SEXUAL HARASSMENT

Consistent with state and federal statutes, sexual harassment is as defined in Title VII of the Civil Rights Act of 1964 as amended, as any “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature...”

C. AUTHORIZATION

The President will establish operational rules/procedures for the implementation of this policy.

D. IMPLEMENTATION

Operational procedures will include, but are not limited to:

- Conducting awareness and prevention programs for employees and students
- Conducting employee training and Certification
- Putting in place an inquiry, reporting and investigation process that specifies consequences and sanctions up to and including dismissal and which designates the College office responsible for the program and its implementation

E. POLICY DISTRIBUTION

This policy and the operational procedures described in section D shall be included in all handbooks provided by the College to students, employees and faculty.

F. RETALIATION
Retaliation against an individual for reporting any type of harassment or for participating in an investigation is prohibited and it is subject to discipline independent of the merits of the harassment allegation.

Any retaliation committed by the accused harasser by way of irresponsible, malicious, or unfounded complaints will be investigated.

G. **FRIVOLOUS CLAIM**

If in the course of investigating a harassment accusation, it is discovered that the accuser knowingly made a false claim, the accuser will be disciplined. However, failure to prove a claim of harassment is not equivalent to a false claim.

H. ADDITIONAL INFORMATION

Additional information about Harassment is available from Human Resources or Employee Relations, 1519 Clearlake Road, Cocoa, FL 32922. [FL Statute: 1001.63; 1001.64]

**200.4 AIDS AND OTHER COMMUNICABLE DISEASES**

The College will treat complaints and diagnosis information about AIDS and communicable diseases confidentially and will provide reasonable and non-discriminatory safeguards for employees and students against these.

A. **CONFIDENTIALITY OF INFORMATION**

Complaints or diagnosis information about AIDS or any other communicable disease will be treated confidentially and will not be provided to faculty, administrators or parents without written permission of the patient.¹

The point of contact will be established by the College President.

B. **SAFEGUARDS**

The President will establish appropriate procedures to provide safeguards against AIDS and other life-threatening communicable diseases throughout the College.

C. **EDUCATION**

The College will incorporate information on AIDS, HIV and other communicable diseases into designated curricular and non-curricular areas, as determined by the President.

¹ In accordance with the Family Educational Rights and Privacy Act (FERPA) and the Recommended Standards and Practices for a College Health Programs and also in accordance with the Health Insurance Portability and Accountability Act (HIPPA).
200.7 Employee Comportment Standard

A. CODE OF ETHICS FOR COLLEGE EMPLOYEES
   Employees of the College will adhere to the statutory code of ethics, which includes, but is not limited to, the following behavioral guidelines:
   1. No College employee shall accept any items, services, influence the individual's independence of judgment toward the discharge of official College duties;
   2. No College employee shall attempt to use his/her official College position to secure special privileges;
   3. No College employee shall disclose or use confidential College information for personal benefit or engage in any business which might require him to do so;
   4. No College employee shall have a significant business relationship with a person or firm engaging in, or seeking to engage in, business with the College or with any direct support organization of the College.

B. POLITICAL ACTIVITIES
   1. No College employee shall solicit support for a political candidate (including self), during regular College work hours or on College property.
   2. A College employee who becomes a candidate for public office shall notify the President, upon qualifying for the election, and shall adhere to statutory guidelines regarding political activities for public employees.
   3. A successful candidate for an office, which requires part-time responsibilities away from the College campus, shall report to the President immediately after the election in order to evaluate the compatibility of the newly acquired office and his/her College responsibilities.

C. OUTSIDE EMPLOYMENT
   The President will establish administrative procedures to ensure that a College employee who has accepted employment outside the College continues to perform his full-time College duties without interference or conflict deriving from such employment. The procedures will include a method for resolving conflicts in the event that they occur.

D. EMPLOYEE COMPORPTION
   Every employee of the College will maintain a productive work attitude which will include promptness, efficiency, and cooperation with colleagues, self-control and acceptance of new tasks and supervisory direction.
   The President will establish procedures and guidelines and disciplinary sanctions for employees whose behavior falls outside of these expectations.

E. CONFLICT OF INTEREST
   Employees will refrain from personal activities which could cause or appear to cause a divided loyalty to the legitimate interests of the College.
   The President will establish procedures for disclosure of all business interests, affiliations, and/or relationships that could reasonably give rise to a conflict of interest involving the College.

[FL Statute: 1001.64]
300.6 Employment at the College

The President shall have the authority and obligation to establish and implement rules and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, suspend, remove or terminate personnel within the laws and rules of the State Board of Education and in accordance with the policies specified by the College Board of Trustees.

The President shall have the authority and obligation to establish a personnel program for all employees pursuant to Florida Statute 1012 and Rules and Guidelines of the State Board of Education, including:

- Compensation and other conditions of employment;
- Standards for performance;
- Performance evaluation;
- Benefits;
- Work hours;
- Leave policies;
- Performance recognition;
- Inventions and work products;
- Travel;
- Learning opportunities;
- Exchange programs;
- Academic freedom and responsibility;
- Assignment;
- Disciplinary actions;
- Complaints and appeals and
- Grievance procedures.

[FL Statute: 1001.65 (3); 1012]
## Appendix 7 – Fall Staff Report

**FLORIDA COLLEGE SYSTEM**

**IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY**

**SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER**

**FALL ENDING TERM 2009 - 2010**

**BREVARD**

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**SOURCE:** APR2010

**NOTE:** EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

**1. FLORIDA COLLEGE SYSTEM**

**IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES**

**SALARY RANGES BY ETHNICITY AND GENDER**

**FALL ENDING TERM 2009 - 2010**

**BREVARD**

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SOURCE: APR2010
NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

1 FLORIDA COLLEGE SYSTEM
IPEDS FALL STAFF SURVEY F. FULL-TIME FACULTY
TENURE STATUS BY RANK, ETHNICITY AND GENDER
BREVARD

CCNUM=BREVARD UNITID=132693

Brevard Community College 2009-201 Equity Report
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1 FLORIDA COLLEGE SYSTEM

IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)

OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER

BREVARD

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FLORIDA COLLEGE SYSTEM

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED