

**THE FLORIDA COLLEGE SYSTEM**  
**Florida Department of Education**



**COMMUNITY COLLEGE EDUCATIONAL EQUITY**  
**ACT PLAN**

**2008-09 Annual Equity Update Report**

**Florida Department of Education  
Florida College System**

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**FLORIDA EDUCATIONAL EQUITY ACT  
2008-09 Annual Equity Update Report**



**Signature Page**

Reviewed by: \_\_\_\_\_  
President of College (signature) (date)

Reviewed by: \_\_\_\_\_  
Chair, College Board of Trustees: (signature) (date)

College Equity Officer/Coordinator: Darla J. Ferguson  
(Printed name)

\_\_\_\_\_  
(signature) (date)

Equity Officer Title: Executive Director, Human Resources  
(If different)

Address: 1519 Clearlake Road, Cocoa, Florida 32902  
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Telephone: 321-433-7080

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## Part I. Procedural Changes since Last Update Report

If the college has made no changes in procedural requirements since the last Update Report, there is no need to re-submit copies of policies or description of procedures. If revision were made, insert copies in Appendix 1. In the space below, provide a list of policies and procedures submitted in this report. If all procedural requirements meet state and federal standards and the college has made no changes, indicate by: “No Changes Made.”

February 2008 a Brevard Community College student filed a grievance against the College with the Office of Civil Rights and the State of Florida EEOC. During the investigation neither the OCR nor the EEOC found just cause for the grievance. The Department of Civil Rights, however, identified several procedural noncompliance issues regarding Brevard Community College’s grievance procedures (OCR Docket # 04-08-2023) and required that the College provide the following by November 1, 2008:

1. Revised and published grievance procedures in the procedural manual and student handbook to provide the name or title, mailing addresses, and telephone numbers of the Section 504, Title IX and Age Coordinators.
2. Instruction to the General Manager, Production and Digital Media Manager, Station Manager and Studio Manager at WBCC-TV Station regarding how to recognize and respond to a grievance under Section 504, Title IX and the Age Act pursuant to the College’s revised grievance procedures. A revised and published Student grievance procedures found in the two Student Documents provided.
3. The 2008-2009 Student Handbook and Planner and in the 2008-2009.
4. Original signed attendance sheets of all of the WBCC-TV employees. The training sessions held on October 20<sup>th</sup> (and later an individual session with the Studio Manager on October 28<sup>th</sup>) included all of the titles included in the order. As the College Equity Officer, Rose Foss delivered the session on the Grievance Process specifics. In addition, the College invited Hank Groton, Commissioner, Federal Mediation and Conciliation to further reinforce the employee’s understanding on how to recognize and respond to a grievance under Section 504, Title IX and the Age Act pursuant to the College’s revised grievance procedures.

This is the text of the new procedure which is included in the revised procedures Manual, the College Catalogue and the Student Handbook:

### 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 Rehabilitations Act of 1973, the Americans with Disabilities Act of 1990, the Vocational Guidelines, and The Age Discrimination Act of 1975 may be directed to Darla Ferguson, Executive Director, Human Resources Equity Officer, Administration Building, Cocoa Campus, 1519 Clearlake Road, Cocoa, Florida 32922; (321) 433-7080 or alternate contact, Rose Foss, Building 2, Room 156G, Palm Bay Campus, 250 Community College Parkway, Palm Bay, Florida 32909, (321) 433-7082. Inquiries regarding veterans programs may be directed to the Office of Veterans Affairs, Bldg. 10, Room 209, Melbourne Campus, 3865 North Wickham Road, Melbourne, Florida 32935; (321) 433-5532 or Bldg. 11, Room 209, Cocoa Campus, (321) 433-7333.*

### **Definitions.**

- **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. Verbal*
- **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 mental disability) and are filing a complaint/grievance with the Office of Equity (Equity Officer) for the College.*
- **Respondent.** *Individual against whom a complaint has been alleged by a complainant.*
- **Discrimination.** *Discrimination is the unlawful and intentional act of unfair or unequal treatment of individuals who are similarly situated.*
  - **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.*
- **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.*
- **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, supervisor, a supervisor in another area, an agent of the employer, a co-worker/colleague, another student 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:*

- **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.*
- **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*
    - *Such conduct has the effect of unreasonably interfering with the individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.*
    - *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.*
- ***Stalking** is defined as the willful, malicious, and repeated following or harassing of another person. Stalking may be a criminal offense.*
- ***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.*
- ***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.*
- ***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.*
- ***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.*

- ***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.

***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 to 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.

***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 attempt to informally resolve the differences between the parties involved or to assist the complainant through the formal process.

***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.*

*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.*

***Informal Process.*** *The College encourages individuals to discuss issues and attempt to work out differences in an equitable manner. This requires that the complainant confront the respondent be they 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 requires 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, 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 or Provost (for employee complaints).*

*The Campus Associate Provost, Vice-president or Provost will have ten (10) business days to attempt to resolve the differences between the parties. The*

*Campus Associate Provost, Vice-president or Provost may also consult the immediate supervisor of the alleged discriminating party (respondent). The Campus Associate Provost, Vice-president or Provost 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 a alleged discriminating party and to the Campus Provost (for students and faculty).*

***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 or Vice-president cannot resolve the issue, the Equity Officer has fifteen (15) business days to convene a three member Hearing Panel, consisting of one person from each complainant peer group, respondent peer group, and 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.*

***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.*

***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.*

***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.*

***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.*

***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.*

***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.*

2. Policy and Review Process: Provide below a description of the process used by the college's governing board to review policies and procedures used by the college to assure that all policies and procedures comply with the requirements of Section 1000.05 Florida Statutes and Rules 6A-19.001-.010 F.A.C.

The College:

- analyzes the need for new policies/procedures or for existing policy/procedure changes,
- gathers data from all parties involved in carrying out the procedure,
- investigates existing policies and procedures already in use by other community colleges and
- develops a preliminary procedure from which to work and sends it to all interested parties for review.

Once input is gained from all interested parties, the College attorney receives the document for review and generates a revised copy. Necessary revisions are made and the procedure is then ready for Presidential review and approval. Once the President has had an opportunity to read and approve the procedure, the document is sent out from the President's office in the Board meeting packet to the Board members prior to the official Board meeting. The Board members have a chance to read the information prior to the Board meeting. During the Board meeting the Board members discuss the details of the procedure and vote on its acceptance.

3. Provide in Appendix 2 a copy of the college's "Annual Public Notification of Equity Officer" that identifies the person(s), by name, title, address, and phone number designated to coordinate the college's compliance with Section 1000.05, F.S. and Rules 6A-19.001-.010 F.A.C. The identity of the Equity Officer/Coordinator shall be included in the regular notification of the policy of nondiscrimination. [Rule 6A-19.010(1)(g)]. Examples of the notice include, but are not limited to, posters, publications in campus catalogs or newspapers, or postings on the college's website.

The Grievance Procedure which is located in the Procedures Manual available to all employees on the College Intranet. This is also explained to all new employees upon orientation. This procedure is also available in the College Catalogue and the Student Handbook.

## Part II. Incomplete Items of Pending Action

This section of the Update reflects findings resulting from any on-site review of a college's Methods of Administration (MOA) that have not been adequately addressed and are considered "open". If the college has had a recent state/federal civil rights compliance on-site review and if there are incomplete items, they will be identified in the college's previous year's Monitoring Work Plan. All open findings should be addressed below. The findings will be closed upon a finding of compliance with state and federal rules and laws. If not applicable, indicate: "N/A"

February 2008 a Brevard Community College student filed a grievance against the College with the Office of Civil Rights and the State of Florida EEOC. During the investigation neither the OCR nor the EEOC found just cause for the grievance. The Department of Civil Rights, however, identified several procedural noncompliance issues regarding Brevard Community College's grievance procedures (OCR Docket # 04-08-2023) and required that the College provide the following by November 1, 2008:

1. Revised and published grievance procedures in the procedural manual and student handbook to provide the name or title, mailing addresses, and telephone numbers of the Section 504, Title IX and Age Coordinators.
2. Instruction to the General Manager, Production and Digital Media Manager, Station Manager and Studio Manager at WBCC-TV Station regarding how to recognize and respond to a grievance under Section 504, Title IX and the Age Act pursuant to the College's revised grievance procedures. A revised and published Student grievance procedures found in the two Student Documents provided.
3. The 2008-2009 Student Handbook and Planner and in the 2008-2009.
4. Original signed attendance sheets of all of the WBCC-TV employees. The training sessions held on October 20<sup>th</sup> (and later an individual session with the Studio Manager on October 28<sup>th</sup>) included all of the titles included in your order. As the College Equity Officer, I delivered the session on the Grievance Process specifics. In addition, we invited Hank Groton, Commissioner, Federal Mediation and Conciliation to further reinforce the student's understanding on how to recognize and respond to a grievance under Section 504, Title IX and the Age Act pursuant to the College's revised grievance procedures.

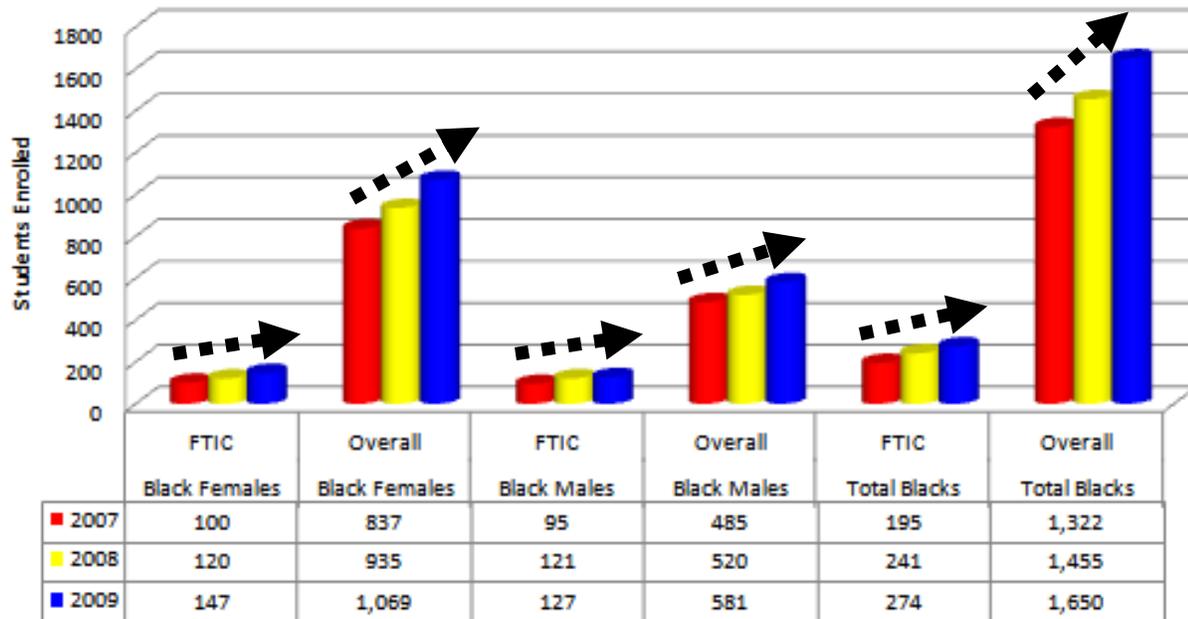
The College has met all of the requirements requested by the Office of Civil Rights.

## Part III. Student Participation

Section A: Plan for Diversity in Student Participation

1. **Student Enrollments:** Refer to Appendix 3(a): ENRL
  - Enrollments for Black students by gender
  - Enrollments for Hispanic students by gender
  - Enrollments for Other Minorities by gender
  - Enrollments for Whites by gender
  - Total enrollment by Gender

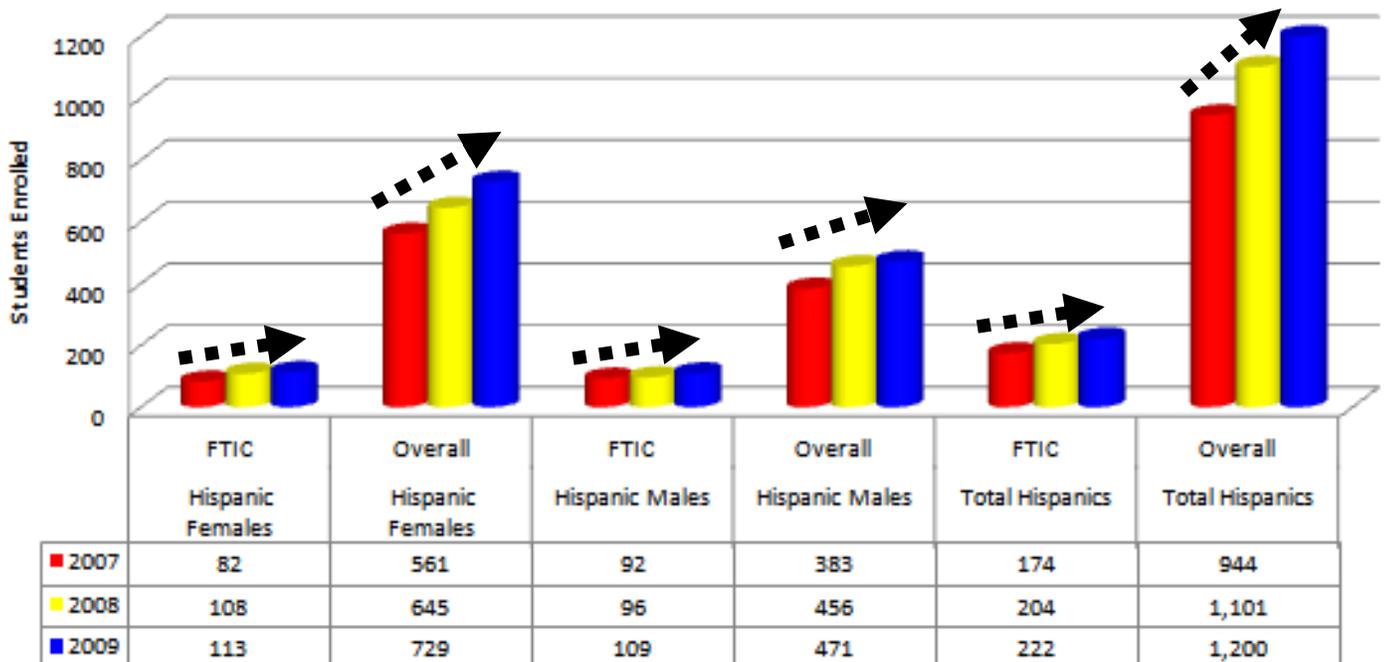
### Enrollments for Black Students by Gender



**Key areas:**

- Great efforts have been made this year to strengthen student recruitment/enrollment.
- The College has added recruiters responsible for going to the local high schools and working within the community to encourage students to attend.
- In addition, the College has added more counselors and other enrollment personnel to ensure that the enrollment experience is a positive one for the students.
- Black FTIC Female enrollment has increased.
- Black Female Overall enrollment has increased significantly.
- Black Male FTIC has increased as well.
- The College has experienced in all categories a positive net in student enrollment within the Black student population. We attribute this to the fact that we are very visible and active within the Black Community. Two of our four Provosts are Black Females and our Community Ambassador is a Black Male.
- With the aggressive efforts that the College is undertaking we expect enrollment in this category to increase by at least 5% by 2010 and by 8% by 2012.

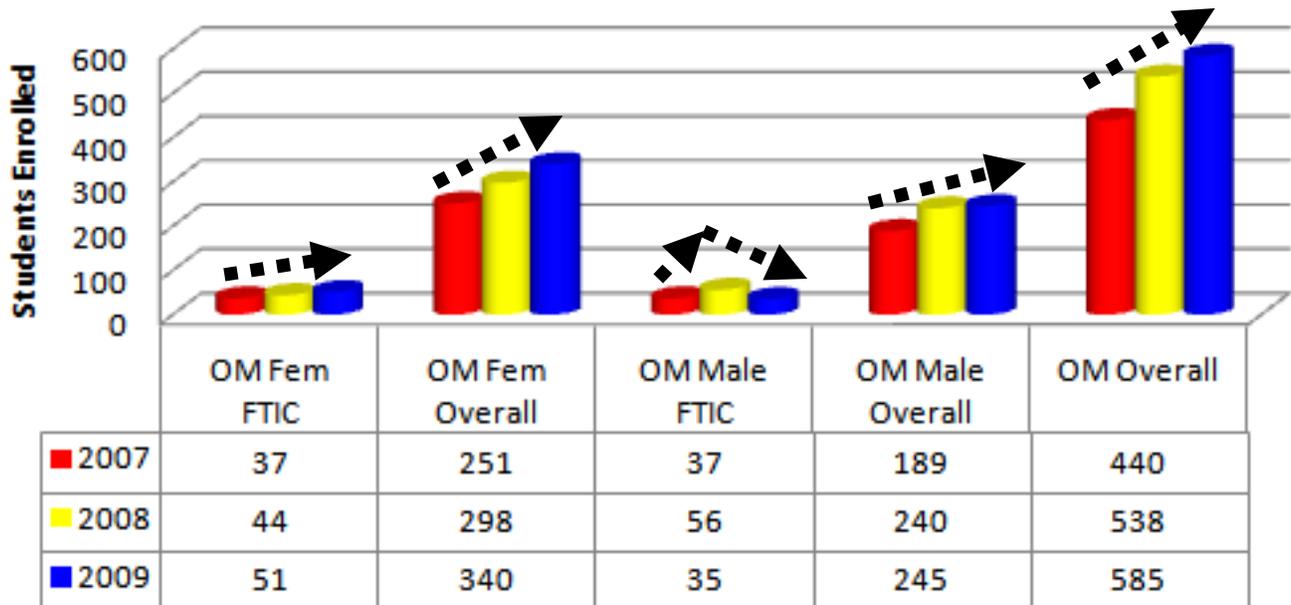
## Enrollments for Hispanic Students by Gender



### Key areas:

- Great efforts have been made this year to strengthen student recruitment/enrolment.
- The College has added recruiters responsible for going to the local high schools and working within the community to encourage students to attend
- In addition, the College has added more counselors and other enrollment personnel to ensure that the enrollment experience is a positive one for the student. Spanish speaking Student Services personnel located in the different campuses are able to assist students through the process.
- Based on the data provided for this report, Hispanics make up 7.74% of the student population (4.7% females and 3.04% males). Based on census information found on the internet for Brevard County, Hispanics make up approximately 6.5% of the population, if this is true the College's Hispanic student population is higher than is reflected in county census records.
- Hispanic FTIC Females have increased.
- Hispanic Males FTIC and Overall enrollment has also increased.
- Although Hispanic FTIC has not demonstrated a marked increase the College enrollment shows that we are moving in the right direction and look forward to increased numbers as this year's efforts start to take roots.
- With the aggressive efforts that the College is undertaking we expect enrollment in this category to increase by at least 5% by 2010 and by 8% by 2012.

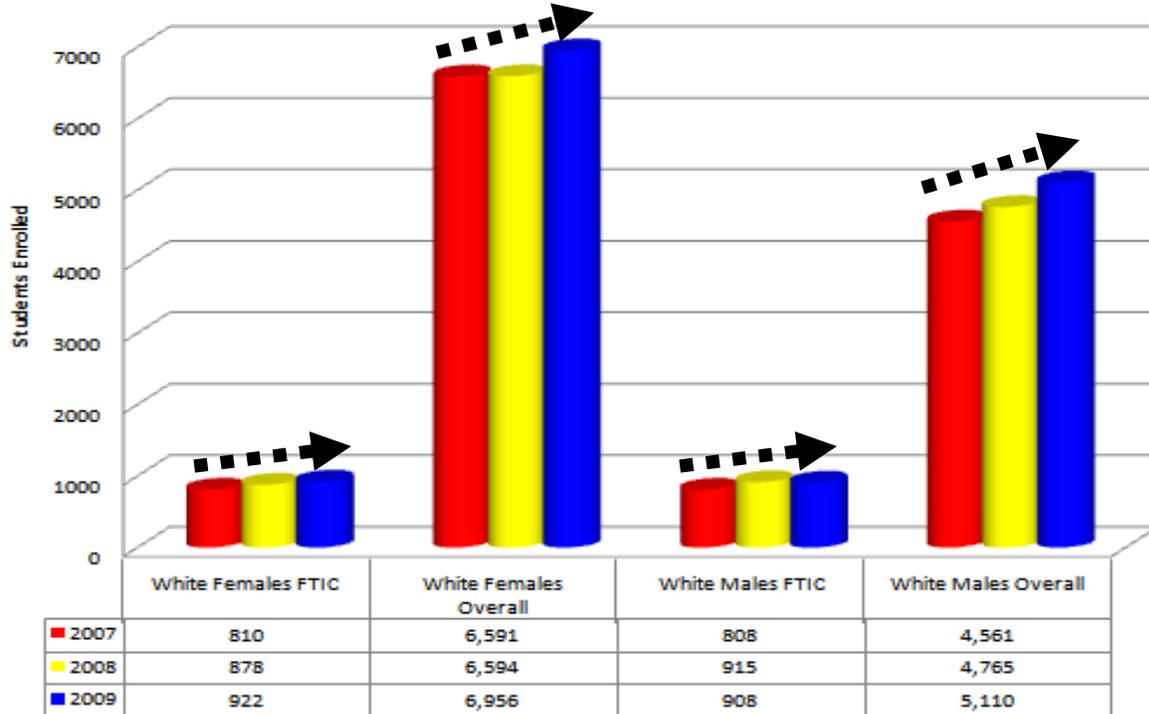
## Enrollments for Other Minorities by Gender



### Key areas:

- Great efforts have been made this year to strengthen student recruitment/enrollment.
- The College has added recruiters responsible for going to the local high schools and working within the community to encourage students to attend.
- In addition, the College has added more counselors and other enrollment personnel to ensure that the enrollment experience is a positive one for the student.
- Other Minority FTIC Female enrollment has increased.
- Other Minority FTIC Male enrollment has decreased very slightly.
- Other Minority FTIC has not demonstrated a marked increase.
- This situation could be attributed to the fact that students need to self identify and they elect not to do so. We expect our new recruiting efforts to have a positive impact on these numbers.
- With the aggressive efforts that the College is undertaking we expect enrollment in this category to increase by at least 5% by 2010 and by 8% by 2012.

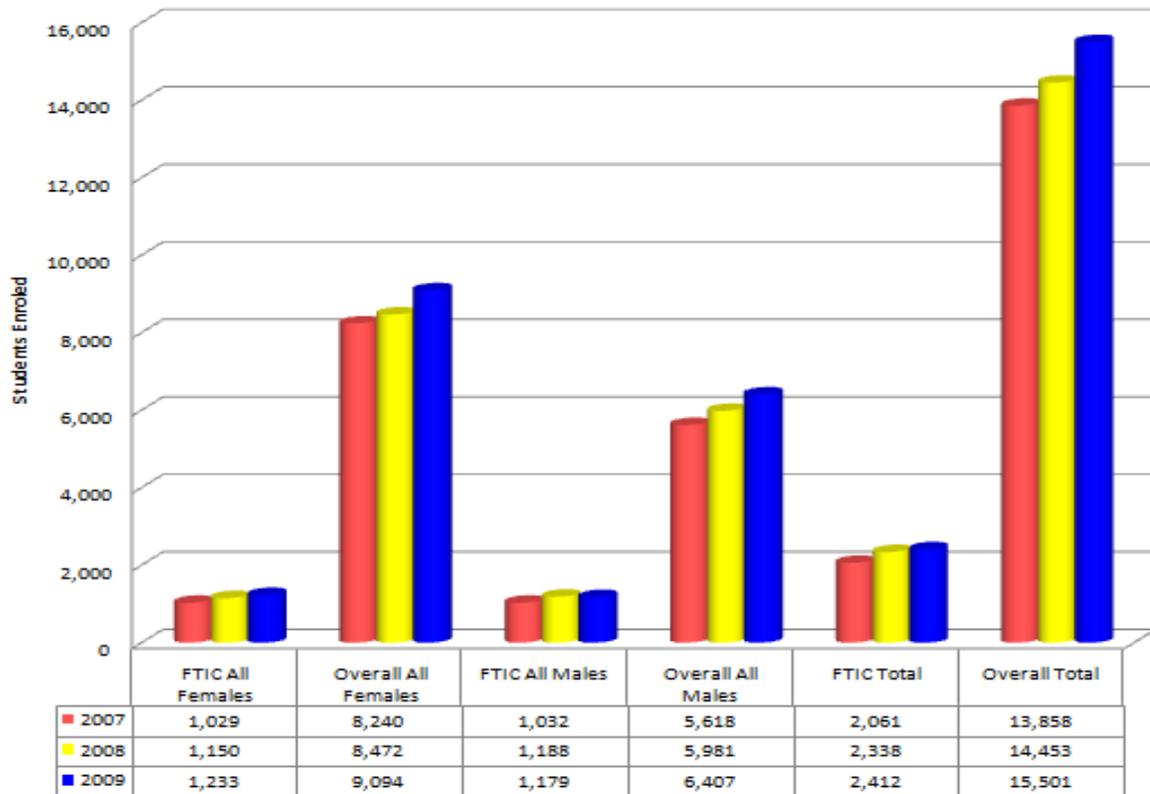
### Enrollments for White Students



**Key areas:**

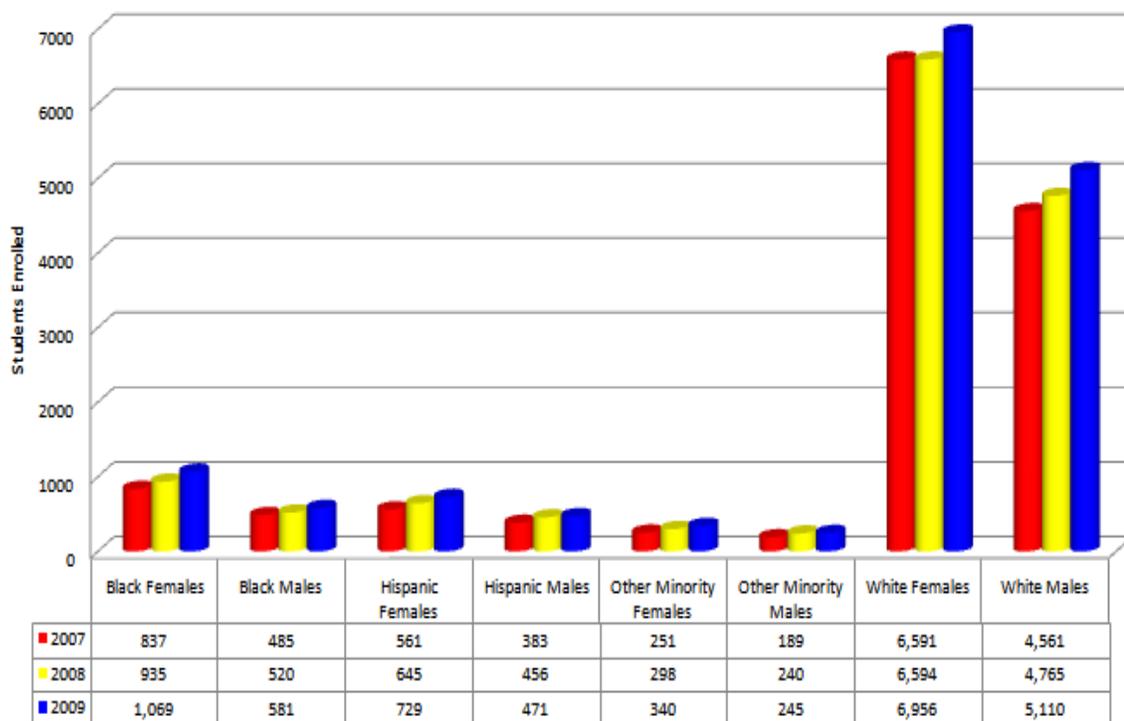
- Great efforts have been made this year to strengthen student recruitment/enrollment.
- The College has added recruiters responsible for going to the local high schools and working within the community to encourage students to attend.
- In addition, the College has added more counselors and other enrollment personnel to ensure that the enrollment experience is a positive one for the student.
- Although not necessarily in significant numbers, all white enrollment has increased with the exception of 2008-2009 White Male FTIC which decreased by 7 students
- With the aggressive efforts that the College is undertaking we expect enrollment in this category to increase by at least 5% by 2010 and by 8% by 2012

### Total Enrollments by Gender

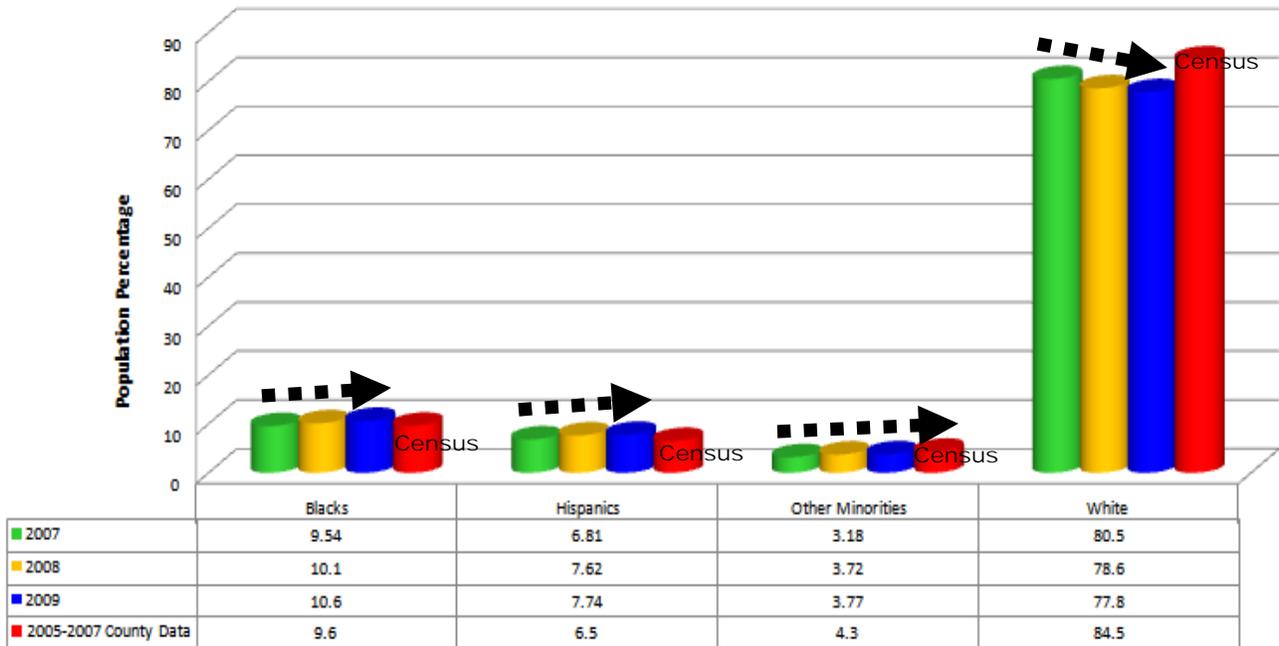


These charts detail the progress made by gender and racial segment groups.

### Overall Enrollment Comparison by Group and Gender



### Student Population Enrollment Comparison to 2005-2007 Brevard County Data



#### 2005-2007 and Brevard County Census Data:

- This last row of 2005-2007 figures ■ was obtained as the result of an Internet search on Census data for Brevard County.
- Note that, at best, it is 2 years behind and the new, 2010 census will most certainly produce even higher figures with respect to specific minority groups.
- Its intent was to provide a benchmark, against which to compare BCC's actual numbers.

Colleges will continue to examine trends in the representation of students by race and by gender for First-Time-In-College (FTIC) and Overall Enrollment. The reporting period is from 2007 to 2009. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., gaps in comparison to non-minority student enrollments) and establish goals that it determines are appropriate in order to increase enrollments for underrepresented students. Colleges should continue to access, modify and/or develop new methods and strategies for accomplishing the established goals.

## Trends for Brevard Community College Based on Data Provided

BF=Black Females  
BM=Black Males  
HF=Hispanic Females  
HM=Hispanic Males  
Hisp=Hispanic  
OMF=Other Minority Female  
OMM=Other Minority Male  
OM=Other Minority  
WF=White Females  
WM=White Males  
W=White

**2. Student Completions (college degree and certificate programs): Refer to Appendix 3 (b): Student Participation/Completions**

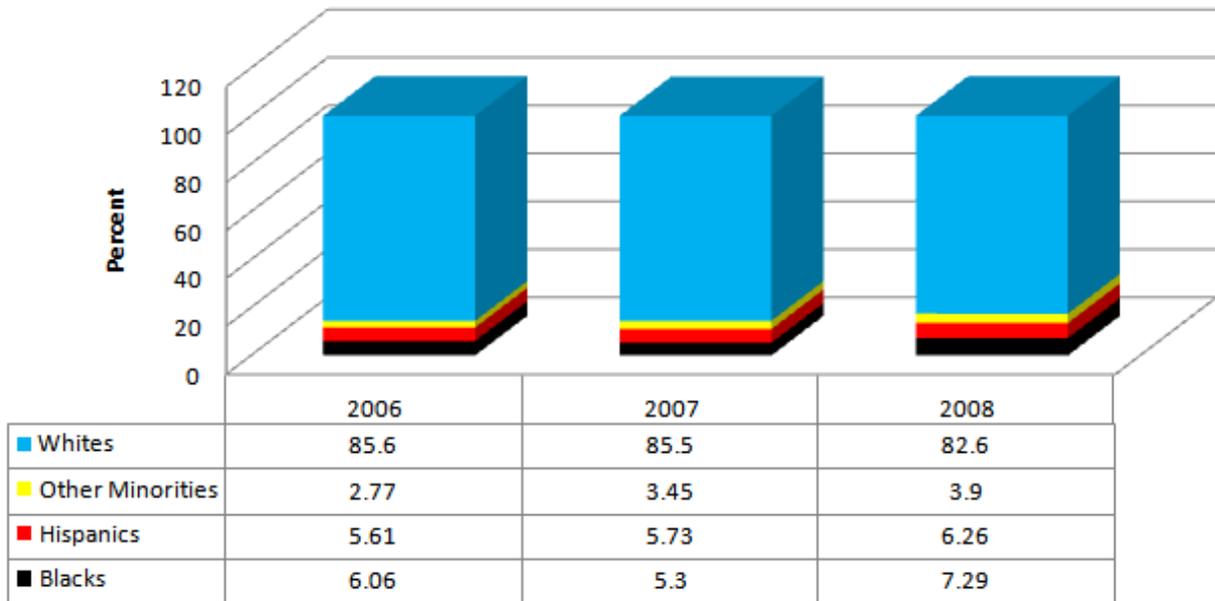
This year's report evaluates degree and certificate completion from 2006 to 2008 by race and by gender of students achieving A.A. Degrees, A.S. Degrees, or Certificates. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2009-2010 through 2011-2012. Colleges will continue to access, modify, and develop new methods and strategies for accomplishing the goals in areas where completions have not been in alignments with goals.

List methods and strategies to increase the percentage of completions in those areas the college has identified.

Goals and Timelines: Identify the targeted students by race and/or gender and the goals for degree or certificate completions for 2009-2010 through 2011-2012.

Identify areas of disproportionate completions (i.e., gaps in comparison to non-minority student completions) or decreases in the percentage of completions. If not exist, please note.

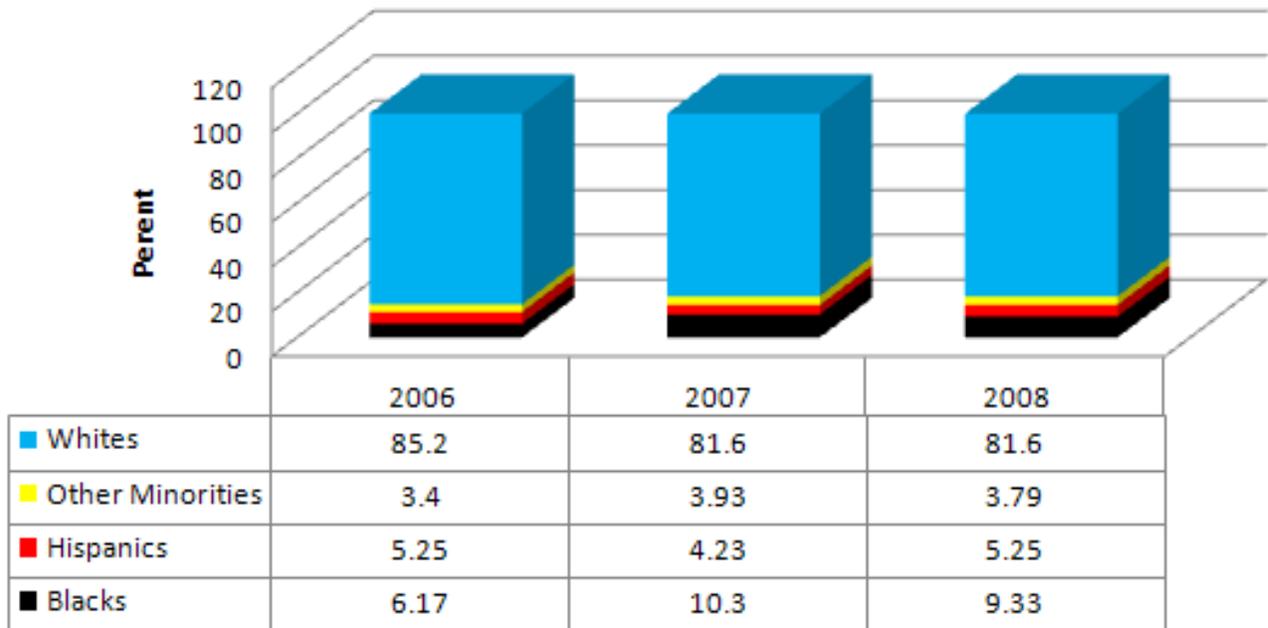
## AA Completions Across Segments



### Key areas:

- Black AA completions decreased from 2006 to 2007 but increased in 2008.
- Hispanic AA completions increased slightly across 2006-2007 and 2008.
- Other minorities AA completions increased across 2006-2007 and 2008 up to a total of 3.9%.
- White AA completions dipped almost 3 percentage points across the years in question coinciding with a 3% increase in minority completions. This reinforces that our current initiatives are working to close the achievement gap.
- The College is developing faculty initiatives to assist faculty in dealing with diverse populations in the classroom to ensure the success of minority groups.
- Our goal for Blacks is to have a completion rate of 9.6% in AA degrees by 2011 and 10.65% by 2012.
- Our goal for Hispanics is to have a completion rate of 6.5% in AA degrees by 2011 and 7.74% by 2012.

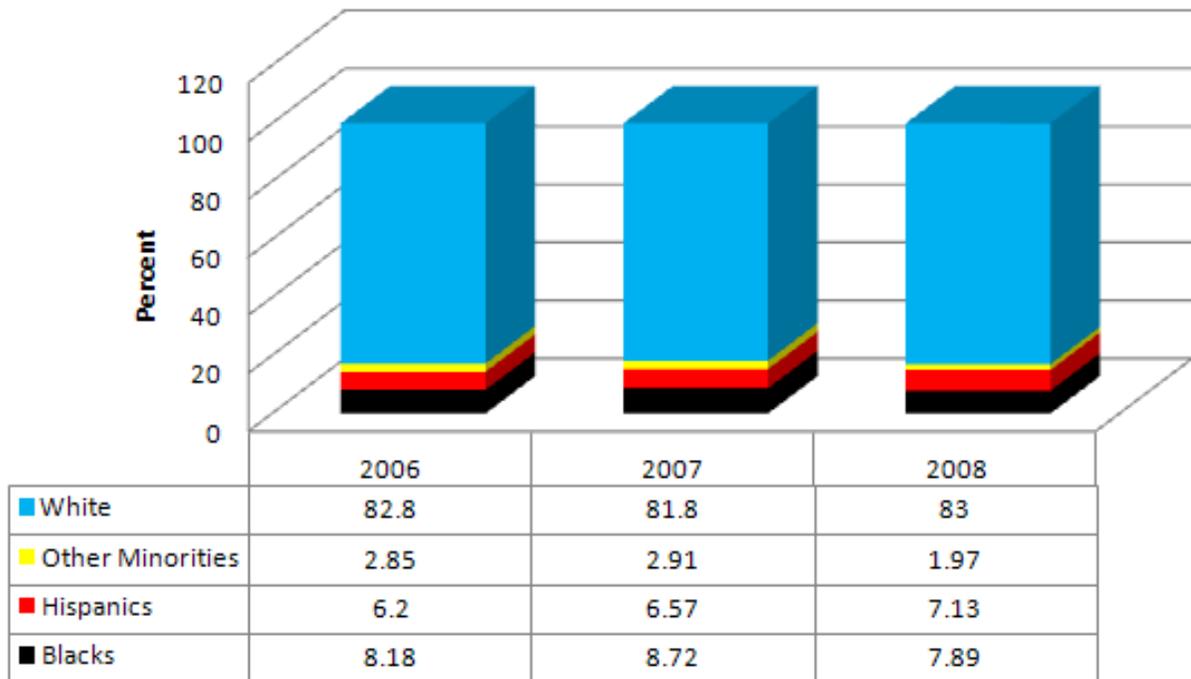
## AS Completions Across Segments



### Key areas:

- Black AS completions increased from 2006 to 2007 but decreased by 1% point in 2008.
- Hispanic AS completions decreased by over 1% point 2006 to 2007 but returned to the original success percentage in 2008.
- Other minorities AS completions remained steady across 2006-2007 and 2008.
- White AS completions dipped almost 4 percentage points across the years in question compared with the 3.5% increase in minority completions.
- This reinforces that our current initiatives are working to close the achievement gap.
- The College is developing faculty initiatives to assist faculty in dealing with diverse populations in the classroom to ensure the success of minority groups.
- Our goal for Blacks is to have a completion rate of 9.6% in AS degrees by 2011 and 10.65% by 2012.
- Our goal for Hispanics is to have a completion rate of 6.5% in AS degrees by 2011 and 7.74% by 2012.

## Certificate Completions Across Segments



### Key areas:

- Black Certificate completions increased from 2006 to 2007 then decreased by 2008.
- Hispanic Certificate completions increased.
- Other minorities Certificate completions decreased.
- White Certificate completions as percentage of total increased slightly.
- The College has initiated a program whereby career and technical program specialists work with students to map the sequence of courses toward completion of certificates on the way to earning an AS degree.
- The College also created programs of study that show students the sequence of courses required to earn them certificates.
- The College is developing faculty initiatives to assist faculty in dealing with diverse populations in the classroom to ensure the success of minority groups.
- Our goal for Blacks is to have a completion rate of 9.6% in AA degrees by 2011 and 10.65% by 2012.
- Our goal for Hispanics is to have a completion rate of 6.5% in AA degrees by 2011 and 7.74% by 2012.

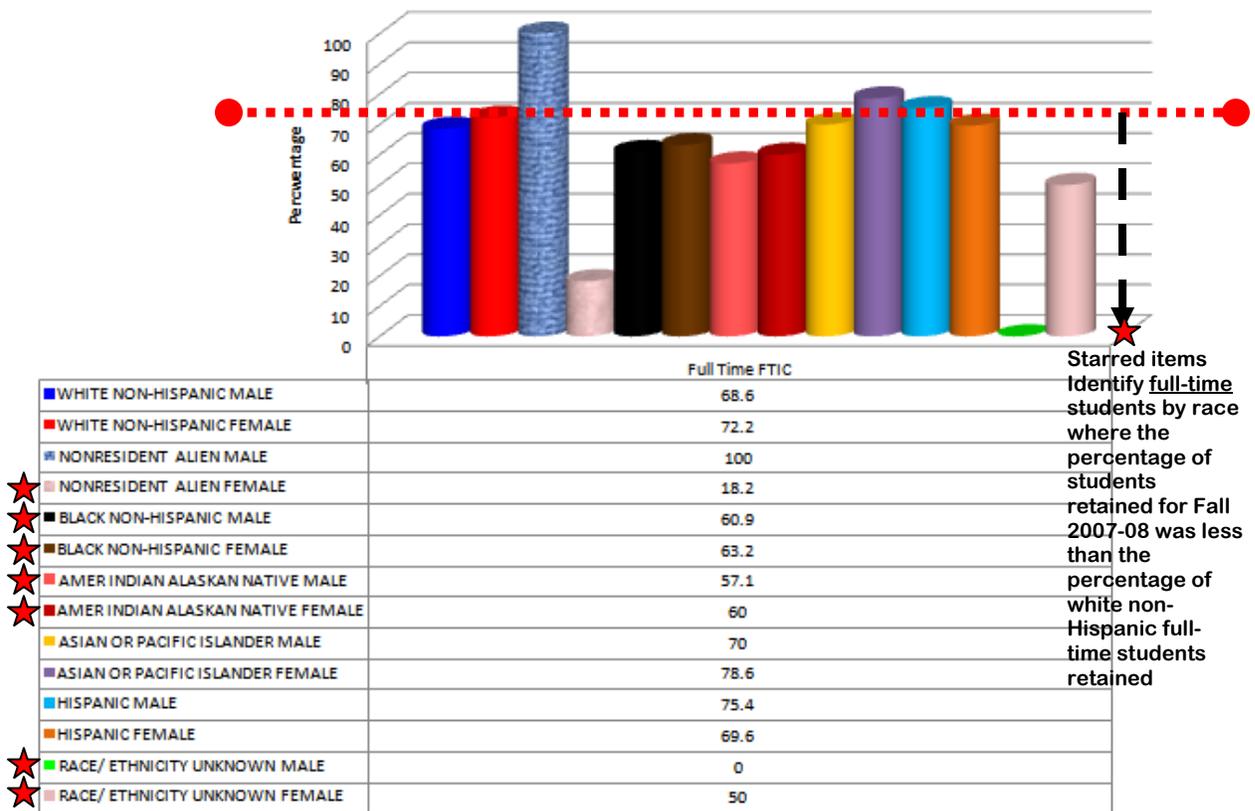
**Section B: Persistence and Retention Analysis and Strategies:**

Refer to Appendix 3 (c): IPEDS Retention

The College 2008-09 Update Report should include methods and strategies used by the college to increase persistence and retention of FTIC students returning for their second year. Data is from the IPEDS Enrollment fall FTIC 2006-07 Retention into Fall 2007-08 and includes full-time and part-time students by race and by gender.

Identify full-time students by race where the percentage of students retained for Fall 2007-08 was less than the percentage of white non-Hispanic full-time students retained. If not exist, please note.

**Full Time FTIC 2006-2007 Retention into Fall 2007-2008**

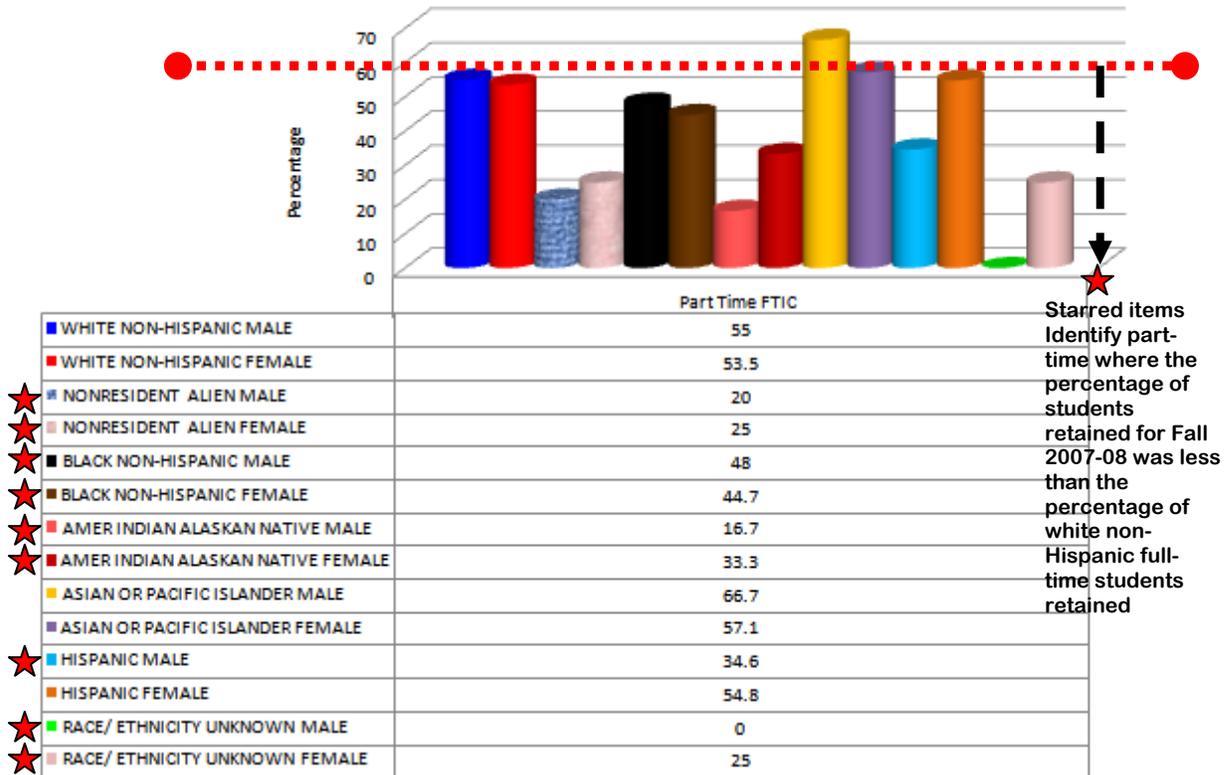


**Key areas:**

- Hispanic retention is higher than the percentage of white non-Hispanic students retained.
- The College will utilize the newly created positions of Associate Provost in each individual campus to continue the areas of success with the Hispanic students and strengthen retention within the Blacks and Other Minority students.
- Our goal is to bring all students under the White non-Hispanic group success rates to 65% retention by 2010 and 70% by 2012.

Identify part-time students by race where the percentage of students retained for Fall 2007-08 was less than the percentage of white non-Hispanic part-time students retained. If not exist, please note.

**Part Time Fall FTIC 2006-2007 Retention into Fall 2007-2008**



Based on an analysis of the college’s data, identify methods and strategies the college will develop and/or implement to increase the percentage of students returning to college following their first year and/or close the gaps in retention when compared to white non-Hispanic students.

Goals and Timelines: Identify goals to increase the retention rates and/or close any gaps in retention rates for 2009-2010 through 2011-2012.

**Key areas:**

- In the category of part time students, Hispanic females’ retention was on par with that of White non-Hispanics. Notable gaps exist with Hispanic males and Blacks (Male and Female) as well as Other Minority Groups.
- The College will utilize the newly created positions of Associate Provost in each individual campus to develop strategies to increase retention for full and part time students.
- Our goal for Blacks and Other Minorities is to have a success rate of 52% by 2010 and 55% by 2012.

**Section C: Mathematics (Gatekeeper) Course Analysis:**

Refer to Appendix 3 (d): Math Grade Distribution and Math Disparity Gaps

The College 2008-09 Update Report should include an analysis of white, black and Hispanic students enrolled in mathematics gatekeeper courses from 2005 through 2007. Colleges should evaluate increases/decreases in the percentage of students who were successful in gatekeeper courses and/or identify where there have been increases in the gaps from 2005 to 2007. The college should develop strategies to reverse negative trends and close gaps. Data was extracted from Grade Distribution for Students in A&P and Vocational Lower Division Courses, Excluding Dual Enrollment, by Race/Ethnicity and include:

1. Mathematics Gatekeeper Courses: Disparity Gaps: for Black/White and Hispanic/White comparing Fall 2005 to Fall 2007 for each gatekeeper course.
2. Mathematics Gatekeeper Courses: Grade Distribution: for white, black and Hispanic students for each gatekeeper course for each year (2005, 2006, and 2007). Data from this report was extrapolated for the Disparity Gaps.

**Notes regarding the Disparity reports:**

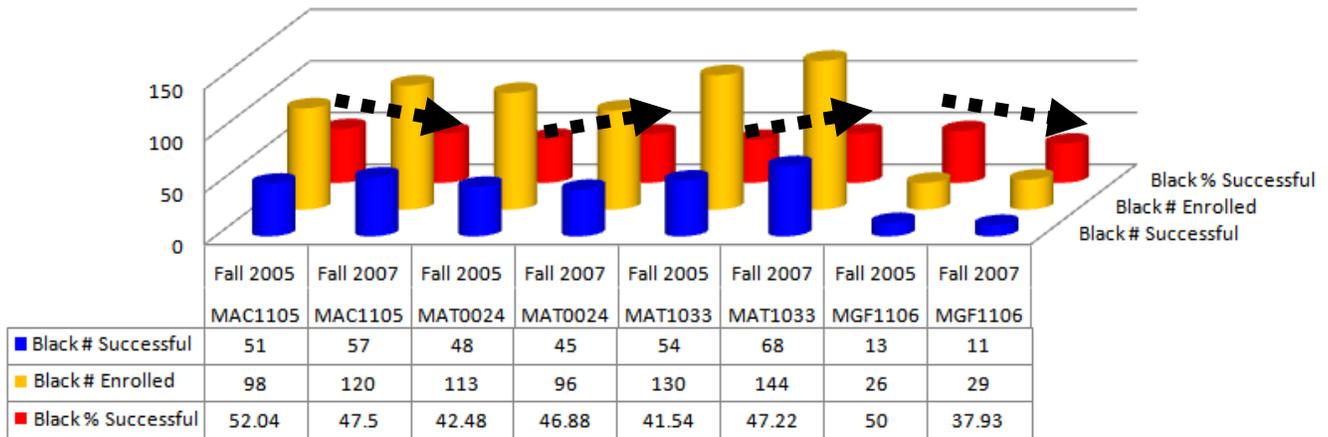
1. This year we dropped courses with the suffix “L.” To ensure everything is comparable, we re-ran the prior year data. This may result in slightly different numbers for 2005-06 and 2006-07 compared to data reported in last year’s report.
2. Success is defined as grades of A, B, C, and S
3. Any grades of X, P, PR, and Z were deleted.
4. Grades of WP and WF are considered the same as W.
5. The courses included this year are MAT0024, MAT1033, MAC1105, MGF1106
6. All results are for Fall terms.
7. Equity gaps are not calculated unless there are at least 10 students of each race enrolled.
8. If a gap increased from 2005 to 2007, it will be reflected by the amount of percentage points it increased as a positive number. (last column, titled “Change in B/W or H/W gap”)
9. If a gap decreased from 2005 to 2007, it will be reflected by the amount of percentage points it decreased as a negative number. (last column, titled “Change in B/W or H/W gap”)

**The college should complete each of the following sections:**

For each course, identify areas by race where there has been a decrease in the percentage of students successfully completing mathematics gatekeeper courses in 2005 compared to 2007. If not exist, please note.

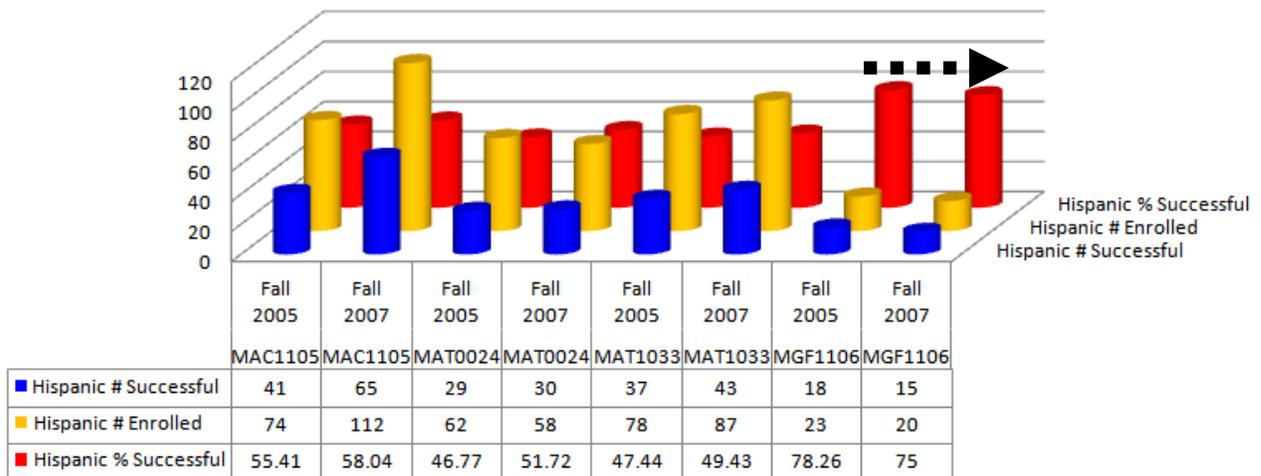
For each course, identify areas where there has been an increase in the Black/White and/or Hispanic/White gaps from 2005 to 2007 in the percentage of students successfully completing mathematics gatekeeper courses. If not exist, please note.

### Gatekeeper Course Progression - Black Students



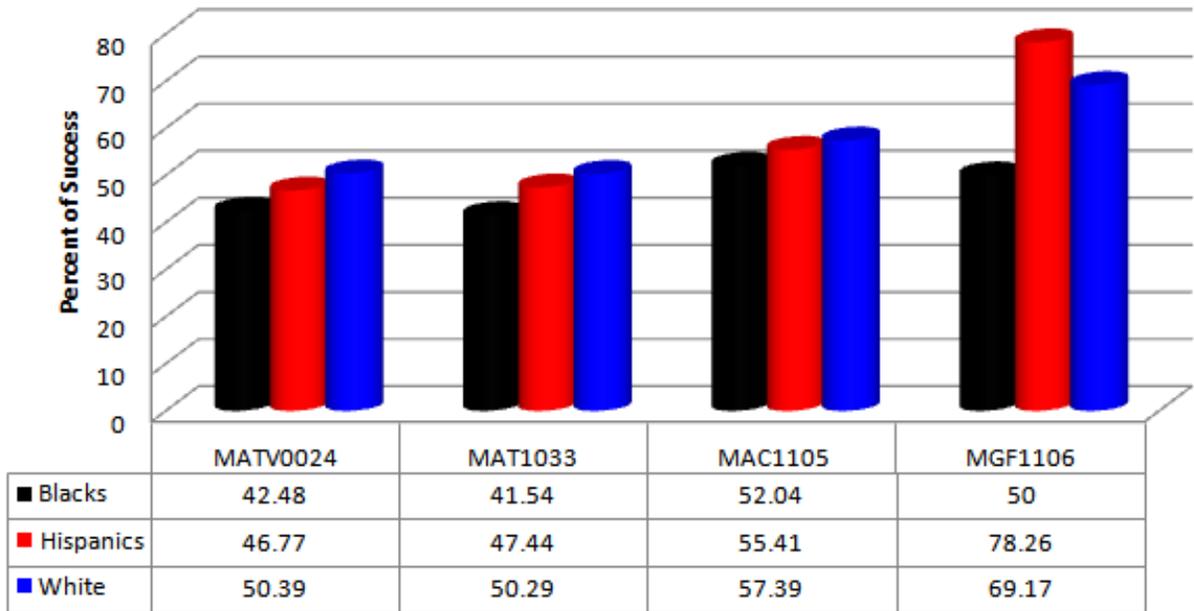
- Key areas (arrows):**
1. Completion of MAC1105 decreased by 4.54% points
  2. Completion of MAT0024 increased 5.34% points
  3. Completion of MAT1033 increased 5.34% points
  4. Completion of MGF1106 decreased by 12.07% points.
  5. Completion of MGF1106 decreased by 12.07% points

### Gatekeeper Course Progression - Hispanic Students



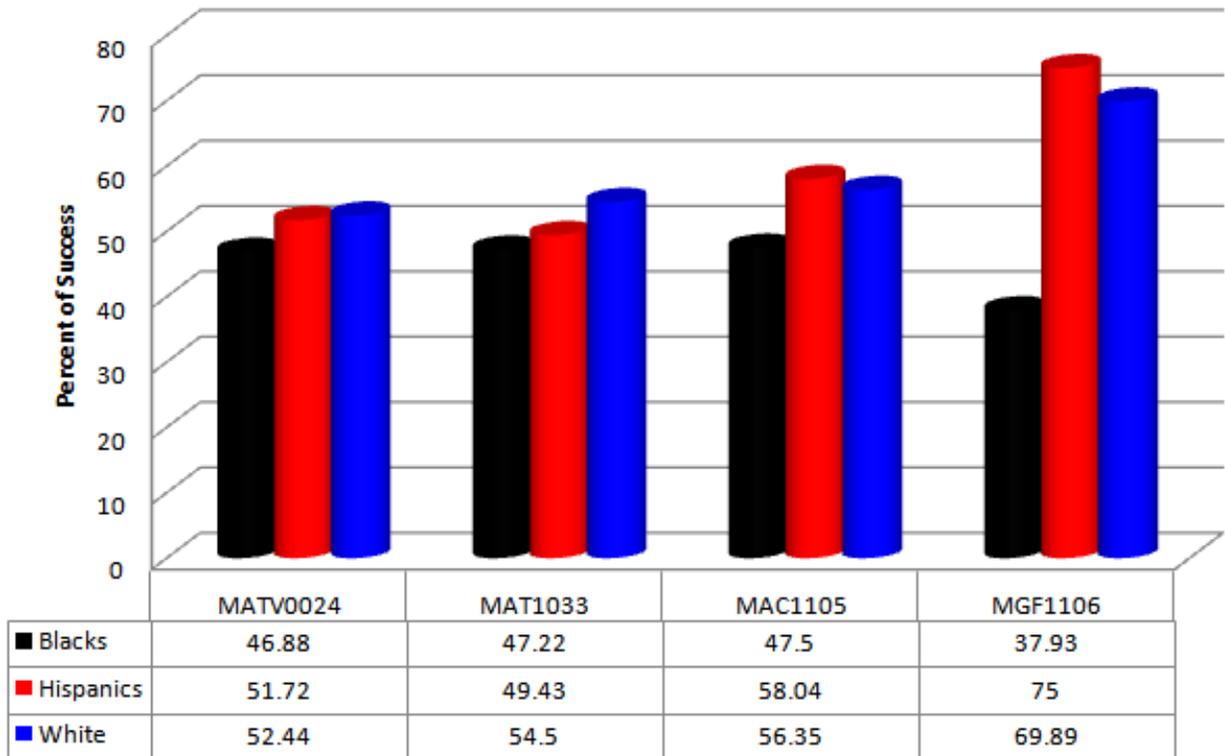
- Key areas:**
- Completion of MGF1106 decreased by 3.26% points only but was still 5.11% point greater than the White completion rate.
  - Other courses demonstrated marked improvement

### 2005

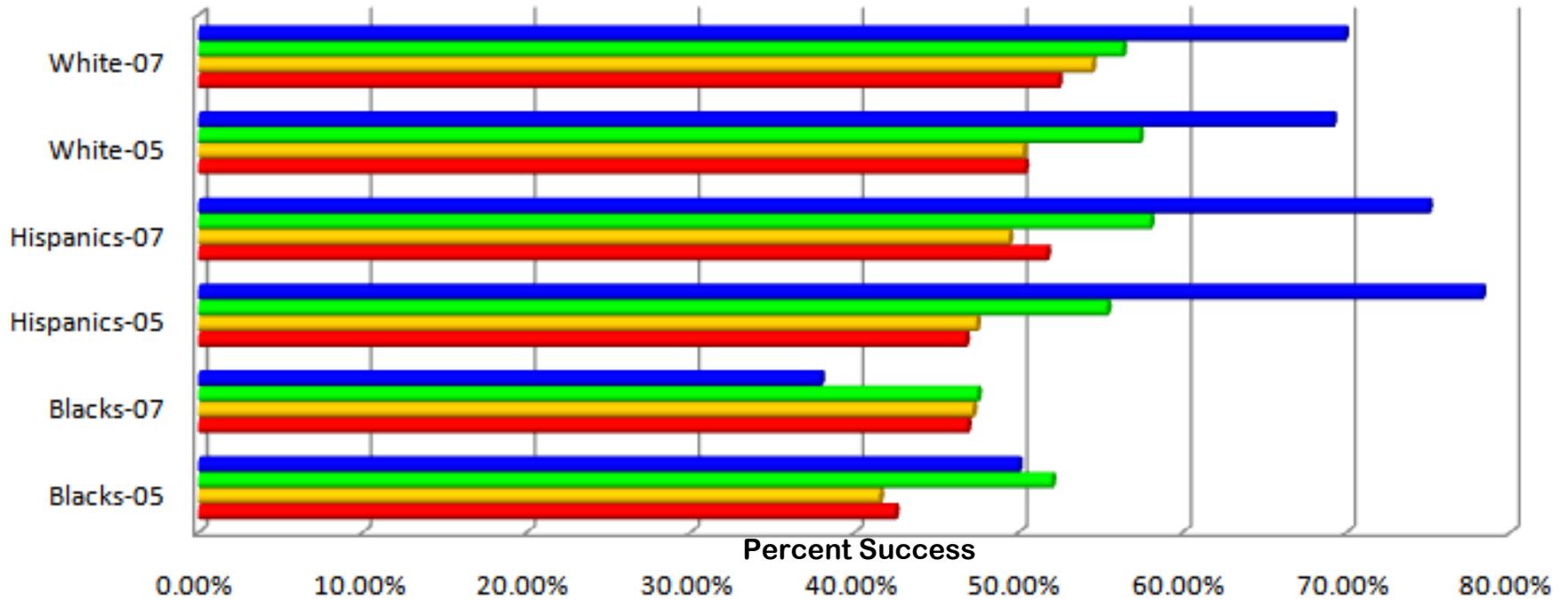


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### 2007

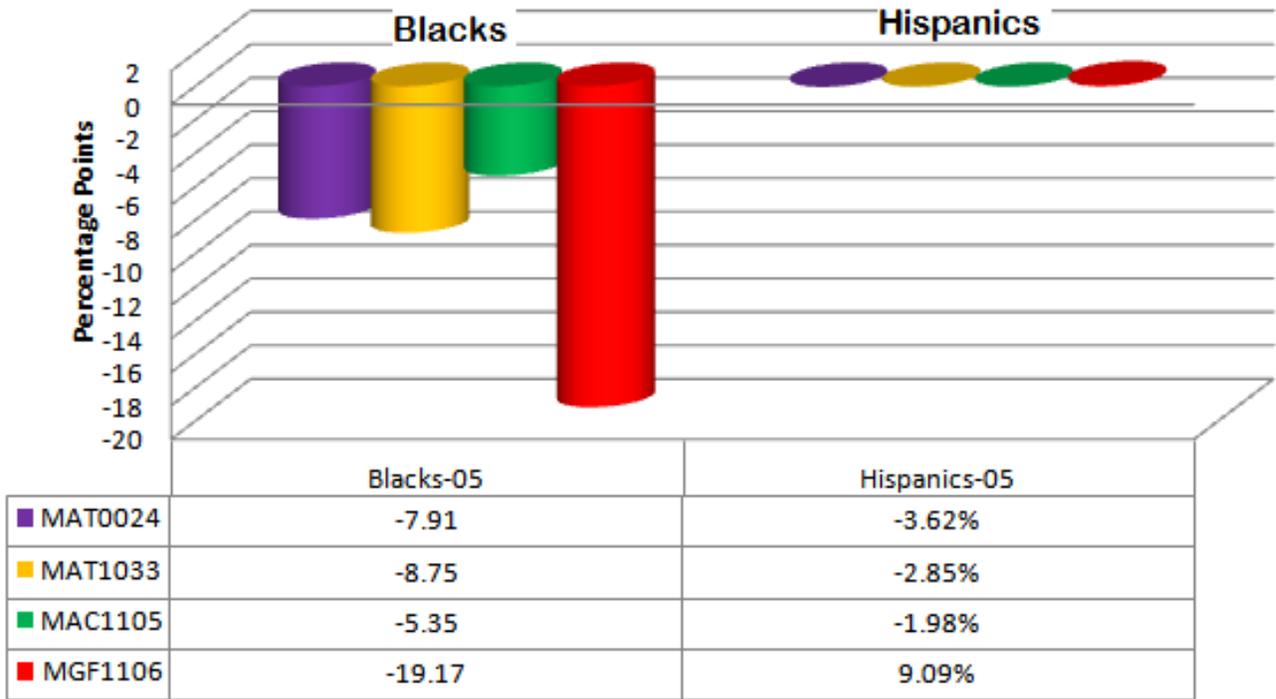


### Math Disparity Gap 2006-2008

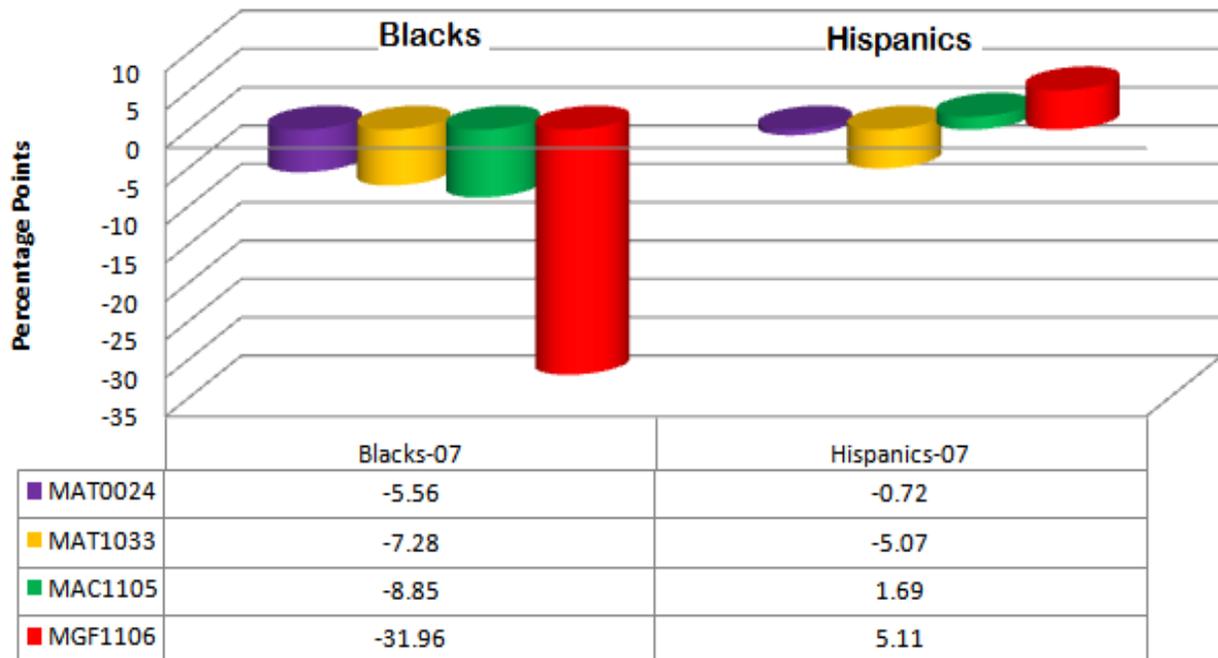


	Blacks-05	Blacks-07	Hispanics-05	Hispanics-07	White-05	White-07
■ MGF1106	50.00%	37.93%	78.26%	75.00%	69.17%	69.89%
■ MAC1105	52.04%	47.50%	55.41%	58.04%	57.39%	56.35%
■ MAT1033	41.54%	47.22%	47.44%	49.43%	50.29%	54.50%
■ MATV0024	42.48%	46.88%	46.77%	51.72%	50.39%	52.44%

## 2005 White/Minority Gaps in Gatekeeper Courses



## 2007 White/Minority Gaps in Gatekeeper Courses



**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 increase and/or close the gaps in the success rates of the mathematics gatekeeper courses.**

**Please provide methods and strategies the College will implement and monitor and/or close the gaps in success rates of the mathematics gatekeeper courses.**

**Key areas:**

- In MAT0024 the Black/White gap decreased by 2.35 percentage points. In this course, the Hispanic gap decreased as well, generating a net difference of 2.0 percentage points. This certainly is a move in the right direction for this specific course.
- In MAT1033, the Black/White gap decreased as well, generating a difference of .84 percentage points. The Hispanic/White gap in this category increased by 2.49 percentage points.
- In MAC1105 the Black/White gap increased by 3.5 percentage points. And the Hispanic gap caught up and exceeded the White scores by 1.69 percentage points.
- We found the biggest gaps in MGF1106. Blacks went from a -19.17 gap to a -31.96 gap. Although Hispanics did not do as well in 2005 as in 2007, they still managed to surpass the Whites by 5.11 percentage points.

It is obvious that the College needs to focus on Gatekeeper courses and especially MGF 1106. Given the large gaps in Black/White MAC 1105 and MGF 1106 completion percentages, the College has created the positions of Associate Provost in each Campus. These individuals will be responsible for creating strategies that support minority student success, among other tasks.

**Section D. Substitution Requirements for Eligible Students with Disabilities (Rule 6A-10.041 F.A.C.)** 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. **The College Equity Update Report should include certification indicated by the president's signature below that the college is in compliance with the following:**

**Certification that reasonable substitutions are made available for eligible students for the following as required in Rule 6A-10.041(1):**

- 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.
- of the college's policy and procedures for implementing substitution requirements according to the applicable laws.

**Certification that the college's policies and procedures include at least the following as required in Rule 6A-10.041(2):**

- 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.

**BREVARD COMMUNITY COLLEGE SUBSTITUTION POLICIES  
CONCERNING STATE BOARD OF EDUCATION RULE 6A-10.041  
FLORIDA STATUTES 240.152 and 240.153  
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**

1. 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**

1. 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**

1. 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**

- A. 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**

- A. 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

- A. 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

- A. Information will be included in the student handbook, college catalog, and other college publications.

Signed: \_\_\_\_\_  
(President) Date: (month, day, year)

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.

For the 2008-09 Equity Update Report, colleges should address the following for students with disabilities covered under Rule 6A-10.041:

- (a) the number of student requests for course substitutions: see below
- (b) the number of course substitutions granted from 2007-2008: see below

For the 2007/2008 year:

- There were 3 requests for TABE waivers and they were all granted
- There were 4 requests for CLAST waivers and 3 were granted
- There was one request for a MAT 1033 waiver so that he could take upper level math. It was granted.
- There was one request for a MATV 0024 and MAT 1033 waiver so she could take upper level math. It was granted.
- There was one request for a MATV 0024 waiver for AS/LGAS in Legal Studies and it was granted.
- There was one request for a prep math waiver that was denied.
- There was one request for a MATV 0024 waiver for AS/CCAS in Early Childhood and it was granted.

For the 2008/2009 year to date:

- Math TABE waiver for dental assisting granted
- Math CLAST waiver denied
- Math CLAST waiver denied, appealed, and then granted
- Math TABE waiver for cosmetology granted
- Math CLAST waiver and a “D” for statistics counted for AA degree
- MAT 1033 waived so that student could go on to take liberal arts math for AA degree
- Math waiver denied for AA degree – student needs to complete more credits
- Math course substitution granted for AA degree
- Math waiver granted for AS degree in Drafting & Design Technology (AS/DRAS)
- TABE waiver for culinary arts granted

Therefore: three TABE waivers so far, three CLAST waivers requested and two granted, one prereq math waived, three math substitutions requested and two granted.

## Part IV. Gender Equity in Athletics

### A. Diversity in Athletic Program Administration and Leadership

1. This section is designed to compile information and data related to diversity among individuals currently employed as full-time athletic directors and coaches. Please provide below disaggregated data of current employees in these job categories by race/ethnicity and gender. Do not include Athletic Directors in the total count for Coaches.

Target Employees	Total # Full-time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	0							
Coaches:								
Female Athletics	0							
Male Athletics	0							
Total Coaches	0							
Percent of Total	0							

2. This section is designed to compile information and data related to diversity among individuals currently employed as part-time athletic directors and coaches. Please provide below disaggregated data of current employees in these job categories by race/ethnicity and gender. Do not include Athletic Directors in the total count for Coaches.

Target Employees	Total # Part-time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Athletic Directors:	1	1					1	
Coaches:								
Female Athletics	7	3	2	1	1		4	3
Male Athletics	6	5	1	0	0	0	6	0
Total Coaches	13	8	3	1	1	0	10	3
Percent of Total	100	61	23	7	7		76	23

### 3. Employment Strategies

- a. Describe below strategies to develop and prepare females and racial minorities for promotional opportunities leading to employment as athletic directors and coaches. (Do not describe the process for selection.)
  - 1) Availability to attend clinics within their sport.
  - 2) Encouraged to meet and be mentored by faculty and staff at the College.
  - 3) Periodicals-Journals and commercial products available at all times, in the above mentioned 3.a.

- 4) Invited and involved in all athletic-department and coaching meetings.
- b. Describe the search process for hiring full-time coaches.  
At this time, we do not have any full time coaching responsibilities. However, we would follow the same guidelines recommended by Human Resources for any full time position.
- c. Where search committees are utilized in the selection and hiring of full-time coaches, what steps are taken to ensure diversity on the search/selection committee(s)?  
N/A.
- d. To what extent are part-time coaches pursued as applicants for positions as full-time athletic directors and coaches?  
We would follow the same rules and regulations that are provided by the College..
- e. Specify media, including publications, agencies, organizations and networks, utilized to identify qualified applicants as coaches and athletic directors:  
The Athletic Director pursues any hiring on behalf of the Athletic Department and follows the same hiring guidelines that are set by the College's Human Resources Department.
- f. Describe modifications the institution will make to ensure greater diversity among individuals hired as athletic directors and full-time coaches.  
The College has policies that are in place and the Athletic Department will follow those policies accordingly.

**B. Community College 2007-08 Athletic Participation by Sport**

Complete the table to show data for male and female participation rates and full-time enrollment. Additional athletic programs may be added if not on this list.

Number of Participants						
Varsity Teams	# Males		# Females		Total	
	2007-08	2007-08	2007-08	2008-09	2007-08	2008-09
Baseball	19	23	0	0	19	23
Basketball	12	11	14	17	26	28
Golf	8	8	0	0	8	8
Softball	0	0	20	24	20	24
Swimming						
Tennis						
Track and Field						
Volleyball	0	0	13	15	13	15
Soccer						
Other						
<b>Total Athletes</b>	<b>39</b>	<b>42</b>	<b>47</b>	<b>56</b>	<b>86</b>	<b>98</b>
<b>% of Athletes by gender</b>	<b>45</b>	<b>42</b>	<b>54</b>	<b>57</b>	<b>100</b>	<b>100</b>

Fall 2007 Enrollment (EF2A Report)				Fall 2008 Enrollment (EF2A Report)			
	Males	Females	Total		Males	Females	Total
Total Headcount	6,014	8,482	14,696	Total Headcount	6,475	9,132	15,607
Percent of Enrollment by Gender	41.5	58.5	100	Percent of Enrollment by Gender	41.5	58.5	100

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. Gender Equity in Athletics – Compliance Update**

Please review the components below and provide a brief description of the status of corrective steps taken only in components where a Corrective Action Plan was required in the 2007-08 Equity Update. If no corrective actions were required, verify compliance for 2008-09 by appending the required signatures.

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]  
No corrective action required
2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]  
No corrective action required
3. Scheduling of games and practice times provide for equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]  
No corrective action required
4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4); Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]  
No corrective action required
5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]  
No corrective action required
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]  
No corrective action required
7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]  
No corrective action required
8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]  
No corrective action required
9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]  
No corrective action required
10. Provision of housing, dining facilities and services provide equal opportunity. [Section 1000.05(3)(d)(9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c)(9)]



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

If the Fall 2008 full-time enrollment of females was greater than five percentage points above the representation of females participating in sports, describe below the college's plan to correct this disparity. Specify modifications proposed for 2009-10 and include a time line for completion of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Total Population female= 58.5%  Female participation in sports= 57%	N/A		

In the Fall 2008 full-time enrollment of females was not greater than five percentage points above the representation of females participating in sports.

\_\_\_\_\_  
Signature of the Athletic Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the President

\_\_\_\_\_  
Date

**E. Board of Trustees Certification**

**Section 1006.71 (1) F.S. describes the “Gender Equity Plan” as follows:**

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

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

- a. Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2007 to June 30, 2008?  
Yes  No  Month and Date of Evaluation: October 15, 2008  
If not, please ensure completion of the evaluation prior to submission of the 2008-09 Annual Equity Act Update.
- b. Provide a brief summary of the focus and results of the evaluation and describe steps to be taken by the Board where the president’s evaluation yielded unsatisfactory progress toward meeting the intended goals for gender equity in athletics.
- c. Where areas for improvement are identified on the President’s evaluation, describe steps to be taken by the Board to meet the intended goals for gender equity in athletics.

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

\_\_\_\_\_  
Signature, Chair of Board of Trustees

\_\_\_\_\_  
Date

## **Part V. Accountability in Institutional Employment**

This part constitutes the college's progress report related to its Employment Equity Accountability Program required in Section 1012.86 F.S. Colleges should address each of the three sections to complete the Employment Equity Progress Report.

### **Section A. Employment Analysis**

Refer to Appendix 4.a, b, and c. There are three data files for which the college will use to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions, respectively. The files provide annual employment numbers and percentages by race and by gender for 2004 through 2008. They also provide the numerical and percentage differences in employment demographics, comparing 2007 with 2008. Colleges are required to set goals for increasing the employment of females and minorities in those areas that do not meet or exceed national standard benchmarks. **The U.S. Census is recognized as a national standard; however, colleges should set goals for achievement within a defined timeframe and may consider *additional* benchmarks.**

Beginning with this year's report, there are changes in the manner of evaluating the effectiveness of the college's methods and strategies to increase female and minority employment. The Census data included in the employment data files is new and more reflective of each college's service area. There are two Census data columns: one for persons over age 25 who have achieved a master's degree and above and one for persons over age 25 who have achieved a bachelor's degree and above. The college should evaluate the female and minority percentages of its employees requiring master's and bachelor's degrees compared to similar demographics of its service area.

Also beginning with this year's report, an additional benchmark is included for colleges to use in evaluating the effectiveness of its methods and strategies to increase the employment of females and minorities. The college should consider comparing the ratio of its female and minority employees to similar demographics of its student population.

Lastly, the college should consider changes in the ratios of female and minority employees from 2007 to 2008, which is also provided in the employment data files.

**1. Identify the employment areas of females and/or minorities in each area where the percentages of employment are less than the benchmarks. If not exist, please note.**

**a) Executive/Administrative/Managerial (EAM)**

**Key areas:**

- In the EAM category the College meets and exceeds the census number for available candidates for Black females (15.38% versus the 2.16% census availability). We had one Black male retire to a part time position and he is acting as our minority College ambassador in the community, seeking to make the College more diverse in its talent.
- Total Hispanic student population approximating 8% with no Hispanic representation in EAM category – available pool is 3.66% for Total Hispanics, this is rather limited.
- Total Other reflects the same discrepancy

**b) Instructional Staff (Faculty)**

**Key areas:**

- In the faculty category the College meets and exceeds the census number for available candidates for Black females (4.19% versus the 2.16% census availability). The College meets the census percentage in Black males.
- Total Hispanic student population approximating 8% and there is only 1.4% Hispanic representation in Faculty category – available pool is 3.66% for Total Hispanics, this is rather limited but we continue to make every effort to select the best qualified candidates and then, from that pool, we identify minority candidates.
- In the Total Other category the College meets and exceeds the census percentage for Other male (2.33% versus the 1.64 census availability). The College is only down .88% in the Other female category when compared to census availability.

c) Continuing Contract Instructional Staff

**Key areas:**

- In the Continuing Contract category the College meets and slightly exceeds the census number for available candidates for Black females (2.6% versus the 2.16% census availability). The College also exceeds the census percentage in Black males.
- Total Hispanic student population approximating 8% and there is only 1.95% Hispanic representation in Continuing Contract category – available pool is 3.66% for Total Hispanics, this is rather limited but we continue to make every effort to select the best qualified candidates and then, from that pool, we identify minority candidates
- In the Total Other category the College meets and exceeds the census percentage for Other male (3.25% versus the 1.64 census availability). The College is only down .98% in the Other female category.

**2. Are there barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area.**

- a. Executive/Administrative/Managerial (EAM)
- b. Instructional Staff (Faculty)
- c. Continuing Contract Instructional Staff

**3. List the methods and strategies the college will use to increase the percentage of female and minority employees.**

- a. Executive/Administrative/Managerial (EAM)
- b. Instructional Staff (Faculty)
- c. Continuing Contract Instructional Staff

**4. Goals and Timelines: Identify goals and timelines for accomplishing the goals to increase the employment of females and minorities.**

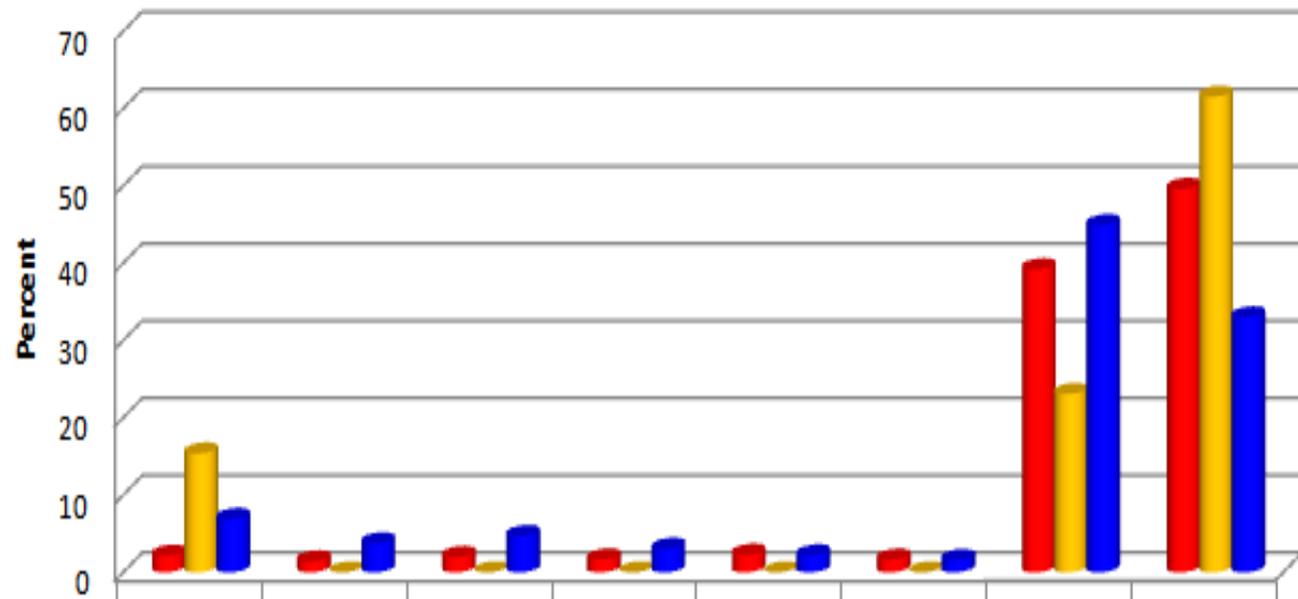
- a. Executive/Administrative/Managerial (EAM)
- b. Instructional Staff (Faculty)
- c. Continuing Contract Instructional Staff

The College fares very well with respect to females in the Faculty and Contract areas. In the EAM category currently, all four of the College Provosts are female, two of them are Black. The College also employs a Black male as the ambassador to the community to assist in recruiting minorities. Since this is a part time position, it was not reflected in the numbers.

Two barriers to successful recruitment of minorities are the current budget constraints under which the College and, in fact, the nation is working and the availability of qualified candidates in the area.

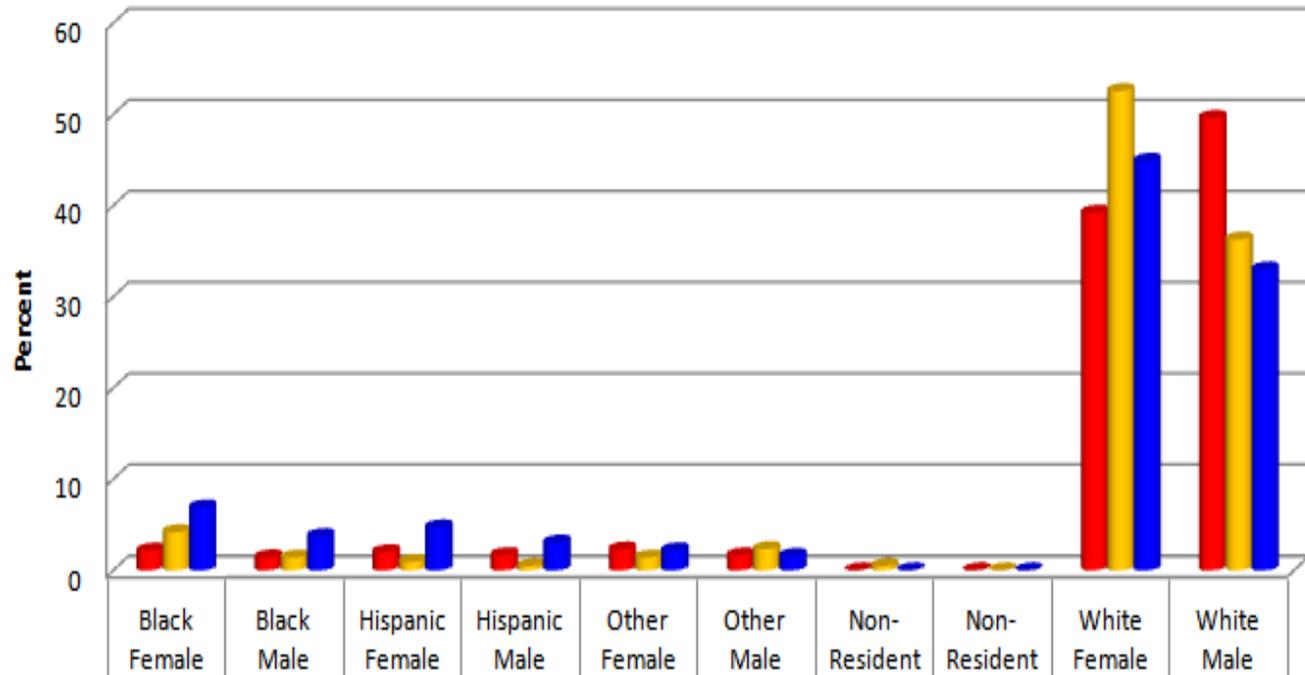
At the present time there are no openings in the EAM category. As faculty and Contract positions become available the College will first select the qualified candidates. If the pool of qualified candidates yields minorities the College will identify the gaps and address them accordingly.

## EAM Hiring by Population Segment - Census vs Student Population



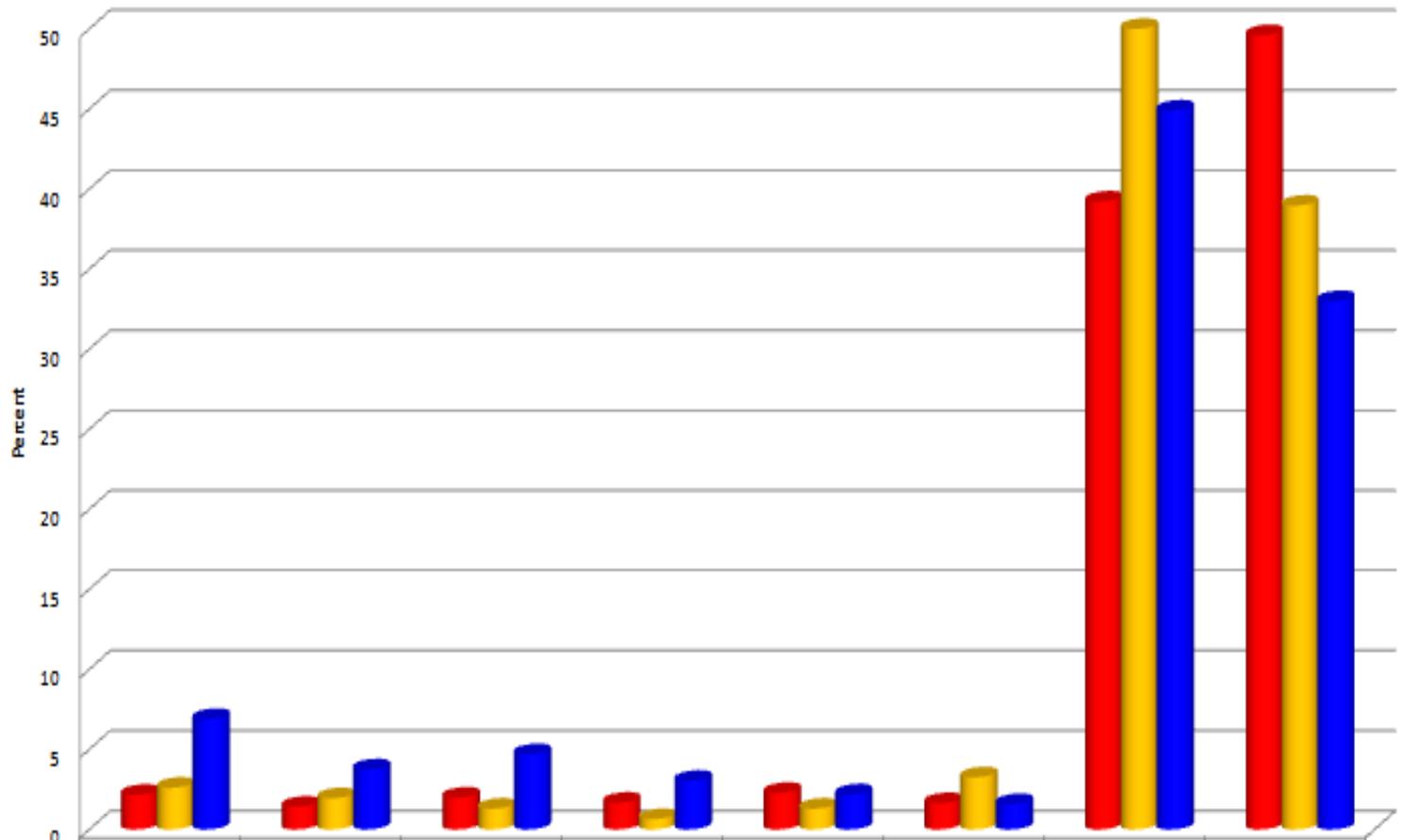
	Black Female	Black Male	Hispanic Female	Hispanic Male	Other Female	Other Male	White Female	White Male
■ BS+ (Qualified Candidates in the Area)	2.16	1.42	1.99	1.67	2.28	1.64	39.22	49.61
■ Current Fiscal Year	15.38	0	0	0	0	0	23.08	61.54
■ Student Population	6.9	3.75	4.7	3.04	2.19	1.58	44.9	33.0

### Faculty Hiring by Population Segment - Census vs Student Population



	Black Female	Black Male	Hispanic Female	Hispanic Male	Other Female	Other Male	Non-Resident Aliens Female	Non-Resident Aliens Male	White Female	White Male
■ BS+ (Qualified Candidates in the Area)	2.16	1.42	1.99	1.67	2.28	1.64	0	0	39.22	49.61
■ Current Fiscal Year	4.19	1.4	0.93	0.47	1.4	2.33	0.47	0	52.56	36.28
■ Student Population	6.9	3.75	4.7	3.04	2.19	1.58	0	0	44.9	33.0

### Continuing Contract Hiring by Population Segment - Census vs Student Population



	Black Female	Black Male	Hispanic Female	Hispanic Male	Other Female	Other Male	White Female	White Male
■ BS+ (Qualified Candidates in the Area)	2.16	1.42	1.99	1.67	2.28	1.64	39.22	49.61
■ Current Fiscal Year	2.6	1.95	1.3	0.65	1.3	3.25	50	38.96
■ Student Population	6.9	3.75	4.7	3.04	2.19	1.58	44.9	33.0

## **Section B. College Evaluations of Key Personnel and Presidents**

The college should provide a summary of the results as requested in Section 1012.86(3)(a) and (b) Florida Statute, which provide that:

“Community college presidents and the head of each major administrative division shall be evaluated annually on the progress made toward meeting the goals and objectives of the community college’s employment accountability plan.”

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

**Dr. James Drake was evaluated by the Brevard Community College District Board of Trustees on October 15, 2008. This evaluation included some of the following topics: Equity, Accountability, Decision Making, Integrity and Leadership. Dr. Drake met and exceeded the expectations as set forth by the Board.**

“The community college presidents, or the president’s designees, shall annually evaluate each department chairperson, dean, provost, and vice president in achieving the annual and long-term goals and objectives.”

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.

**Members of the President’s Executive Council have been evaluated to include the Provosts and Associate Provosts. The College is committed 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, and year of the president’s performance evaluation.

**Dr. James Drake was evaluated by the Brevard Community College District Board of Trustees on October 15, 2008. This evaluation included some of the following topics: Equity, Accountability, Decision Making, Integrity and Leadership. Dr. Drake met and exceeded the expectations as set forth by the Board.**

### **Section C. Certification of Key Processes**

The college should complete the certification related to additional processes required by Section 1012.86, F.S. The signature of the college president, the date, and name of the institution should also be provided.

- 1) My institution maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy that occurs in executive, administrative and managerial positions and in faculty positions. The guidelines 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. We post positions on the College web site as well as in the local media. This includes specialty media sources with an eye towards reaching a diverse population in the county and, in fact the country. In addition to our recruitment efforts, we work with our supervisors and hiring managers to insure a thorough understanding of the benefits that a diverse workforce brings to the College. Ultimately, the hiring managers are in the best position to identify which candidate will do the job correctly for him/her. We submit all applicant information to the hiring managers without forwarding any ethnic data. Hiring managers make informed decisions on the basis of candidate accomplishments.

- 2) My college is in compliance with State Board of Education Rule 6A-14.0411, which 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 provost recommends a faculty member for continuing contract. The request is forwarded to the Executive Vice President in charge of academics. The EVP/CLO (Don Astrab, PhD) and the College President approve the faculty member's continuing contract.

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

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

- 3) My college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

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

- 4) 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 on/with Career Builder. Career Builder partners with a multitude of Diversity Business Partners who have access to BCC's job postings as a result of our Career Builder postings.



## **Employees**

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

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

## **Minority Employee Recruitment Activities/Programs**

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

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

- Faculty and Professional Staff Recruitment Fairs. These quarterly recruitment events have resulted in the hiring of several highly-qualified and local minority faculty and staff employees.
- Space Coast Education & Professional Welcome Committee (Welcome Wagon). This committee was established to present a positive and professional picture of life in Brevard County and assist with attracting a culturally diverse group of professionals to the county and to Brevard Community College. The committee consists of minority professionals who assist the college with communicating the opportunities and amenities for

minority faculty and senior administration to individuals identified as strong candidates for full-time positions at the college.

- Job Announcement Mail-outs to Minority Organizations. The college has expanded its mailing list to 30 local ethnic organizations, to ensure wider distribution of job announcements to our diverse community.

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

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

---

President

Date

Institution

## APPENDIX

### Appendix 1 Revised Policy and Procedures

#### Brevard Community College Policy and Procedures Manual

<b>Title: Grievance Procedure</b>	<b>Number:</b>
Legal Authority: FS 1001.64, 1001.65; ADA, ADEA, Title VI, VII, IX, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, FL Educational Equity Act, Age Discrimination Act, Age Discrimination in Employment Act Board Policy Governance: 200.2, 200.7, 300.6	<b>Page: 1 of 6</b>
History: Date Adopted: January 15, 2002; Revised: July 21, 2005; July 18, 2006;  Previously 313.1, 313.2  Revised and Renumbered: whenever, 2008	

#### 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, Darla Ferguson, Executive Director, Human Resources and Equity Officer, Administration Building, Cocoa Campus, 1519 Clearlake Road, Cocoa, Florida 32922; (321) 433-7080 or alternate contact, Rose M. Foss, Building 2, Room 156G, Palm Bay Campus, 250 Community College Parkway, Palm Bay, Florida 32909, (321) 433-7082. Inquiries regarding veterans programs may be directed to the Office of Veterans Affairs, Bldg. 10, Room 209, Melbourne Campus, 3865 North Wickham Road, Melbourne, Florida 32935; (321) 433-5532 or Bldg. 11, Room 209, Cocoa Campus, (321) 433-7333.

#### **Definitions.**

- **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..
- **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 mental disability) and are filing a complaint/grievance with the Office of Equity (Equity Officer) for the College.

- **Respondent.** Individual against whom a complaint has been alleged by a complainant.
- **Discrimination.** Discrimination is the unlawful and intentional act of unfair or unequal treatment of individuals who are similarly situated.
  - **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.
- **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.
- **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, supervisor, a supervisor in another area, an agent of the employer, a co-worker/colleague, another student 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:

- **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.

- **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
    - Such conduct has the effect of unreasonably interfering with the individual's work performance or academic experience by creating an intimidating, hostile, or offensive environment for work or learning.
    - 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.
- **Stalking** is defined as the willful, malicious, and repeated following or harassing of another person. Stalking may be a criminal offense.
- **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.
- **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.

- **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.
- **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.
- **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.

**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 to 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.

**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 attempt to informally resolve the differences between the parties involved or to assist the complainant through the formal process.

**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.

**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.

**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 be they 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 Dean of Student Services (for student complaints) or to the respective Vice-president (for employee complaints).

The Campus Dean of Students, Assistant Provost or Vice-president will have ten (10) days to attempt to resolve the differences between the parties. The Campus Dean of Students, Assistant Provost or Vice-president may also consult the immediate supervisor of the alleged discriminating party. The Campus Dean of Students, Assistant 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 a alleged discriminating party and to the Campus Provost.

**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 (10) 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.

**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.

**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.

**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.

**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.

**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.

**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 2 Annual Public Notification of Equity Officer**

This is provided in the regular posting of the Grievance Procedure which is located in the Procedures Manual available to all employees on the College Intranet. This is also explained to all new employees upon orientation. This procedure is also available in the College Catalogue and the Student Handbook.

For the specific wording of the procedure see Appendix 1.

Brevard Community College is committed to conducting all activities without regard to age, color, sex/sexual orientation, religion, national origin, race political affiliation, marital status, veteran status, or physical or mental disability.

In accordance with Federal and State laws as well as College Policy, Brevard Community College does not discriminate in any of its policies, procedures or practices on the basis of age, color, sex/sexual orientation, religion, national origin, race political affiliation, marital status, veteran status, or physical or mental disability. 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, 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 Darla Ferguson, Executive Director, Human Resources Equity Officer, Administration Building, Cocoa Campus, 1519 Clearlake Road, Cocoa, Florida 32922; (321) 433-7080 or alternate contact, Rose Foss, Building 2, Room 156G, Palm Bay Campus, 250 Community College Parkway, Palm Bay, Florida 32909, (321) 433- 7082. Inquiries regarding veterans programs may be directed to the Office of Veterans Affairs, Bldg. 10, Room 209, Melbourne Campus, 3865 North Wickham Road, Melbourne, Florida 32935; (321) 433-5532 or Bldg. 11, Room 209, Cocoa Campus, (321) 433-7333.

The College has instituted procedures to provide a channel for the resolution of various types of problems or complaints by students and applicants for admission concerning college policies or college employees. Retaliatory action of any kind taken by an employee of the College against any student involved in any aspect of the grievance procedure is prohibited and shall be regarded as a separate and distinct grievous matter per College policy.

Students who feel that they have been injured in some fashion by unfair treatment (on the part of a college 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) have the right to initiate informal and (optionally) formal grievance procedures.

The informal procedure is intended to encourage a satisfactory resolution of the student's complaint at the earliest possible point in time. Where such informal resolution is not attainable, the formal grievance provides a second route for the student to take.

**INFORMAL PROCESS:** Students who believe that they have been injured in some fashion by discrimination or harassment should first seek to clarify the incident or resolve the issue through direct contact with either the alleged discriminating party (respondent) or the immediate supervisor of that party.

**60 calendar days** The College allows a student who believes he/she has 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 College Equity Officer, Darla Ferguson, Executive Director, Human Resources Equity Officer, Administration

Building, Cocoa Campus, 1519 Clearlake Road, Cocoa, Florida 32922; (321) 433-7080 or alternate contact, Rose Foss, Building 2, Room 156G, Palm Bay Campus, 250 Community College Parkway, Palm Bay, Florida 32909, (321) 433- 7082.. This will require that the student complete a grievance input form, identifying himself/herself , the respondent (alleged discriminating party), identifying the date and place of the alleged discriminatory action, describing the alleged incident and identifying the resolution sought.

10 business days The Equity Officer or her alternate will contact the immediate supervisor and arrange for the immediate supervisor to attempt to resolve the differences between the two parties within ten (10) business days. The Equity Officer or her alternate will monitor the progress of the grievance resolution and, if no satisfactory resolution is achieved, will escalate the matter to the Campus Associate Provost.

10 business days The Campus Associate Provost has ten (10) business days to attempt to resolve the differences between the aggrieved student and the respondent. The Campus Associate Provost may also consult the immediate supervisor of the respondent. The Campus Associate Provost and the Equity Officer or her alternate will document the case, including the allegation, the settlement attempts, and any resolution reached and provide copies of this memorandum to the immediate supervisor of the alleged discriminating party, to the Campus Provost, and to the Campus Associate Provost.

**FORMAL PROCESS:** If the informal process does not resolve the issue, the aggrieved student may request that his/her grievance be forwarded to the Campus Provost as a formal written complaint.

10 business days The Equity Officer or her alternate will forward the complaint/grievance information to the Campus Provost. He/she has ten (10) business days to resolve this matter.

The Equity Officer or her alternate will also forward a copy of the complaint/grievance information to the Office of the President.

If the Campus Provost cannot resolve the issue:

15 business days The Equity Officer or her alternate will convene a three member Hearing Panel consisting of one person each from complainant peer group, respondent peer group, and 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 the interested parties, witnesses and other parties deemed necessary as advisors. Only the appointed members of the Panel will vote on the recommendation to be made. They have a total of fifteen (15) business days from the time the

Campus Provost acted upon the complaint to develop a recommendation.

5 business days After the close of the hearing, the Equity Officer or her alternate will prepare a report outlining each issue the panel considered; summaries of important evidence brought to bear on the issue; conclusions, and recommendations as to action and present it to the College President within five (5) business days.

5 business days Within five (5) business days, the President will make a final decision in the case, and forward a copy of the final decision to the Equity Officer or her alternate who will contact the student and all involved parties including the supervisor of the alleged discriminator, the Campus Associate Provost and the Campus Provost.

**APPEAL PROCESS:** If the student is not satisfied with the decision of the Hearing Panel, he/she must contact the Equity Officer or her alternate in writing to request an appeal within five (5) business days of student's receipt of reported findings.

The Equity Officer or her alternate will forward the appeal request and case file to the President within five (5) business days of receipt of student's appeal.

The President will make the final determination within five (5) business days of receipt of the appeal from the Equity Officer or her alternate. Within five (5) business days of receiving the President's decision The Equity Officer or her alternate will inform the student and respondent of the President's decision in writing.

**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 or her alternate, who will conduct the investigation, may require the cooperation of other students or employees 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.

**OTHER PROCEDURES:** In accordance with Federal and State laws as well as College Policy, Brevard Community College has established grievance/complaint procedures for College Faculty and Staff to follow as well as these student procedures. Grievance procedures for faculty and staff can be found on the Brevard Community College Intranet Web site or by contacting Darla Ferguson, Executive Director, Human Resources Equity Officer, Administration Building, Cocoa Campus, 1519 Clearlake Road, Cocoa, Florida 32922; (321) 433-7080 or alternate contact, Rose Foss, Building 2, Room 156G, Palm Bay Campus, 250 Community College Parkway, Palm Bay, Florida 32909, (321) 433- 7082.

Florida College System  
Part III Student Participation

**Appendix 3 Data Reports:**

**ENRL: Student Participation/Enrollments**

Brevard Community College		Year								
Report by Group I Detailed and/or Summarized		2007			2008			2009		
Affected Class	Enrollments	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent
BLACKS FEMALE	First-Time-In-College	100	2,061	4.85	120	2,338	5.13	147	2,412	6.09
	Overall Enrollment	837	13,858	6.04	935	14,453	6.47	1,069	15,501	6.90
BLACKS MALE	First-Time-In-College	95	2,061	4.61	121	2,338	5.18	127	2,412	5.27
	Overall Enrollment	485	13,858	3.50	520	14,453	3.60	581	15,501	3.75
BLACKS TOTAL	First-Time-In-College	195	2,061	9.46	241	2,338	10.3	274	2,412	11.4
	Overall Enrollment	1,322	13,858	9.54	1,455	14,453	10.1	1,650	15,501	10.6

Brevard Community College		Year								
Report by Group II Detailed and/or Summarized		2007			2008			2009		
Affected Class	Enrollments	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent
HISPANICS FEMALE	First-Time-In-College	82	2,061	3.98	108	2,338	4.62	113	2,412	4.68
	Overall Enrollment	561	13,858	4.05	645	14,453	4.46	729	15,501	4.70
HISPANICS MALE	First-Time-In-College	92	2,061	4.46	96	2,338	4.11	109	2,412	4.52
	Overall Enrollment	383	13,858	2.76	456	14,453	3.16	471	15,501	3.04
HISPANICS TOTAL	First-Time-In-College	174	2,061	8.44	204	2,338	8.73	222	2,412	9.20
	Overall Enrollment	944	13,858	6.81	1,101	14,453	7.62	1,200	15,501	7.74

Florida College System  
Part III Student Participation

Brevard Community College		Year								
Report by Group III Detailed and/or Summarized		2007			2008			2009		
Affected Class	Enrollments	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent
<b>OTHER MINORITIES FEMALE</b>	First-Time-In-College	37	2,061	1.80	44	2,338	1.88	51	2,412	2.11
	Overall Enrollment	251	13,858	1.81	298	14,453	2.06	340	15,501	2.19
<b>OTHER MINORITIES MALE</b>	First-Time-In-College	37	2,061	1.80	56	2,338	2.40	35	2,412	1.45
	Overall Enrollment	189	13,858	1.36	240	14,453	1.66	245	15,501	1.58
<b>OTHER MINORITIES TOTAL</b>	First-Time-In-College	74	2,061	3.59	100	2,338	4.28	86	2,412	3.57
	Overall Enrollment	440	13,858	3.18	538	14,453	3.72	585	15,501	3.77

Florida College System  
Part III Student Participation

Brevard Community College		Year								
		2007			2008			2009		
Report by Group IV Detailed and/or Summarized		Number	Total Enrollments	Percent	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent
WHITE FEMALES	First-Time-In-College	810	2,061	39.3	878	2,338	37.6	922	2,412	38.2
	Overall Enrollment	6,591	13,858	47.6	6,594	14,453	45.6	6,956	15,501	44.9
WHITE MALES	First-Time-In-College	808	2,061	39.2	915	2,338	39.1	908	2,412	37.7
	Overall Enrollment	4,561	13,858	32.9	4,765	14,453	33	5,110	15,501	33
WHITES TOTAL	First-Time-In-College	1,618	2,061	78.5	1,793	2,338	76.7	1,830	2,412	75.9
	Overall Enrollment	11,152	13,858	80.5	11,359	14,453	78.6	12,066	15,501	77.8

Florida College System  
Part III Student Participation

Brevard Community College		Year								
		2007			2008			2009		
Report by Group V Detailed and/or Summarized		Number	Total Enrollments	Percent	Number	Total Enrollments	Percent	Number	Total Enrollments	Percent
Affected Class	Enrollments									
FEMALES	First-Time-In-College	1,029	2,061	49.9	1,150	2,338	49.2	1,233	2,412	51.1
	Overall Enrollment	8,240	13,858	59.5	8,472	14,453	58.6	9,094	15,501	58.7
MALES	First-Time-In-College	1,032	2,061	50.1	1,188	2,338	50.8	1,179	2,412	48.9
	Overall Enrollment	5,618	13,858	40.5	5,981	14,453	41.4	6,407	15,501	41.3
TOTAL	First-Time-In-College	2,061	2,061	100	2,338	2,338	100	2,412	2,412	100
	Overall Enrollment	13,858	13,858	100	14,453	14,453	100	15,501	15,501	100

Florida College System  
Part III Student Participation

COMP: Student Participation/Completions

Brevard Community College		Year								
Report by Group I Detailed and/or Summarized		2006			2007			2008		
Affected Class	Completions	Number	Total Completions	Percent	Number	Total Completions	Percent	Number	Total Completions	Percent
BLACKS FEMALE	AA Degrees	63	1,552	4.06	50	1,624	3.08	80	1,742	4.59
	AS Degrees	16	324	4.94	16	331	4.83	19	343	5.54
	Certificates	45	807	5.58	47	791	5.94	43	912	4.71
BLACKS MALE	AA Degrees	31	1,552	2.00	36	1,624	2.22	47	1,742	2.70
	AS Degrees	4	324	1.23	18	331	5.44	13	343	3.79
	Certificates	21	807	2.60	22	791	2.78	29	912	3.18
BLACKS TOTAL	AA Degrees	94	1,552	6.06	86	1,624	5.30	127	1,742	7.29
	AS Degrees	20	324	6.17	34	331	10.3	32	343	9.33
	Certificates	66	807	8.18	69	791	8.72	72	912	7.89

Florida College System  
Part III Student Participation

Brevard Community College		Year								
Report by Group II Detailed and/or Summarized		2006			2007			2008		
Affected Class	Completions	Number	Total Completions	Percent	Number	Total Completions	Percent	Number	Total Completions	Percent
HISPANICS FEMALE	AA Degrees	57	1,552	3.67	54	1,624	3.33	64	1,742	3.67
	AS Degrees	15	324	4.63	6	331	1.81	14	343	4.08
	Certificates	20	807	2.48	23	791	2.91	31	912	3.40
HISPANICS MALE	AA Degrees	30	1,552	1.93	39	1,624	2.40	45	1,742	2.58
	AS Degrees	2	324	0.62	8	331	2.42	4	343	1.17
	Certificates	30	807	3.72	29	791	3.67	34	912	3.73
HISPANICS TOTAL	AA Degrees	87	1,552	5.61	93	1,624	5.73	109	1,742	6.26
	AS Degrees	17	324	5.25	14	331	4.23	18	343	5.25
	Certificates	50	807	6.20	52	791	6.57	65	912	7.13

Florida College System  
Part III Student Participation

Brevard Community College		Year								
Report by Group III Detailed and/or Summarized		2006			2007			2008		
Affected Class	Completions	Number	Total Completions	Percent	Number	Total Completions	Percent	Number	Total Completions	Percent
<b>OTHER MINORITIES FEMALE</b>	AA Degrees	27	1,552	1.74	30	1,624	1.85	39	1,742	2.24
	AS Degrees	5	324	1.54	6	331	1.81	9	343	2.62
	Certificates	16	807	1.98	12	791	1.52	12	912	1.32
<b>OTHER MINORITIES MALE</b>	AA Degrees	16	1,552	1.03	26	1,624	1.60	29	1,742	1.66
	AS Degrees	6	324	1.85	7	331	2.11	4	343	1.17
	Certificates	7	807	0.87	11	791	1.39	6	912	0.66
<b>OTHER MINORITIES TOTAL</b>	AA Degrees	43	1,552	2.77	56	1,624	3.45	68	1,742	3.90
	AS Degrees	11	324	3.40	13	331	3.93	13	343	3.79
	Certificates	23	807	2.85	23	791	2.91	18	912	1.97

Florida College System  
Part III Student Participation

Brevard Community College		Year								
Report by Group IV Detailed and/or Summarized		2006			2007			2008		
Affected Class	Completions	Number	Total Completions	Percent	Number	Total Completions	Percent	Number	Total Completions	Percent
<b>WHITE FEMALES</b>	AA Degrees	782	1,552	50.4	833	1,624	51.3	906	1,742	52
	AS Degrees	194	324	59.9	174	331	52.6	192	343	56
	Certificates	326	807	40.4	318	791	40.2	329	912	36.1
<b>WHITE MALES</b>	AA Degrees	546	1,552	35.2	556	1,624	34.2	532	1,742	30.5
	AS Degrees	82	324	25.3	96	331	29	88	343	25.7
	Certificates	342	807	42.4	329	791	41.6	428	912	46.9
<b>WHITE TOTAL</b>	AA Degrees	1,328	1,552	85.6	1,389	1,624	85.5	1,438	1,742	82.6
	AS Degrees	276	324	85.2	270	331	81.6	280	343	81.6
	Certificates	668	807	82.8	647	791	81.8	757	912	83

Florida College System  
Part III Student Participation

Brevard Community College Report by Group V Detailed and/or Summarized		Year								
		2006			2007			2008		
Affected Class	Completions	Number	Total Completions	Percent	Number	Total Completions	Percent	Number	Total Completions	Percent
FEMALES	AA Degrees	929	1,552	59.9	967	1,624	59.5	1,089	1,742	62.5
	AS Degrees	230	324	71.0	202	331	61.0	234	343	68.2
	Certificates	407	807	50.4	400	791	50.6	415	912	45.5
MALES	AA Degrees	623	1,552	40.1	657	1,624	40.5	653	1,742	37.5
	AS Degrees	94	324	29.0	129	331	39.0	109	343	31.8
	Certificates	400	807	49.6	391	791	49.4	497	912	54.5
TOTAL	AA Degrees	1,552	1,552	100	1,624	1,624	100	1,742	1,742	100
	AS Degrees	324	324	100	331	331	100	343	343	100
	Certificates	807	807	100	791	791	100	912	912	100

Florida College System  
Part III Student Participation

RETENT08 cc: Retention FTIC 2006-07 into Fall 2007-08

Enrollment Fall FTIC 2006-2007 Retention into Fall 2007-2008																	
	NONRESIDENT ALIEN		BLACK NON-HISPANIC		AMER INDIAN ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		WHITE NON-HISPANIC		RACE/ETHNICITY UNKNOWN		ALL STUDENTS		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Full Time FTIC	6.0	11.0	64.0	68.0	7.0	5.0	20.0	28.0	61.0	56.0	561.0	565.0	2.0	2.0	721.0	735.0	1456.0
Number Retained	6.0	2.0	39.0	43.0	4.0	3.0	14.0	22.0	46.0	39.0	385.0	408.0	0.0	1.0	494.0	518.0	1012.0
% Retained	100.0	18.2	60.9	63.2	57.1	60.0	70.0	78.6	75.4	69.6	68.6	72.2	0.0	50.0	68.5	70.5	69.5
Part Time FTIC	5.0	4.0	25.0	38.0	6.0	3.0	6.0	7.0	26.0	31.0	260.0	297.0	1.0	4.0	329.0	384.0	713.0
Number Retained	1.0	1.0	12.0	17.0	1.0	1.0	4.0	4.0	9.0	17.0	143.0	159.0	0.0	1.0	170.0	200.0	370.0
% Retained	20.0	25.0	48.0	44.7	16.7	33.3	66.7	57.1	34.6	54.8	55.0	53.5	0.0	25.0	51.7	52.1	51.9

Florida College System  
Part III Student Participation  
Mathematics Gatekeeper Courses Grade Distributions for Brevard

Brevard Community College Math Disparity Gap 2006-2008

Course	Fall 2005							Fall 2007							Change in Black-White Gap
	Black # Successful	Black # Enrolled	Black % Successful	White # Successful	White # Enrolled	White % Successful	Black-White Gap	Black # Successful	Black # Enrolled	Black % Successful	White # Successful	White # Enrolled	White % Successful	Black-White Gap	
MAT0024	48	113	42.48	325	645	50.39	-7.91	45	96	46.88	312	595	52.44	-5.56	-2.35
MAT1033	54	130	41.54	435	865	50.29	-8.75	68	144	47.22	436	800	54.5	-7.28	-1.47
MAC1105	51	98	52.04	567	988	57.39	-5.35	57	120	47.5	626	1111	56.35	-8.85	3.5
MGF1106	13	26	50	184	266	69.17	-19.17	11	29	37.93	195	279	69.89	-31.96	12.79

Course	Fall 2005							Fall 2007							Change in Hispanic-White Gap
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	White # Successful	White # Enrolled	White % Successful	Hispanic-White Gap	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	White # Successful	White # Enrolled	White % Successful	Hispanic-White Gap	
MAT0024	29	62	46.77	325	645	50.39	-3.62	30	58	51.72	312	595	52.44	-0.72	-2.9
MAT1033	37	78	47.44	435	865	50.29	-2.85	43	87	49.43	436	800	54.5	-5.07	2.22
MAC1105	41	74	55.41	567	988	57.39	-1.98	65	112	58.04	626	1111	56.35	1.69	-3.67
MGF1106	18	23	78.26	184	266	69.17	9.09	15	20	75	195	279	69.89	5.11	3.98

Brevard Community College Math Grade Distribution 2006-2008

Year=Fall 2005 Race=Black

	Grade																Total			
	A		B		C		D		F		I		S		U		W		Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	48	42.48	48	42.48	113	100.00	
<b>MAT1033</b>	4	3.08	17	13.08	33	25.38	24	18.46	35	26.92	1	0.77	0	0	0	0	16	12.31	130	100.00
<b>MAC1105</b>	7	7.14	22	22.45	22	22.45	9	9.18	21	21.43	0	0	0	0	0	0	17	17.35	98	100.00
<b>MGF1106</b>	0	0	6	23.08	7	26.92	1	3.85	8	30.77	0	0	0	0	0	0	4	15.38	26	100.00

Florida College System  
Part III Student Participation  
Mathematics Gatekeeper Courses Grade Distributions for Brevard

Year=Fall 2005 Race=Hispanic

	Grade														Total					
	A		B		C		D		F		I		S		U		W		Count	%
	Count	%	Count	%	Count	%	Count	%												
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	0	0	29	46.77	27	43.55	6	9.68	62	100.00
<b>MAT1033</b>	7	8.97	15	19.23	15	19.23	12	15.38	16	20.51	1	1.28	0	0	0	0	12	15.38	78	100.00
<b>MAC1105</b>	13	17.57	14	18.92	14	18.92	6	8.11	14	18.92	0	0	0	0	0	0	13	17.57	74	100.00
<b>MGF1106</b>	2	8.70	9	39.13	7	30.43	3	13.04	2	8.70	0	0	0	0	0	0	0	0	23	100.00

Year=Fall 2005 Race=White

	Grade														Total					
	A		B		C		D		F		I		S		U		W		Count	%
	Count	%	Count	%	Count	%	Count	%												
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	0	0	325	50.39	249	38.60	71	11.01	645	100.00
<b>MAT1033</b>	104	12.02	158	18.27	173	20.00	99	11.45	198	22.89	2	0.23	0	0	0	0	131	15.14	865	100.00
<b>MAC1105</b>	181	18.32	214	21.66	172	17.41	94	9.51	153	15.49	1	0.10	0	0	0	0	173	17.51	988	100.00
<b>MGF1106</b>	37	13.91	78	29.32	69	25.94	28	10.53	21	7.89	0	0	0	0	0	0	33	12.41	266	100.00

Year=Fall 2006 Race=Black

	Grade														Total					
	A		B		C		D		F		I		S		U		W		Count	%
	Count	%	Count	%	Count	%	Count	%												
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	0	0	55	53.40	34	33.01	14	13.59	103	100.00
<b>MAT1033</b>	14	11.29	20	16.13	36	29.03	10	8.06	29	23.39	0	0	0	0	0	0	15	12.10	124	100.00
<b>MAC1105</b>	12	10.34	13	11.21	27	23.28	17	14.66	24	20.69	1	0.86	0	0	0	0	22	18.97	116	100.00
<b>MGF1106</b>	2	6.06	6	18.18	10	30.30	7	21.21	3	9.09	0	0	0	0	0	0	5	15.15	33	100.00

Florida College System  
Part III Student Participation  
Mathematics Gatekeeper Courses Grade Distributions for Brevard

Year=Fall 2006 Race=Hispanic

	Grade																Total	
	A		B		C		D		F		S		U		W		Count	%
	Count	%																
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	36	63.16	12	21.05	9	15.79	57	100.00
<b>MAT1033</b>	9	10.23	9	10.23	30	34.09	8	9.09	24	27.27	0	0	0	0	8	9.09	88	100.00
<b>MAC1105</b>	13	16.46	18	22.78	18	22.78	5	6.33	14	17.72	0	0	0	0	11	13.92	79	100.00
<b>MGF1106</b>	6	23.08	2	7.69	7	26.92	3	11.54	4	15.38	0	0	0	0	4	15.38	26	100.00

Year=Fall 2007 Race=Black

	Grade																Total			
	A		B		C		D		F		I		S		U		W		Count	%
	Count	%	Count	%	Count	%	Count	%	Count	%										
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	0	0	45	46.88	31	32.29	20	20.83	96	100.00
<b>MAT1033</b>	9	6.25	20	13.89	39	27.08	19	13.19	39	27.08	0	0	0	0	0	0	18	12.50	144	100.00
<b>MAC1105</b>	14	11.67	20	16.67	23	19.17	15	12.50	22	18.33	0	0	0	0	0	0	26	21.67	120	100.00
<b>MGF1106</b>	0	0	3	10.34	8	27.59	6	20.69	5	17.24	1	3.45	0	0	0	0	6	20.69	29	100.00

Year=Fall 2007 Race=Hispanic

	Grade																Total	
	A		B		C		D		F		S		U		W		Count	%
	Count	%																
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	30	51.72	24	41.38	4	6.90	58	100.00
<b>MAT1033</b>	11	12.64	14	16.09	18	20.69	11	12.64	18	20.69	0	0	0	0	15	17.24	87	100.00
<b>MAC1105</b>	22	19.64	16	14.29	27	24.11	8	7.14	16	14.29	0	0	0	0	23	20.54	112	100.00
<b>MGF1106</b>	1	5.00	8	40.00	6	30.00	2	10.00	1	5.00	0	0	0	0	2	10.00	20	100.00

Florida College System  
 Part III Student Participation  
 Mathematics Gatekeeper Courses Grade Distributions for Brevard

Year=Fall 2007 Race=White

	Grade																Total				
	A		B		C		D		F		I		S		U		W		Count	%	
	Count	%	Count	%	Count	%	Count	%													
<b>MAT0024</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	312	52.44	213	35.80	70	11.76	595	100.00
<b>MAT1033</b>	108	13.50	163	20.38	165	20.63	87	10.88	174	21.75	2	0.25	0	0	0	0	101	12.63	800	100.00	
<b>MAC1105</b>	185	16.65	230	20.70	211	18.99	110	9.90	186	16.74	1	0.09	0	0	0	0	188	16.92	1111	100.00	
<b>MGF1106</b>	33	11.83	93	33.33	69	24.73	16	5.73	36	12.90	1	0.36	0	0	0	0	31	11.11	279	100.00	

Source: MCP2005 - MCP2008 Community College Office of Evaluation  
 02/24/09 13:36

Florida College System  
Historical Track Of College  
Executive, Administrative, Managerial  
Fall Term 2004, 2005, 2006, 2007, And 2008  
College: Brevard

### Appendix 4 Employee Data Files

FAC: Executive/Administrative/Managerial Staff (Group I), Instructional Staff (Group II, Continuing Contract Staff (Group III)

		Group I					Employment											
		Census				Student Pop.	2004		2005		2006		2007		2008		NUM DIF 2007-2008	% DIF 2007-2008
		Bach. Degree and Higher		Grad. Degree and Higher			NUM	% of total	NUM	% of total	NUM	% of total	NUM	% of total	NUM	% of total		
		#	%	#	%	%												
Black	Female	1,158	2.16	477	1.62	6.90	1	6.25	1	6.25	1	6.25	2	9.52	2	15.38	1	100.00%
	Male	762	1.42	270	0.92	3.75	0	0.00	0	0.00	0	0.00	1	4.76	0	0.00	1	100.00%
	Total	1,920	3.58	747	2.54	10.6	1	6.25	1	6.25	1	6.25	3	14.29	2	15.38	2	200.00%
Hispanic	Female	1,066	1.99	338	1.15	4.70	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Male	897	1.67	634	2.16	3.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Total	1,963	3.66	972	3.31	7.74	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
Non-Resident Aliens	Female	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Male	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Total	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
Other	Female	1,223	2.28	477	1.62	2.19	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Male	878	1.64	1,029	3.50	1.58	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Total	2,101	3.92	1,506	5.13	3.77	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
White	Female	21,013	39.22	10,232	34.83		4	25.00	5	31.25	5	31.25	6	28.57	3	23.08	1	20.00%
	Male	26,582	49.61	15,919	54.19		11	68.75	10	62.50	10	62.50	12	57.14	8	61.54	2	20.00%
	Total	47,595	88.83	26,151	89.02		15	93.75	15	93.75	15	93.75	18	85.71	11	84.62	3	20.00%
College Total	Female	24,460	45.65	11,524	39.23	58.7	5	31.25	6	37.50	6	37.50	8	38.10	5	38.46	2	33.33%
	Male	29,119	54.35	17,852	60.77	41.3	11	68.75	10	62.50	10	62.50	13	61.90	8	61.54	3	30.00%
	Total	53,579	100.00	29,376	100.00	100.00	16	100.0	16	100.0	16	100.0	21	100.0	13	100.00	5	31.25%
								0		0		0		0				

Florida College System  
Historical Track Of College  
Instructional Staff  
Fall Term 2004, 2005, 2006, 2007, And 2008  
College: Brevard

		Group II					Employment											
		Census				Student Pop.	2004		2005		2006		2007		2008		NUM DIF 2007-2008	% DIF 2007-2008
		Bach. Degree and Higher		Grad. Degree and Higher			#	NUM	% of total	NUM								
		#	%	#	%													
Black	Female	1,158	2.16	477	1.62	6.90	8	3.94	9	4.43	11	5.16	11	4.98	9	4.19	0	0.00%
	Male	762	1.42	270	0.92	3.75	5	2.46	6	2.96	6	2.82	5	2.26	3	1.40	-1	( 16.67%)
	Total	1,920	3.58	747	2.54	10.6	13	6.40	15	7.39	17	7.98	16	7.24	12	5.58	-1	( 5.88%)
Hispanic	Female	1,066	1.99	338	1.15	4.70	2	0.99	2	0.99	2	0.94	2	0.90	2	0.93	0	0.00%
	Male	897	1.67	634	2.16	3.04	1	0.49	1	0.49	1	0.47	1	0.45	1	0.47	0	0.00%
	Total	1,963	3.66	972	3.31	7.74	3	1.48	3	1.48	3	1.41	3	1.36	3	1.40	0	0.00%
Non-Resident Aliens	Female	0	0	0	0	0	0	0.00	0	0.00	0	0.00	1	0.45	1	0.47	1	100.00%
	Male	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%
	Total	0	0	0	0	0	0	0.00	0	0.00	0	0.00	1	0.45	1	0.47	1	100.00%
Other	Female	1,223	2.28	477	1.62	2.19	2	0.99	2	0.99	2	0.94	2	0.90	3	1.40	0	0.00%
	Male	878	1.64	1,029	3.50	1.58	5	2.46	5	2.46	5	2.35	5	2.26	5	2.33	0	0.00%
	Total	2,101	3.92	1,506	5.13	3.77	7	3.45	7	3.45	7	3.29	7	3.17	8	3.72	0	0.00%
White	Female	21,013	39.22	10,232	34.83		100	49.26	99	48.77	104	48.83	113	51.13	113	52.56	9	8.65%
	Male	26,582	49.61	15,919	54.19		80	39.41	79	38.92	82	38.50	81	36.65	78	36.28	-1	( 1.22%)
	Total	47,595	88.83	26,151	89.02		180	88.67	178	87.68	186	87.32	194	87.78	191	88.84	8	4.30%
College Total	Female	24,460	45.65	11,524	39.23	58.7	112	55.17	112	55.17	119	55.87	129	58.37	128	59.53	10	8.40%
	Male	29,119	54.35	17,852	60.77	41.3	91	44.83	91	44.83	94	44.13	92	41.63	87	40.47	-2	( 2.13%)
	Total	53,579	100.00	29,376	100.00	100.00	203	100.00	203	100.00	213	100.00	221	100.00	215	100.00	8	3.76%

Brevard Community College

Group III							Employment												
		Census																	
		Bach. Degree and Higher		Grad. Degree and Higher		Student Pop.	2004		2005		2006		2007		2008				
		#	%	#	%	%	NUM	% of total	NUM	% of total	NUM	% of total	NUM	% of total	NUM	% of total	NUM DIF 2007-2008	% DIF 2007-2008	
Black	Female	1,158	2.16	477	1.62	6.90	5	3.03	4	2.47	3	1.82	4	2.48	4	2.60	1	33.33%	
	Male	762	1.42	270	0.92	3.75	4	2.42	4	2.47	4	2.42	4	2.48	3	1.95	0	0.00%	
	Total	1,920	3.58	747	2.54	10.6	9	5.45	8	4.94	7	4.24	8	4.97	7	4.55	1	14.29%	
Hispanic	Female	1,066	1.99	338	1.15	4.70	1	0.61	2	1.23	2	1.21	2	1.24	2	1.30	0	0.00%	
	Male	897	1.67	634	2.16	3.04	1	0.61	1	0.62	1	0.61	1	0.62	1	0.65	0	0.00%	
	Total	1,963	3.66	972	3.31	7.74	2	1.21	3	1.85	3	1.82	3	1.86	3	1.95	0	0.00%	
Non-Resident Aliens	Female	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%	
	Male	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%	
	Total	0	0	0	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00%	
Other	Female	1,223	2.28	477	1.62	2.19	2	1.21	2	1.23	2	1.21	2	1.24	2	1.30	0	0.00%	
	Male	878	1.64	1,029	3.50	1.58	4	2.42	4	2.47	5	3.03	5	3.11	5	3.25	0	0.00%	
	Total	2,101	3.92	1,506	5.13	3.77	6	3.64	6	3.70	7	4.24	7	4.35	7	4.55	0	0.00%	
White	Female	21,013	39.22	10,232	34.83		78	47.27	78	48.15	83	50.30	80	49.69	77	50.00	-3	( 3.61%)	
	Male	26,582	49.61	15,919	54.19		70	42.42	67	41.36	65	39.39	63	39.13	60	38.96	-2	( 3.08%)	
	Total	47,595	88.83	26,151	89.02		148	89.70	145	89.51	148	89.70	143	88.82	137	88.96	-5	( 3.38%)	
College Total	Female	24,460	45.65	11,524	39.23	58.7	86	52.12	86	53.09	90	54.55	88	54.66	85	55.19	-2	( 2.22%)	
	Male	29,119	54.35	17,852	60.77	41.3	79	47.88	76	46.91	75	45.45	73	45.34	69	44.81	-2	( 2.67%)	
	Total	53,579	100.00	29,376	100.00	100.00	165	100.00	162	100.00	165	100.00	161	100.00	154	100.00	-4	( 2.42%)	