



## Memorandum

To: Dr. Thomas Gamble  
*President*

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

Date: June 13, 2005

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

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

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

You as College President, and Mr. McCotter as Board Chair, are required to review and sign two original copies of the update. I will be bringing two original copies of the Equity Up-date to the Board meeting on June 13 for your signatures.

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

June 13, 2005

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

Dear Ms. Earls:

Brevard Community College continues to mirror the rapidly changing demographics of the county it serves. As Brevard County has continued to thrive and change, so has the college. Richly diverse in ethnicity, BCC's student body is flavored with an FTIC population composed of more

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

- € Community Youth Scholarship Information Sessions, in partnership with Brevard Job Link;
- € Application and Scholarship Information Sessions, where information is provided to prospective Law Enforcement students;
- € The mentoring and tutoring of minority youths through partnership with TCP Scholars - The "Adopt a School" Program;
- € the S.T.E.P. (Student Transitional Education Program) designed to assist recent high school minority grads;
- € the A++ Academy Program (Cocoa High School) designed to provide high risk students with college and career information through business mentors, seminars and field trips;
- € The College Reach-Out Program (CROP), designed to increase the number of economically disadvantaged students in grades 6-12 who will enroll in and complete postsecondary education;
- €





Florida Educational Equity Report  
2004 – 2005 Annual Update

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

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

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

**Brevard Community College**

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

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

**Plan received by the K-20 Office of Equity and Access:**

**Date:** \_\_\_\_\_

**Equity Coordinator: Joni F. Oglesby**  
**Local Phone: 321-433-7084**  
**Fax: 321-433-7065**  
**E-Mail Address: [oglesbyj@brevardcc.edu](mailto:oglesbyj@brevardcc.edu)**

**2004-2005 ANNUAL EQUITY ACT UPDATE  
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## **PART I: MODIFICATION OF POLICIES AND PROCEDURAL REQUIREMENTS**

Note below all changes made in procedural requirements. If the district/institution has made no changes in procedural requirements since the last submission to the Office of Equity and Access (OEA), do not resubmit copies of policies or descriptions of procedures. If changes were made in policies/procedures, insert a copy of the policy(ies) in Appendix 1. If items were identified for modification in the 2004-05 Monitoring Work Plan (MWP), submit the necessary modifications at the time specified by the MWP. If all procedural requirements meet state and federal standards and the college has made no changes, insert in the space below: "No Changes Made."

- *No Changes Made.*

## **PART II: INCOMPLETE ITEMS OR PENDING ACTION**

Indicate below items that were incomplete at the time that the 2003-04 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2004-05 Monitoring Work Plan. If a required response is included as a part of the 2003-04 Update, list the item below and indicate the page/appendix on/in which the response can be found. If actions remain incomplete when the 2003-04 Update is submitted, describe below actions taken by the institution to date and list projected time lines for completion.

- *No incomplete items or pending action.*



### PART III: STUDENT PARTICIPATION

#### A. PROGRAM ANALYSIS OF A.A. DEGREE COMPLETION RATES

##### 1. Summary of Results of Program Analysis and Modifications

The Department of Education has analyzed data related to A.A. Degree completion rates among minority and non-minority students. Accordingly, the K-20 Office of Equity and Access is requesting community colleges to develop potentially high-impact strategies and success measures where a critical disparity exists between the completion rates of the selected comparison groups. The appropriate data will be provided by the K-20 Office of Equity and Access.

Target Programs	A.A. Degree – Performance Gaps
Target Students	AA Credit Degree-seeking Black and Hispanic Students
Contact Person: Phone Number: Fax Number: Email:	Frank Billings 321-433-7157 321-433-5692 billingsf@brevardcc.edu

Description of 03-05  
Methods and Strategies  
Intended to Address  
Racial/Ethnic Minority  
Student Completion Rates

- Ensure that all Black Students enrolled in the SLS 1101 receive a college mentor, preferably a minority staff or faculty mentor who models success.
- Train more faculty/staff mentors in the fall 2005 training sessions, particularly Black faculty /staff mentors who can serve as role models.
- Continuation of requirement of Early Alert Program which contacts students in academic jeopardy at midterm and offers support service information.
- Requirement for students to meet with an advisor before withdrawing.
- Follow data reports each semester to ensure that placement and success guidelines for AA degree students are being followed college-wide.
- Monitor college-wide data annually for increased awards of AA Degrees. Coordination with High School teachers regarding strategies, goals, and objectives.
- Supplemental methods and strategies please see Appendix 4.

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

**PART III: STUDENT PARTICIPATION**

**A. PROGRAM ANALYSIS OF A.A. DEGREE COMPLETION RATES**

**2. Plan to Reduce Disparities between Rate of A.A. Degree Completion for Minority and Non-Minority Students**

In column (1), indicate both the targeted comparison groups (White/Black and/or White/Hispanic) and the disparity between the completion rates of the two groups. In column (2), describe the methods and strategies by which the college will reduce each disparity referenced in column (1). In column (3), indicate the intended quantitative measure of achievement and the designated college contact. Indicate in column (4) the specific time lines (month and year), up to three years, by which the gap will be closed. Where strategies, achievement measures or time lines are not applicable, enter “Not Applicable” or “NA.”

1. Comparison Groups, Completion Rates and Performance Gap	2. Methods and Strategies To Reduce Gaps Between Selected Groups Completing the A.A. Degree	3. Achievement Measure and Responsible Individual and Telephone #	4. Time Lines (1-3 Years)
<p>Whites: 48.8%</p> <p>Blacks: 39.0%</p> <p>Gap: -9.8%</p>	<ul style="list-style-type: none"> <li>• Student Support Services for all eligible minority students to encourage use of tutors &amp; study groups.</li> <li>• The TRIO program which provides personal, academic,</li> </ul>		

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

**PART III: STUDENT PARTICIPATION****B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION****1. Student Participation – Enrollments**

College Credit and Certificate Programs

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

\* Use Census data provided by the K-20 Office of Equity and Access. Use enrollment data Certified and submitted to the Division of Community Colleges for Fall 2004.

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

**PART III: STUDENT PARTICIPATION**

**B. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION**

**2. Student Participation – Completions**  
(College Credit and Certificate Programs)

GROUP		Census District	Goal 04	Actual 04	Met Goal (Y/N)	Goal 05	Strategies to Ensure Increased Completion Underrepresented Groups
<b>AA Degrees (Annual)</b>	a. Overall Total		1494	1531	Y	1571	
Females	b. Total		926	956	Y	980	The WENDI program offers support/guidance to single parents, unemployed divorced, under-educated women. (See appendix 4)
	c. %	50.7	62.0	62.4	Y	62.4	
Blacks	b. Total		120	97	N	127	Participation in the African-American Student Union, Black History Programs, and promote Moore Multi-cultural Center. (appendix 4).
	c. %	8.0	8.0	6.3	N	8.1	
Hispanics	b. Total		90	79	N	88	Encourage use of learning labs, provide part-time employment and seek scholarships. Promote Moor Multi-Cultural Center and provide foreign language labs. Track GPA's for minorities. (See appendix 4)
	c. %	4.5	6.0	5.2	N	5.6	
Other Minorities	b. Total		70	58	N	74	Learning labs, part-time employment & scholarships for specific minorities. (Appendix 4)
	c. %	4.7	4.7	3.8	N	4.7	
<b>AS Degrees (Annual)</b>	a. Overall Total		360	373	Y	383	
Females	b. Total		242	229	N	235	
	c. %	50.7	67.2	61.4	N	63.7	

**PART IV: ISSUES IN ATHLETICS**

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

1. This section is designed to compile information and data related to diversity among individuals currently employed as **full-time** athletic directors and coaches. Please provide below the break-out of current employees in these job categories by race/ethnicity and gender.

<b>Target Employees</b>	<b>Total # Full-Time Employees</b>	<b># White</b>	<b># Black</b>	<b># Hispanic</b>	<b># Asian</b>	<b># Other</b>	<b># Male</b>	<b># Female</b>
Athletic Directors:	0							
<u>Coaches:</u> Women's Sports	0							
Men's Sports	0							

2. This section is designed to compile information and data related to diversity among individuals currently employed as **part-time** athletic directors and coaches. Please provide below the break-out of current employees in these job categories by race/ethnicity and gender.

**PART IV: ISSUES IN ATHLETICS**

**A. Diversity in Athletic Program Administration and Leadership (Continued)**

**3. Employment Strategies**

- a. Describe below strategies to develop and prepare women and racial minorities for promotional opportunities leading to employment as athletic directors and coaches.

Coaches are encouraged to attend all local, state and national conferences as well as clinics. Coaching/staff sign and review the following materials: Athletic management magazine, and Scholastic Coaching. All coaches receive a copy of the AD Juco Review. These materials are available through the Athletic office. All related information is forwarded to coaches and staff. Staff and coaches meet with the athletic director to discuss responsibilities and duties of their positions and are encouraged to ask questions about possible future positions.

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

At this time we do not have any full time sport coaches or full time athletic director position. It is all done on part time or stipend and we do not foresee this changing in the near future.

- c. Where search committees are utilized in the selection and hiring of full-time coaches, what steps are taken to ensure diversity on the search/selection committee(s)?

At this time we do not have any full time sport coaches or full time athletic director position. It is all done on part time or stipend and we do not foresee this changing in the near future.

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

At this time we do not have any full time sport coaches or full time athletic director position. It is all done on part time or stipend and we do not foresee this changing in the near future.

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

Even though we have no full-time positions currently, available full-time positions would be announced through our national and state office NJCAA and FCCAA and the college web-site.

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

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We stay within the BCC guidelines to insure greater delines to inJd:

## PART IV: ISSUES IN ATHLETICS

### B. Gender Equity in Athletics – Compliance Review

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. *[Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]*

IN COMPLIANCE       NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams.  
*[Section 1000.05(3) (d) (2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c) (2)]*

IN COMPLIANCE       NOT IN COMPLIANCE

3. Scheduling of games and practice times provide for equal opportunities.  
*[Section 1000.05(3) (d) (3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c) (3)]*

IN COMPLIANCE       NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner.  
*[Section 1000.05(3) (d) (4); Rule 6A-19.004(6), FAC; Title IX: 106(c) (4)]*

IN COMPLIANCE       NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner.  
*[Section 1000.05(3) (d) (5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c) (5)]*

IN COMPLIANCE       NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. *[Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]*

IN COMPLIANCE       NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. *[Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]*

IN COMPLIANCE       NOT IN COMPLIANCE

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

IN COMPLIANCE       NOT IN COMPLIANCE

9. Support services are equitable for male and female teams.  
*[Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]*

IN COMPLIANCE       NOT IN COMPLIANCE



10. Provision of housing, dining facilities and services provide equal opportunity.  
*[Section 1000.05(3) (d) (9), F.S.; Rule 6A-19.004(12), FAC; Title IX: 106.41(c) (9)]*

IN COMPLIANCE       NOT IN COMPLIANCE

11. Recruitment of student athletes is conducted in a manner which provides equal opportunity.  
*[Rule 6A-19.004(13), FAC; Title IX: 106.41 (a)]*

IN COMPLIANCE       NOT IN COMPLIANCE

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

IN COMPLIANCE       NOT IN COMPLIANCE

13. Financial aid is awarded to athletes in a manner which provides equal opportunity.  
*[Rule 6A-19.005, FAC; Title IX: 106.37(c)]*

IN COMPLIANCE       NOT IN COMPLIANCE

We hereby verify that the institution is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

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**Athletic Director: Mr. Ernie Rosseau**

*(Signature)*

**Date: 06/13/05**

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

*(Signature)*

**Date: 06/13/05**

## **PART IV: ISSUES IN ATHLETICS**

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

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

#### 1. Gender Equity in

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

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**Athletic Director: Mr. Ernie Rosseau**

*(Signature)*

**Date: 06/13/05**

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

*(Signature)*

**Date: 06/13/05**

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**Review Completion Date**

**PART IV: ISSUES IN ATHLETICS**

**D. Board of Trustees Certification**

**1006.71 Gender equity in intercollegiate athletics.**

(1) GENDER EQUITY PLAN.

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

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

- a. Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2002 to June 30, 2003?

Yes:

No:

If not, please ensure completion of the evaluation prior to submission of the 2003-04 Annual Equity Act Update.

- b. Provide a brief summary of the focus and results of the evaluation and describe steps to be taken by the Board where the president's evaluation yielded unsatisfactory progress toward meeting the intended goals for gender equity in athletics.

The District president received satisfactory rating from the Board of Trustees.

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

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

*(Signature)*

**Date: 06/13/05**

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**Evaluation Completion Date**

**PART V: ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

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

<b>GROUP</b>	<b>Census: National</b>	<b>Goal F/ 04</b>	<b>Actual F/ 04</b>	<b>Met Goal (Y/N)</b>
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“New Hires” section of the Fall 2004 EEO6 report.

## **PART V: ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

### **B. Summary of Results of Presidential Evaluations**

Section 1012.86(3) (b), F.S., provides as follows:

- (b) Community college district boards of trustees shall annually evaluate the performance of the community college presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the community college’s annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

Provide below a response to this section of law, including the most recent date on which the president was evaluated.

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

### **C. Summary of Results of Evaluation of Selected Staff**

Provide a brief summary of the results of the evaluations conducted by the president to evaluate each department chairperson, dean, provost, and vice president in achieving goals consistent with the intent of Section 1012.86, F.S. Include developmental steps taken when staff evaluations yield unsatisfactory progress toward meeting intended goals.

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

The Cabinet meets bi-weekly and regularly reviews goals and objectives, including equity and diversity goals and objectives. Cabinet members regularly meet individually and provide updates to the President on progress. Cabinet members are held accountable for increasing the diversity, and improving the levels of acceptance and inclusion on their campuses and in their departments. If a Cabinet member does not

College: Brevard Community College

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

Additionally, the College has identified funds to provide professional development opportunities for faculty members. Faculty on annual contract is encouraged to participate. Throughout the eligibility process for continuing contract, these employees received encouragement and support in an effort to retain and award them continuing contract status.

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

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*(Signature)*



**PART VI: ONE FLORIDA INITIATIVE: SELECTED COMMUNITY COLLEGE CHALLENGES**

- A. Describe below steps taken by the college to increase diversity among students earning Associate of Arts degrees and transferring to baccalaureate degree programs.

The College has a TRIO program in place, which provides personal, academic, career, and financial aid advisement, as well as supplemental instruction, peer tutoring, and study skills to “at-risk” students who qualify. The College has a University Transfer Project program in place, which works closely with the TRIO program and provides assistance in selection and application to 4-year colleges, financial aid and transfer workshops, as well as visits to 4-year college campuses.

Each year, the College has state university admissions representatives on campus to provide admission, financial aid, and scholarship information and to encourage students to transfer to 4-year degree programs upon completion of Associate degree requirements. The College has a 2+2 partnership program in place with the University of Central Florida, where each semester UCF admission and 8( ar)-4itage studen“(ti5( t65.3(1)-7. spot.” ion )TJ-8142429 -1.0929 TD0 Tc0 Tw( )TJT\*0.6008, ac11

College:

## **Appendix 1**

*No Changes Made.*

## Appendix 2



**APPENDIX 2** *(continued)*

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

Brevard community college uses the same recruiting techniques for both male and female athletes. The college was in compliance in all areas addressed in the compliance review questions on gender equity in Athletics. However, the college failed to meet the 5% rule regarding the percentage of female athletes compared to the female enrollment for the college. This was due, in part, to a significant number of female softball athletes dropping out of the athletic programs due to non-qualifying student grades or for personal reasons. In order to reduce the disparity between the female enrollment and female athletics, as part of our planning process, the following corrective action will be continued:

### **A. Advertisement for female athletes by:**

Student I-mail and the BCC athletic web page (*time Line: 1 year*).

Advertisement on the BCC Marquees on all campuses. Includes game schedules and try-out schedules (*time Line: 1 year*).

Flyers in all advisor academic offices on all four campuses containing tryout dates and recruitment opportunities (*time Line: 1 year*).

Direct e-mailing contact by the BCC Athletic department and it's coaching staff to all local high schools/public/private/home school athletic directors and coaches (*time Line: 1 year*).

Project Get Ready, a showcase of female's sports held each year, where sign up information sheets, BCC literature, and female athletes provide insight into the BCC female athletic programs at the college (*time Line: 1 year*).

Florida Today and the Sweat Gazette add including try-out schedules.

Available recruitment literature throughout the athletic department and gym area (*time Line: 1 year*).

### **B. Enhancement and retention of Female Athletic Scholarships:**

Increase the number of female softball scholarships from the lowest in the state of Florida, 15, to the state average of 24 scholarships (*time Line: 1 to 3 years*).

- Increase and improve female venue to increase community awareness.  
Increase athletic camps and clinics held at the college for female sports (*time Line: 1 year*).
  - Hired an athletic advisor (part-time) to reduce the loss of eligibility, increased retention and improve future recruitment of female athletics. Develop new strategies for the advisor to use. (*time Line: 1 year*).
- Encourage mentoring and on-line tutoring for all female athletes (*time Line: 1 year*).

## **Appendix 3**





**APPENDIX 4:** (Part III, Student Participation. 1. Program Analysis of A.A. Degree Enrollment Rates)

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

South Brevard Community Action Team (SB-CAT) - Continue a partnership with the following community agencies and organizations: Shiloh Christian Center, Project Response, Delta Sigma Theta Sorority (Melbourne/Palm Bay Chapter), Wuesthoff's Brevard Hospice & Palliative Care and Brevard Ebony News.

College-wide Recruiting Events - Will support C/W recruiting events such as Project Get Ready, Titan up the Night and Law Enforcement Program.

Luncheons for BCC employees, the community and all students, concentrating on soliciting attendance of Hispanic students.

#### All Minorities:

Target K-12 schools with minority enrollment for Allied Health's simulator demonstrations, health career promotions, and department tour invitations.  
Provide community awareness workshops.  
Sponsor Child Care Association of Brevard, Inc. Annual Awareness workshops.  
Continue mentor/mentee relationships.  
Send letters to 11<sup>th</sup> and 12<sup>th</sup> graders.  
Promote Student Services/SGA events (Fall Fest, Spring Fest, and a Welcome Back Day each term).  
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Include minority representation in media for promotional/marketing/informational material.  
Infuse diversity into curriculum.  
Target K-12 schools with high-minority enrollment for Health Sciences Campus simulator demonstrations, health career promotions, and department tour invitations.



Hispanics:

Recruit minority students into the Fire Training Academy program by implementing educational / informational partnerships with local high schools and workforce personnel departments.

Minority workforce personnel will be asked to advise prospective minority students about the possibility of entering the emergency services profession.

Provide part-time employment and seek scholarships (refer to Hispanic Scholarship Fund) and other private assistance for students suspended from financial aid or without enough aid.

Assist students with completing electronic FAFSA.

Encourage students to attend ESL classes (through current programs: Intensive English Program and English as a Second Language classes).

Provide Foreign Language Labs.

Encourage use of Learning Labs.

Support continued use of Early Alert Program.

Promote Moore Multi-Cultural Center sponsored activities, videos, discussion groups.

Use student volunteers as ambassadors.

Promote International Education Week activities.

Offer distance learning through BCC's Virtual Campus.

Success and include job placement services in the career center.

Offer tuition discounts for children of BCC students through Child Development Center.

## Appendix 5

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

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

Advertise positions on college website, providing access to applicants from all over the nation.

Send job announcements to local churches, libraries, civic organizations, HBCUs and women's colleges. Continue to seek more local ethnic organizations to expand the mailing distribution list of college job announcements.

Focus efforts on hiring minority faculty/staff members.

Continue participation in outreach efforts through the Community Partnership Committee, local branches of the NAACP, and the Harry T. and Harriette V. Moore Memorial Park.

Continue to foster relationships with esteemed members of the minority community in an effort to facilitate the achievement of the College's diversity goals.

M – All categories:

Target the hiring of females and ethnic minorities as department heads, directors, and deans to develop a ready pool of candidates prepared for EAM positions. The College is supportive of and committed to the goals of the state and recognizes the need to increase the number of underrepresented groups in our executive-level management. Every consideration will be given to women and minorities in all searches.

Faculty – All categories:

Advertised more frequently to increase the opportunities for diversity; Employed new avenues to reach diverse population (i.e. local ethnic and minority publication advertising).

Continuing Contract – All categories:

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