



BREVARD COMMUNITY COLLEGE

2007-08 Annual Equity Update

February 2008 Template Revision

Includes May 8, 2008 OEA Recommended Changes

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

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

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

Brevard Community College Signature Page

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

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

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

College Equity Coordinator: Rose M. Foss
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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 2007-08 Monitoring Work Plan (MWP), submit the necessary modifications at the time specified by the MWP. If all procedural requirements meet state and federal standards and the college has made no changes, insert in the space below: “No Changes Made.”

No changes made.

PART II INCOMPLETE ITEMS OR PENDING ACTION

Indicate below items that were incomplete at the time that the 2006-07 Annual Equity Update was submitted. In addition, list items identified for action by the college in the DOE 2007-08 Monitoring Work Plan. If a required response is included as a part of the 2007-08 Update, note the item below and indicate the page or appendix where the response is incorporated in the Report. If actions remain incomplete when the 2007-08 Update is submitted, describe below actions taken by the institution to date and list projected time lines for completion.

No incomplete items or pending action

PART III STUDENT PARTICIPATION

A. PLAN FOR DIVERSITY IN STUDENT PARTICIPATION

1. Student Participation – Enrollments

FTIC College Credit and Certificate Program

GROUP		*Census District	Goal F/06-07	**Actual F/06-07	Met Census (Y/N)	Met Institutional Goal (Y/N)	Institutional Goal F/07-08	Strategies to Achieve Goals for Enrollment Among Underrepresented Groups
FTIC	a. Overall Total		2,086	2,338		Y	2338	
	b. Total							

Females

)TjEMC

Brevard Community College

Overall Enrolled College Credit and Certificate Program

GROUP

***Census**

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

PART III STUDENT PARTICIPATION

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

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

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

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AS Degrees College Credit and Certificate Programs

GROUP

Certificates College Credit and Certificate Programs)

GROUP	Goal AY 06/07	Actual AY 06/07	Met Census (Y/N)	Met Institutional 06/07 Goal (Y/N)	Institutional Goal F/07-08	Strategies to Ensure Increased Completion Among
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B. Persistence and Retention Analysis and Strategies

For the 2008 Update, data are extracted from the IPEDS Enrollment Fall FTIC 2005-06 Retention into Fall 2006-07 spreadsheet your college received from the Division of Community Colleges. Your institution will be looking at the pattern of retention rates for 2005-06 year cadre and subsequently comparing data from one year to the next to determine persistence rates. The analysis should give your institution a clearer picture of how effective the college has been in supporting persistence and retention.

1. Full-Time Student Retention (FTIC)

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

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

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

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

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

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

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

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

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

- Computer-assisted instruction (reading, writing, mathematics)

- Vocational preparatory instruction (VPI).

- Remedial instruction and exit testing for TJEMC lege

Remedial instruction and exit testing for some certificate seeking students

Tutoring

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

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

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

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

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

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

Increase the number of math lab tutors, increase pay for math lab tutors

Plan student mentoring, and faculty mentoring program,

Full time faculty serve office hours in math lab as tutors

Establish core abilities and state general education outcomes for math

GAP – close gap by 2%

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

Hire three full-time faculty members to offer students more opportunities to have full time instructors.

Review Textbooks for content, affordability, and resources to increase student success.

Review math course plans to establish college wide measures

Increase electronic tutoring for Black and Hispanic students,

Focus on college wide prep math sequence for Black and Hispanic students

Have mentor program in operation

Utilize math lab for college algebra

Link Student support services activities to math lab tutors

GAP – close gap by 3%

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

Focus on college wide math labs

Utilize math labs for all math courses

Create tutoring course specific activities for Math 1105

GAP –close gap by 3%

C. Brevard Community College Strategies

Student - General Improvement

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

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

The CSL involves and supports students in educational and reciprocally beneficial community service-learning experiences. The CSL is recognized as a model and leader in service-learning. Service-Learning is

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FTIC

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

Diversity

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

Scholarship Award Banquets. BCC provides scholarships to several minority organizations and grant programs. A few examples are the CROP, Reginald E. Johnson Scholarship Fund, Zion Orthodox Scholarship Program, and the Delta Sigma Theta Sorority.

Golden Opportunities. This program targets our senior community. It helps seniors live independently and enjoy the benefits of computers and the Internet. The focus is on intellectual learning, exchanging of ideas and social enjoyment in a relaxed atmosphere.

Health Science Campus Programs. BCC's Health Science Campus continues to recruit minority students through the implementation of an ESOL mentoring program for nursing and medical laboratory students. The Health Science Campus has also peaked prospective student interest at minority-rich schools with their demonstrations on the Human Patient Simulator (STAN).

Athletic Department Programs. Includes a variety of baseball, men's and women's basketball, golf, softball, and volleyball. Our diverse teams also have athletic coaches with various ethnic backgrounds who work hard to make their teams winners.

Police Academy Program. Promotes recruitment of prospective minority police officers by active outreach programs in the minority community.

Business Seminars for Entrepreneurial Development. BCC's business seminars recently included two minority prominent motivational speakers, Mr. Wally Amos and Mr. Stedman Graham. Mr. Graham introduced his book, "You Can Make it Happen, A Nine-Step Plan for Success. Both seminars were standing room only.

International Students Camping Trips and Luncheon. The International Student Services Office sponsors annual camping trips and International Food Festivals for their students and college community.

Black History Month Soul Food Luncheons. The Black History Month Soul Food luncheons are hosted college wide and feature a variety of soul food and a keynote speaker. Students, faculty, staff and the community are invited to attend this annual event.

Florida African American Student Association (FAASA) Conferences. Students who are members of the African American Student Association (AASU) are given the opportunity to attend a four-day leadership conference at the college's expense. Conferences are hosted by the FAASA bi-annually.

Florida Funding for Minority Teachers (FFMT) Annual Conference. Minority students who are planning to be teachers are invited to this annual conference which is hosted by the University of Florida throughout various locations in Florida. Students who elect to join this program are given a two-year scholarship in education during their junior and senior years.

Student Government Association (SGA) Events. Students and staff work closely together to host several student activities geared at promoting unity, inclusion and diversity awareness. Some of these activities include: the Fall Festival, Spring Festival and Welcome Back Day.

African American Student Union participated in the following activities:

Fall Leadership Institute in Jacksonville - November 2006

Attended FAASA's 2007 Spring Convention in St. Petersburg

Participated in the Annual Black History Month Celebration – which included

- The Taste of Soul Luncheon

-

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

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

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

ESOL (English for Speakers of Other Languages) Courses

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

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

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

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

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

D. Institutional Analysis of Gatekeeper courses analysis and strategies

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

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

a.

to minimize the gap.

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

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

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

Hispanic/White Gap Analysis

Hispanic Student Data

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

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

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

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

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

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

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

PART IV ISSUES IN ATHLETICS

A. Diversity in Athletic Program Administration and Leadership

1. Full Time

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

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

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

Ladies' Sports

Ladies' Basketball: Renee Bellamy (black, female) duties include student advisor and head ladies basketball coach

Ladies' Softball: Ed Yanes (white, male) duties include part time head ladies softball coach

Directors in the total count for Coaches.

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

3. Employment Strategies

- a. Describe below strategies to develop and prepare women and racial minorities for promotional opportunities leading to employment as athletic directors and coaches. **(Do not describe the process for selection.)**

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

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

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

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

N/A

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

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

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

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

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

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

C. Gender Equity in Athletics – Compliance Update

Please review the components below and provide a brief description of the status of corrective steps taken only in components where a Corrective Action Plan was required in the 2006-07 Equity Update. If no corrective actions were required, verify compliance for 2007-08 by appending the required signatures.

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

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

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

In compliance

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

In compliance

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

In compliance

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

In compliance

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

In compliance

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

In compliance

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

In compliance

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

In compliance

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

In compliance

ANALYSIS AND CORRECTIVE ACTION PLAN

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

If the Fall 2007 full-time enrollment of women was greater than five percentage points above the representation of women participating in sports, describe below the college’s plan to correct this disparity. Specify modifications proposed for 2008 and include a time line for completion of the Plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
<p>The College has corrected this and has narrowed the gap to less than 4 percentage point difference.</p> <p>We attribute this to our open door policy and our across the board recruiting efforts.</p>			

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

Signature of the Athletic Director

Date

Signature of the President

Date

F. Board of Trustees Certification

1006.71 Gender equity in intercollegiate athletics.--

(1) GENDER EQUITY PLAN.--

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

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

- a. Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2006 to June 30, 2007?

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

If not, please ensure completion of the evaluation prior to submission of the **2006-07** Annual Equity Act Update.

- b. Provide a brief summary of the focus and results of the evaluation and describe steps to be taken by the Board where the president's evaluation yielded unsatisfactory progress toward meeting the intended goals for gender equity in athletics.
- c. Where areas for improvement are identified on the President's evaluation, describe steps to be taken by the Board to meet the intended goals for gender equity in athletics.

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

Signature of the Chair of the Board of Trustees

Date

PART V ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

A. Employment Accountability Plan: Goals/Strategies to Address U

Faculty

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

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*Use 2000 Census data provided by the Office

B. Summary of Results of Presidential Evaluations

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

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

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

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

President Dr. Jim Drake was evaluated By Brevard Community College District Board of Trustees and his evaluation approved. August 20, 2007. The Presidential evaluation by the Board included some of the following topics: Equity,

may include a range of job duties, such as those listed in Appendix 3, Page viii in the Community College Guidelines for Developing the 2007 Annual Equity Update.

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

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

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programs within the minority communities.

Pursuant to Section 1012.86, F.S., I hereby certify that the information provided above is true to

PART VI COMMUNITY COLLEGE/ PARTNERSHIP AND OUTREACH

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

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

Partnership School	Program Description	Number of Students Served	Year Range students Can Begin	Website for more details (if applicable)	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /email
Bayside HS & Titusville HS	CROP	47	9 th grade	-	Mr. Gorczyca & Dr. Albright	gorczycae@brevard.k12.fl.us (321) 956-5000, ext. 2307 albrightd@brevard.k12.fl.us (321) 264-3100, ext. 235	Teri Jones	jonest@brevardcc.edu (321) 433-7715
Southwest Middle School	CROP	15	7 th grade	-	Mr. Novelli	novellir@brevard.k12.fl.us (321) 952-5800	Teri Jones	jonest@brevardcc.edu (321) 433-7715
Brevard County School Board	English as a Second Language (ESOL)	70	2006-07	www.brevard.k12.fl.us	John Wigley Director Adult/Com Ed	321-633-1000 , EXT 375 wigleyj@k112.fl.us	Dr. Astrab	321-433-5160 astrabd@brevardcc.edu
Brevard County School Board	Dual Enrollment Program	10 th graders	Fall: 2009 Spring 2050	www.brevardcc.edu	Hope Ascher	633-1000 Ext 390		

Brevard Community College

Partnership School	Program Description	Number of Students Served	Year Range students Can Begin	Website for more details (if
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Brevard Community College

Partnership School	Program Description	Number of Students Served	Year Range students Can Begin	Website for more details (if applicable)	Contact Person from Partnership	Contact Information Phone/email	Contact Person at College	Contact Information Phone /email
Adopt a School Program	Mentoring & tutoring program for minority youths	700 BC Students 4,900 Middle School	Middle schools	-	Heather Price Hope Ascher	321-633-1000	Roger Henry	321-433-5611 henryr@brevardcc.edu

Expose middle school

Kids
Career
Camp
Program

Part VII: VOCATIONAL PROGRAM:

**STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS FOR
STUDENTS WITH DISABILITIES**

Appendices

In Appendix 1, the college should submit a copy of board-approved policies and procedures that were modified since the submission of the 2006-07 Annual Equity Act Update.

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

Submission of Required Documents

The college should submit **one (1) complete draft** hard copy of the Equity Update for OEA staff preview by or before **April 30, 2008**.

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

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