



---

## Florida Educational Equity Act Report 2011 – 2012 Annual Update

---

*Edison State College is an Equal Access, Equal Opportunity Institution. Programs, activities and facilities of the College are available to all on a non-discriminatory basis, without regard to race, sex, color, age, religion, national origin, ethnicity, disability, sexual orientation, marital status, genetic information or veteran status. Questions pertaining to educational equity, equal opportunity, or equal access should be addressed to the Interim Director, Human Resources/Assistant General Counsel/Equity Officer.*

---

**The Florida College System  
Annual Equity Update Report 2011/2012**

For

**Edison State College**

Submitted to

**The Division of Florida Colleges  
Florida Department of Education**

Under Section 1000.05, Florida Statutes (F.S.),  
Florida Educational Equity Act and  
Section 1012.86, F.S, Community College Employment  
Equity Accountability Program



# Table of Contents

## General Information and Applicable Laws for Reporting

- Part I.** Description of Plan Development
- Part II.** Policies and Procedures Prohibiting Discrimination
- Part III.** Strategies to Overcome Underrepresentation of Students
  - A. Student Enrollments by Race, Gender, Disability (self-declared), and Limited-English-Language Skills
  - B. Student Completions by Race, Gender, Disability (self-declared), and Limited-English-Language Skills
  - C. Student Retention by Race and Gender
  - D. Student Success Rates in Gatekeeper Mathematic Courses by Race
- Part IV.** Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities
- Part V.** Gender Equity in Athletics
  - A. Assessment of Athletic Programs
  - B. Data Assessment: Athletic Participation by Gender Compared to Student Enrollment by Gender
  - C. Compliance with Title IX
  - D. Corrective Action Plan
  - E. Presidential Evaluation
- Part VI.** College Employment Equity Accountability Program
  - A. Data and analysis of increasing employment of underrepresented groups:
    - 1) Senior Level Administrators
    - 2) Full-time Faculty
    - 3) Faculty Attaining Continuing Contract Status
  - B. Evaluation of Employment Practices – Evaluations of Key Personnel and Presidents
  - C. Additional Requirements

## Signature Page

## APPENDICES

- Appendix 1 College Policy of Nondiscrimination
- Appendix 2 Continuous Notice of Policy of Nondiscrimination and Designation of Equity Officer(s)
- Appendix 3 Revised Policies and Procedures
- Appendix 4 Policies and Procedures for Program Admissions and/or Course Substitution Waivers for Eligible Students with Disabilities.
- Appendix 5 Equity in Athletics Disclosure Act (EADA) Survey Federal Report for 2010
- Appendix 6 Fall Staff Report

## General Information and Applicable Laws for Reporting

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

- a description of the plan's development;
- a review of the college's nondiscrimination and equity-related policies and procedures;
- analysis of efforts to overcome underrepresentation of students by race, gender, limited English language skills, or disability;
- the college's plan for gender equity in athletics, if the college has athletic programs;
- analysis of the college's employment equity accountability program;
- a status report on any pending issues resulting from an on-site civil rights compliance review of the college's methods of administration; and
- certification of the report by the college's governing board, including the signature of the college president and/or other college personnel as appropriate.

Applicable federal civil rights laws include the following:

1. Title VI of the Civil Rights Act of 1964;
2. Section 504 of the Rehabilitation Act of 1973;
3. Title IX of the Education Amendments of 1972;
4. Age Discrimination Act of 1975;
5. Title II of the Americans with Disabilities Amendments Act of 2008 and
6. Genetic Information Nondiscrimination Act of 2008.

Additional applicable Florida Statutes include the following:

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

Rules for implementation of the statutes are 6A-19.001-.010 of the Florida Administrative Code (F.A.C.).

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by April 30, 2012. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: [lynda.earls@fldoe.org](mailto:lynda.earls@fldoe.org). For assistance or questions, call 850-245-9468.

## PART I Description of Plan Development

The college should provide the following:

- A. Describe the **process** used to prepare the report:

*Edison State College's Annual Equity Update Report was prepared after a thorough review of all applicable policies and procedures, statistical information, and a review of the College's 2010-2011 Update Report. The Report was then submitted to other team members for review.*

- B. List the **names and titles of persons involved** in the development of the report:

*Edison State College's Annual Equity Update Report was prepared by several employees of the College. The following staff participated in the preparation of the report:*

- *Ronald Dente, Equity Officer/Interim Director, Human Resources/Assistant General Counsel*
- *Theo Koupelis, Associate Dean, Math and Science, Division of Arts and Sciences*
- *Pat Newell, Dean, Student Services*
- *Drew Macy, Coordinator, Adaptive Services*
- *Eileen DeLuca, District Dean, College and Career Readiness*
- *Amber McCown, Manager, Student Recruitment*

- C. Describe the **participation of any advisory groups or persons**:

*Information and statistical analysis located in Part III of this report was provided by Dr. Koupelis, Dr. DeLuca, Ms. Newell, and Ms. McCown and has been reviewed by team members. Information in Part IV of this report was provided by Mr. Macy and Mr. Dente and has been reviewed by team members. The remainder of the report was generated by Mr. Dente and was reviewed by other team members before submission to the Board.*

- D. Provide the **date of the report's adoption** by the governing board:

*This report was adopted by the Edison State College Board of Trustees at a public meeting on April 24, 2012.*

## PART II

### Policies and Procedures Prohibiting Discrimination

#### A. Policy and Procedure Review Process:

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

*It is the responsibility of the President to present new board policies and proposed board policy revisions to the District Board of Trustees for approval. These policies and procedures are developed by the functional department in collaboration with other affected departments, reviewed by the cognizant Vice Presidents or Campus Presidents. The District Board of Trustee Policies are approved by vote at a public meeting. College Operating Procedures are approved by the President and do not require board approval.*

#### B. Policy of Nondiscrimination:

Provide the college's **policy/policies** of nondiscrimination as **Appendix 1**. If the college has separate policies for students/applicants and employees/applicants, please provide both policies.

The college must provide notification that discrimination on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, color, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)

*A copy of the College's Policies of Nondiscrimination has been submitted and attached as APPENDIX 1. The College received its review of the 2010-2011 Edison State College Equity Report on March 30, 2012 from the Florida Department of Education noting that Board Policies needed to be revised to include all categories for which discrimination is prohibited. The College will immediately begin the rulemaking process to revise these Board Policies to ensure that all categories are listed in accordance with the recommendations and to reflect changes regarding the designation of the Equity Officer.*

#### C. Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator:

Provide a copy of the College's notice (statement) as of nondiscrimination as posted in the college's public places (course catalog, handbooks, code of conduct, etc.) as **Appendix 2**. Please include the source and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2011-2012") and address the following questions:

*The notice is posted on College bulletin boards, in offices, on the College website and the College Course Catalog. A copy of the College's posted notice has been submitted and attached as APPENDIX 2.*

Does your college's policy of nondiscrimination address the following as required by Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8, the Genetic Information Nondiscrimination Act (GINA)? Check all that are in compliance:

1. Discrimination is prohibited against:

- a. Students:
- b. Employees:
- c. Applicants for admission:
- d. Applicants for employment:

2. Discrimination is prohibited based on:

- a. Race:
- b. Ethnicity:
- c. National origin:
- d. Gender or Sex:
- e. Age:
- f. Disability:
- g. Marital status:
- h. Genetic information:

3. Inclusion of the following statement or similar wording:

No covered person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices.

4. Is the identity of the equity coordinator included in the regular notification (statement) of the policy of nondiscrimination as required under Rule 6A-19.010(g)?

5. Does the nondiscrimination statement include the name, address, and phone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures, including responsibilities as the Title IX Coordinator as required under Title IX, Section 106.8?

#### **D. Revised Policies and Procedures – related only to Civil Rights and Grievance Procedures**

Submit as **Appendix 3** any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college's last Annual Equity Update Report.

1. Policy(s) Prohibiting Discrimination

- i. Revisions made: (yes)  (no)
- ii. If yes, name of policy(s) and date of Board approval:

*The College's Notice of Non-Discrimination, as provided in Appendix 1 was modified and approved on April 16, 2012. These changes were made after receiving the review of the*

*2010-2011 Edison State College Equity Report from the Florida Department of Education on March 30, 2012. This change did not require Board approval.*

*Changes were also made to College Operating Procedure 05-0101 on April 16, 2012 to include all categories for which discrimination is prohibited in conformity with the Florida Department of Education recommendations. This change did not require Board approval.*

*College Operating Procedure 05-0102, College Operating Procedure 05-0103, and College Operating Procedure 05-0104 were updated on April 16, 2012 to include all categories for which discrimination is prohibited in conformity with the Florida Department of Education recommendations. Revisions include changes regarding the designation of the Equity Officer and title changes. These changes did not require Board approval.*

*The College amended District Board of Trustee Policy 6Hx6:5.02 on February 28, 2012 to limit the duration of employment contracts and to require Board approval to extend any additional monetary allowances.*

2. Student and/or Employee Grievance Procedures

- i. Revisions made: (yes) \_\_\_ (no) x
- ii. If yes, name of procedures(s) and date of revision:

3. Student and/or Employee Harassment Policy and Procedures for Reporting Claims of Harassment

- i. Revisions made: (yes) x (no) \_\_\_
- ii. If yes, name of policy(s) and date of Board approval:

*Changes were made to College Operating Procedure 05-0107 on April 16, 2012 to identify the new Equity Officer and to reflect title changes for other administration and executive employees. Finally, changes were made to further clarify time limits for responding to harassment complaints. Changes to College Operating Procedures do not require Board approval.*

4. AIDS/HIV Infectious Disease Policy/Procedures

- i. Revisions made: (yes) x (no) \_\_\_
- ii. If yes, name of policy and date of Board approval/date of revision:

*Changes were made to College Operating Procedure 05-082 was updated on April 16, 2012 to reflect changes to the titles of responsible individuals. Changes to College Operating Procedures do not require Board approval.*

**Note:** Revised policies and/or procedures may be submitted at any time in draft form for review and feedback from the DFC; however, revised policies should always be submitted in final form as approved and dated by the governing board and/or President of the college. Revised procedures should also be submitted in final form.



## PART III

### Strategies to Overcome Underrepresented Students

#### Plan for Diversity in Student Participation

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

#### A. Student Enrollments

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

#### Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System

College: Edison

Student Participation-Enrollments

| Race: Black |          | FTIC  |                    |       | Total Enrollments |                    |       |
|-------------|----------|-------|--------------------|-------|-------------------|--------------------|-------|
|             |          | Total | Overall Enrollment | %     | Total             | Overall Enrollment | %     |
| Gender      | Rpt Year |       |                    |       |                   |                    |       |
| Female      | 2008-09  | 265   | 3,723              | 7.12  | 1,255             | 18,484             | 6.79  |
|             | 2009-10  | 219   | 2,941              | 7.45  | 1,380             | 18,374             | 7.51  |
|             | 2010-11  | 294   | 4,002              | 7.35  | 1,686             | 22,344             | 7.55  |
| Male        | 2008-09  | 186   | 3,723              | 5.00  | 695               | 18,484             | 3.76  |
|             | 2009-10  | 145   | 2,941              | 4.93  | 763               | 18,374             | 4.15  |
|             | 2010-11  | 242   | 4,002              | 6.05  | 994               | 22,344             | 4.45  |
| Total       | 2008-09  | 451   | 3,723              | 12.11 | 1,950             | 18,484             | 10.55 |
|             | 2009-10  | 364   | 2,941              | 12.38 | 2,143             | 18,374             | 11.66 |
|             | 2010-11  | 536   | 4,002              | 13.39 | 2,680             | 22,344             | 11.99 |

CCTCMIS = CCEE0191 02/08/2012 13:12:48

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Edison

Student Participation-Enrollments

| Race: Hispanic |          | FTIC  |                    |       | Total Enrollments |                    |       |
|----------------|----------|-------|--------------------|-------|-------------------|--------------------|-------|
| Gender         | Rpt Year | Total | Overall Enrollment | %     | Total             | Overall Enrollment | %     |
| Female         | 2008-09  | 473   | 3,723              | 12.70 | 2,085             | 18,484             | 11.28 |
|                | 2009-10  | 432   | 2,941              | 14.69 | 2,212             | 18,374             | 12.04 |
|                | 2010-11  | 634   | 4,002              | 15.84 | 3,016             | 22,344             | 13.50 |
| Male           | 2008-09  | 360   | 3,723              | 9.67  | 1,184             | 18,484             | 6.41  |
|                | 2009-10  | 323   | 2,941              | 10.98 | 1,245             | 18,374             | 6.78  |
|                | 2010-11  | 467   | 4,002              | 11.67 | 1,805             | 22,344             | 8.08  |
| Total          | 2008-09  | 833   | 3,723              | 22.37 | 3,269             | 18,484             | 17.69 |
|                | 2009-10  | 755   | 2,941              | 25.67 | 3,457             | 18,374             | 18.81 |
|                | 2010-11  | 1,101 | 4,002              | 27.51 | 4,821             | 22,344             | 21.58 |

CCTCMIS = CCEE0191 02/08/2012 13:12:48

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Edison

Student Participation-Enrollments

| Race: Other |          | FTIC  |                    |      | Total Enrollments |                    |      |
|-------------|----------|-------|--------------------|------|-------------------|--------------------|------|
| Gender      | Rpt Year | Total | Overall Enrollment | %    | Total             | Overall Enrollment | %    |
| Female      | 2008-09  | 42    | 3,723              | 1.13 | 264               | 18,484             | 1.43 |
|             | 2009-10  | 27    | 2,941              | 0.92 | 256               | 18,374             | 1.39 |
|             | 2010-11  | 57    | 4,002              | 1.42 | 366               | 22,344             | 1.64 |
| Male        | 2008-09  | 39    | 3,723              | 1.05 | 164               | 18,484             | 0.89 |
|             | 2009-10  | 22    | 2,941              | 0.75 | 169               | 18,374             | 0.92 |
|             | 2010-11  | 62    | 4,002              | 1.55 | 250               | 22,344             | 1.12 |
| Total       | 2008-09  | 81    | 3,723              | 2.18 | 428               | 18,484             | 2.32 |
|             | 2009-10  | 49    | 2,941              | 1.67 | 425               | 18,374             | 2.31 |
|             | 2010-11  | 119   | 4,002              | 2.97 | 616               | 22,344             | 2.76 |

CCTCMIS = CCEE0191 02/08/2012 13:12:48

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Edison

Student Participation-Enrollments

| Race: White |          | FTIC  |                    |       | Total Enrollments |                    |       |
|-------------|----------|-------|--------------------|-------|-------------------|--------------------|-------|
|             |          | Total | Overall Enrollment | %     | Total             | Overall Enrollment | %     |
| Gender      | Rpt Year |       |                    |       |                   |                    |       |
| Female      | 2008-09  | 1,282 | 3,723              | 34.43 | 7,659             | 18,484             | 41.44 |
|             | 2009-10  | 1,014 | 2,941              | 34.48 | 7,525             | 18,374             | 40.95 |
|             | 2010-11  | 1,263 | 4,002              | 31.56 | 8,652             | 22,344             | 38.72 |
| Male        | 2008-09  | 1,076 | 3,723              | 28.90 | 5,178             | 18,484             | 28.01 |
|             | 2009-10  | 759   | 2,941              | 25.81 | 4,824             | 18,374             | 26.25 |
|             | 2010-11  | 983   | 4,002              | 24.56 | 5,575             | 22,344             | 24.95 |
| Total       | 2008-09  | 2,358 | 3,723              | 63.34 | 12,837            | 18,484             | 69.45 |
|             | 2009-10  | 1,773 | 2,941              | 60.29 | 12,349            | 18,374             | 67.21 |
|             | 2010-11  | 2,246 | 4,002              | 56.12 | 14,227            | 22,344             | 63.67 |

CCTCMIS = CCEE0191 02/08/2012 13:12:48

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Edison

Student Participation-Enrollments

| Race: All |          | FTIC  |                    |        | Total Enrollments |                    |        |
|-----------|----------|-------|--------------------|--------|-------------------|--------------------|--------|
|           |          | Total | Overall Enrollment | %      | Total             | Overall Enrollment | %      |
| Gender    | Rpt Year |       |                    |        |                   |                    |        |
| Female    | 2008-09  | 2,062 | 3,723              | 55.39  | 11,263            | 18,484             | 60.93  |
|           | 2009-10  | 1,692 | 2,941              | 57.53  | 11,373            | 18,374             | 61.90  |
|           | 2010-11  | 2,248 | 4,002              | 56.17  | 13,720            | 22,344             | 61.40  |
| Male      | 2008-09  | 1,661 | 3,723              | 44.61  | 7,221             | 18,484             | 39.07  |
|           | 2009-10  | 1,249 | 2,941              | 42.47  | 7,001             | 18,374             | 38.10  |
|           | 2010-11  | 1,754 | 4,002              | 43.83  | 8,624             | 22,344             | 38.60  |
| Total     | 2008-09  | 3,723 | 3,723              | 100.00 | 18,484            | 18,484             | 100.00 |
|           | 2009-10  | 2,941 | 2,941              | 100.00 | 18,374            | 18,374             | 100.00 |
|           | 2010-11  | 4,002 | 4,002              | 100.00 | 22,344            | 22,344             | 100.00 |

CCTCMIS = CCEE0191 02/08/2012 13:12:48

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Edison

Student Participation-Enrollments

|             |          | FTIC |     | Total Enrollments |     |
|-------------|----------|------|-----|-------------------|-----|
|             |          | LEP  | DIS | LEP               | DIS |
| Gender      | Rpt Year |      |     |                   |     |
| Female      | 2008-09  | 2    | 3   | 34                | 75  |
|             | 2009-10  | 2    | 0   | 32                | 58  |
|             | 2010-11  | 1    | 3   | 26                | 53  |
| Male        | 2008-09  | 0    | 1   | 8                 | 51  |
|             | 2009-10  | 1    | 0   | 10                | 46  |
|             | 2010-11  | 0    | 0   | 8                 | 45  |
| Total (ALL) | Rpt Year |      |     |                   |     |
|             | 2008-09  | 2    | 4   | 42                | 126 |
|             | 2009-10  | 3    | 0   | 42                | 104 |
|             | 2010-11  | 1    | 3   | 34                | 98  |

CCTCMIS = CCEE0191 02/08/2012 13:12:48

Source: Student Data Base (2008-09, 2009-10, AND 2010-11) Annual Unduplicate Counts. Fl. DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

## 1. Program Analysis:

Provide a summary of the results of analyses of student enrollments.

*The total overall enrollment has increased by 15.5% between 2007-08 and 2008-09, decreased by 0.6% between 2008-09 and 2009-10, and increased by about 22% between 2009-10 and 2010-11. For comparative purposes, it is important to note that the overall enrollment of FTIC students has increased by 7% between 2007-08 and 2008-09, decreased by 21% between 2008-09 and 2009-10, and increased by 36% between 2009-10 and 2010-11.*

*In summary, the changes in the number of FTIC enrollment for all categories correlate with the changes in the FTIC overall enrollments, while the corresponding percentages remain above 2010 census data for our service area for blacks, Hispanics, and females. The percentage enrollment figures increased for blacks and Hispanics, increased slightly for other minorities, and remained relatively unchanged for females.*

- *Black Students: The changes in the number of black FTIC male and female students correlate with the changes in the FTIC overall enrollments. For the three-year period covered by the report, the overall percentage of the FTIC population for black males, black females, and for the total FTIC enrollment of black students has increased. The overall percentage of black students has consistently increased for both males and females; the overall average percentage of black students is about 11.4% (up from 10.8% for the previous three-year period), which is higher than the corresponding 2010 census numbers for our service region (7.7%).*
- *Hispanic Students: The changes in the number of Hispanic FTIC male and female students correlate with the changes in the FTIC overall enrollments. The overall percentage of the FTIC population for Hispanic students (male, female, and total enrollment) has increased. The overall percentage of Hispanic students has also increased for both males and females; the overall average percentage of Hispanic students is about 19.4% for the three-year period covered by the report (up from 17.7% for the previous three-year period), which brings it to the level of the 2010 census numbers for our service region (19.8%). In addition, the average total enrollment of Hispanic students for 2010-11 is 21.6%.*
- *Other Minority Students: The changes in the number of other minority FTIC male and female students correlate with the changes in the FTIC overall enrollments. The overall numbers are small to be statistically significant. The overall percentage of other minority students has increased slightly for both males and females; the overall percentage of other minority students is about 2.5% (up from 2.3% for the previous three-year period), which is above the 2010 census numbers for our service area (2.2%).*
- *Female Students: The changes in the number of female FTIC students correlate with the changes in the FTIC overall enrollments. The overall percentage of the FTIC population for females and the percentage of female students in the overall enrollment have remained approximately constant at 56.4% and 61.4% respectively (compared to 56.4% and 61.5% for the previous three-year period); however, these percentages remain above the corresponding 2010 census numbers for our service region (50.6%).*

Areas for Improvement:

- Retention of black and male students

*Edison State College is successful in recruiting black and Hispanic FTIC students, as the overall average of the black and Hispanic FTIC student population is higher than the overall enrollment average of the black and Hispanic student population. Also, the overall average for either the black and Hispanic FTIC student population is above the corresponding 2010 census number and is increasing.*

*Females comprise the majority of the FTIC (about 56.4%) and the overall enrollment (about 61.4%); these percentages are higher than the 2010 census percentage of 50.6% female and consistent with national numbers. While not the focus of this report, the low male enrollment remains a matter of concern. The discrepancy between females and males is more obvious when looking at the overall enrollment percentages, where the gap between females and males is about 23 percentage points (61.4% female vs. 38.6% male). We need to find ways to increase retention of male students in our institution.*

**2. Achievement of goals:**

*Based on goals from previous equity reports, identify areas where goals set by the College were achieved. A table is provided to use as appropriate.*

*Our goals from the previous report were as follows:*

- *FTIC and Overall Enrollment for other minority population should increase by 1% each year for 2010-11 through 2012-13.*
- *Retention of black, Hispanic and male students should increase by 1% each year for 2010-11 through 2012-13.*

| Group    | 2010/11 Goal                 | Achieved<br>Y/N  | Modification of Goals   |
|----------|------------------------------|--|---|
| Black    | Retention<br>increase by 1%  | Y<br>Increased by 8.95%                                | N/A   |
| Hispanic | Retention<br>increase by 1%  | N<br>Decreased by 1.5%                                 | Retention of Hispanic students is higher than any other group. We will continue our current efforts while being mindful of this decrease. |
| Other    | Enrollment<br>increase by 1% | Y<br>Increased by 1.3% in FTIC and<br>0.45% in overall | N/A   |
| Male     | Retention<br>increase by 1%  | N<br>Increased slightly (0.14%)                        | Continue and expand our efforts.  |

*Our goal for 2011-12 through 2013-14 is to increase retention of black and male students by 1% per year.*

### 3. Methods and Strategies

List the methods and strategies to be used by the college to increase enrollments and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project, targeted group, goals and timeframe for achieving stated goals.

*Methods and strategies to increase enrollments for other minority, black and Hispanic students:*

- *Continue K-12 outreach to include public and charter schools, along with special centers.*
- *Develop and implement recruitment plan for multi-cultural initiatives engaging college staff and students in efforts as appropriate.*
- *Continue development of the annual “Go Higher, Get Accepted!” campaign to have high school seniors accepted at a postsecondary institution prior to graduation. This event targets high schools with a high number of low income students; programming is designed to facilitate admissions and financial aid processes.*
- *Develop outreach initiatives through targeted partnerships with non-profit and community agencies. For example, the Pathways partnership with the School District of Lee County; the Division of College and Career Readiness collaborates with Lee County’s Adult and Career Education program to provide transition services for students completing General Equivalence Diplomas (GEDs).*
- *Participate in community and/or non-profit events, workshops and programs to increase awareness of college access.*
- *Increase scholarship opportunities and promote existing scholarship availability.*
- *Increase programming and partnerships with AVID, Upward Bound and similar school based programs.*
- *Offer family information sessions, college knowledge programs and open houses.*
- *Continue high school outreach efforts targeted to first generation college students eligible for Project HOPE and other scholarship offerings.*
- *Develop financial aid workshops in English and Spanish to support students seeking funding for college.*
- *Addition of on-campus college housing should further support enrollment and retention*

**B. Student Completions (college degree and certificate programs)**

This year’s report evaluates degree and certificate completions from 2008-09 to 2010-11 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2011/12 through 2012/13.

**Charts reflecting Program Completions by AA and AS Degrees and by Certificates**

Florida College System

College: Edison

Student Participation/Completions

| Race: Black |          | AA Degrees |       |       | AS Degrees |       |      | Certificates |       |      |
|-------------|----------|------------|-------|-------|------------|-------|------|--------------|-------|------|
| Gender      | Rpt Year | Num        | Total | %     | Num        | Total | %    | Num          | Total | %    |
| Female      | 2008-09  | 52         | 1,004 | 5.18  | 30         | 463   | 6.48 | 1            | 336   | 0.30 |
|             | 2009-10  | 76         | 1,172 | 6.48  | 42         | 622   | 6.75 | 4            | 431   | 0.93 |
|             | 2010-11  | 99         | 1,409 | 7.03  | 27         | 593   | 4.55 | 3            | 270   | 1.11 |
| Male        | 2008-09  | 26         | 1,004 | 2.59  | 12         | 463   | 2.59 | 5            | 336   | 1.49 |
|             | 2009-10  | 42         | 1,172 | 3.58  | 17         | 622   | 2.73 | 9            | 431   | 2.09 |
|             | 2010-11  | 63         | 1,409 | 4.47  | 20         | 593   | 3.37 | 7            | 270   | 2.59 |
| Total       | 2008-09  | 78         | 1,004 | 7.77  | 42         | 463   | 9.07 | 6            | 336   | 1.79 |
|             | 2009-10  | 118        | 1,172 | 10.07 | 59         | 622   | 9.49 | 13           | 431   | 3.02 |
|             | 2010-11  | 162        | 1,409 | 11.50 | 47         | 593   | 7.93 | 10           | 270   | 3.70 |

CCTCMIS = CCEE0192 02/08/2012 13:39:41 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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

2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled



Florida College System

College: Edison

Student Participation/Completions

| Race: Hispanic |          | AA Degrees |       |       | AS Degrees |       |       | Certificates |       |       |
|----------------|----------|------------|-------|-------|------------|-------|-------|--------------|-------|-------|
|                |          | Num        | Total | %     | Num        | Total | %     | Num          | Total | %     |
| Gender         | Rpt Year |            |       |       |            |       |       |              |       |       |
| Female         | 2008-09  | 119        | 1,004 | 11.85 | 43         | 463   | 9.29  | 12           | 336   | 3.57  |
|                | 2009-10  | 114        | 1,172 | 9.73  | 50         | 622   | 8.04  | 24           | 431   | 5.57  |
|                | 2010-11  | 184        | 1,409 | 13.06 | 58         | 593   | 9.78  | 10           | 270   | 3.70  |
| Male           | 2008-09  | 51         | 1,004 | 5.08  | 16         | 463   | 3.46  | 33           | 336   | 9.82  |
|                | 2009-10  | 79         | 1,172 | 6.74  | 26         | 622   | 4.18  | 40           | 431   | 9.28  |
|                | 2010-11  | 100        | 1,409 | 7.10  | 26         | 593   | 4.38  | 20           | 270   | 7.41  |
| Total          | 2008-09  | 170        | 1,004 | 16.93 | 59         | 463   | 12.74 | 45           | 336   | 13.39 |
|                | 2009-10  | 193        | 1,172 | 16.47 | 76         | 622   | 12.22 | 64           | 431   | 14.85 |
|                | 2010-11  | 284        | 1,409 | 20.16 | 84         | 593   | 14.17 | 30           | 270   | 11.11 |

CCTCMIS = CCEE0192 02/08/2012 13:39:41 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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

2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Edison

Student Participation/Completions

| Race: Other |          | AA Degrees |       |      | AS Degrees |       |      | Certificates |       |      |
|-------------|----------|------------|-------|------|------------|-------|------|--------------|-------|------|
|             |          | Num        | Total | %    | Num        | Total | %    | Num          | Total | %    |
| Gender      | Rpt Year |            |       |      |            |       |      |              |       |      |
| Female      | 2008-09  | 20         | 1,004 | 1.99 | 11         | 463   | 2.38 | 1            | 336   | 0.30 |
|             | 2009-10  | 15         | 1,172 | 1.28 | 7          | 622   | 1.13 | 3            | 431   | 0.70 |
|             | 2010-11  | 17         | 1,409 | 1.21 | 10         | 593   | 1.69 | 1            | 270   | 0.37 |
| Male        | 2008-09  | 6          | 1,004 | 0.60 | 1          | 463   | 0.22 | 5            | 336   | 1.49 |
|             | 2009-10  | 12         | 1,172 | 1.02 | 3          | 622   | 0.48 | 6            | 431   | 1.39 |
|             | 2010-11  | 14         | 1,409 | 0.99 | 8          | 593   | 1.35 | 1            | 270   | 0.37 |
| Total       | 2008-09  | 26         | 1,004 | 2.59 | 12         | 463   | 2.59 | 6            | 336   | 1.79 |
|             | 2009-10  | 27         | 1,172 | 2.30 | 10         | 622   | 1.61 | 9            | 431   | 2.09 |
|             | 2010-11  | 31         | 1,409 | 2.20 | 18         | 593   | 3.04 | 2            | 270   | 0.74 |

CCTCMIS = CCEE0192 02/08/2012 13:39:41 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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

2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Edison

Student Participation/Completions

| Race: White |          | AA Degrees |       |       | AS Degrees |       |       | Certificates |       |       |
|-------------|----------|------------|-------|-------|------------|-------|-------|--------------|-------|-------|
|             |          | Num        | Total | %     | Num        | Total | %     | Num          | Total | %     |
| Gender      | Rpt Year |            |       |       |            |       |       |              |       |       |
| Female      | 2008-09  | 449        | 1,004 | 44.72 | 255        | 463   | 55.08 | 67           | 336   | 19.94 |
|             | 2009-10  | 503        | 1,172 | 42.92 | 315        | 622   | 50.64 | 99           | 431   | 22.97 |
|             | 2010-11  | 596        | 1,409 | 42.30 | 268        | 593   | 45.19 | 61           | 270   | 22.59 |
| Male        | 2008-09  | 281        | 1,004 | 27.99 | 95         | 463   | 20.52 | 212          | 336   | 63.10 |
|             | 2009-10  | 331        | 1,172 | 28.24 | 162        | 622   | 26.05 | 246          | 431   | 57.08 |
|             | 2010-11  | 336        | 1,409 | 23.85 | 176        | 593   | 29.68 | 167          | 270   | 61.85 |
| Total       | 2008-09  | 730        | 1,004 | 72.71 | 350        | 463   | 75.59 | 279          | 336   | 83.04 |
|             | 2009-10  | 834        | 1,172 | 71.16 | 477        | 622   | 76.69 | 345          | 431   | 80.05 |
|             | 2010-11  | 932        | 1,409 | 66.15 | 444        | 593   | 74.87 | 228          | 270   | 84.44 |

CCTCMIS = CCEE0192 02/08/2012 13:39:41 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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

2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Edison

Student Participation/Completions

| Race: All |          | AA Degrees |       |        | AS Degrees |       |        | Certificates |       |        |
|-----------|----------|------------|-------|--------|------------|-------|--------|--------------|-------|--------|
|           |          | Num        | Total | %      | Num        | Total | %      | Num          | Total | %      |
| Gender    | Rpt Year |            |       |        |            |       |        |              |       |        |
| Female    | 2008-09  | 640        | 1,004 | 63.75  | 339        | 463   | 73.22  | 81           | 336   | 24.11  |
|           | 2009-10  | 708        | 1,172 | 60.41  | 414        | 622   | 66.56  | 130          | 431   | 30.16  |
|           | 2010-11  | 896        | 1,409 | 63.59  | 363        | 593   | 61.21  | 75           | 270   | 27.78  |
| Male      | 2008-09  | 364        | 1,004 | 36.25  | 124        | 463   | 26.78  | 255          | 336   | 75.89  |
|           | 2009-10  | 464        | 1,172 | 39.59  | 208        | 622   | 33.44  | 301          | 431   | 69.84  |
|           | 2010-11  | 513        | 1,409 | 36.41  | 230        | 593   | 38.79  | 195          | 270   | 72.22  |
| Total     | 2008-09  | 1,004      | 1,004 | 100.00 | 463        | 463   | 100.00 | 336          | 336   | 100.00 |
|           | 2009-10  | 1,172      | 1,172 | 100.00 | 622        | 622   | 100.00 | 431          | 431   | 100.00 |
|           | 2010-11  | 1,409      | 1,409 | 100.00 | 593        | 593   | 100.00 | 270          | 270   | 100.00 |

CCTCMIS = CCEE0192 02/08/2012 13:39:41 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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

2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Edison

Student Participation/Completions

|             |          | AA Degrees |     | AS Degrees |     | Certificates |     |
|-------------|----------|------------|-----|------------|-----|--------------|-----|
|             |          | LEP        | DIS | LEP        | DIS | LEP          | DIS |
| Gender      | Rpt Year |            |     |            |     |              |     |
| Female      | 2008-09  | 1          | 5   | 3          | 0   | 0            | 0   |
|             | 2009-10  | 4          | 9   | 3          | 3   | 0            | 4   |
|             | 2010-11  | 3          | 10  | 2          | 0   | 0            | 0   |
| Male        | 2008-09  | 0          | 9   | 0          | 4   | 0            | 3   |
|             | 2009-10  | 0          | 7   | 0          | 1   | 0            | 1   |
|             | 2010-11  | 0          | 4   | 0          | 1   | 0            | 2   |
| Total (ALL) | Rpt Year |            |     |            |     |              |     |
|             | 2008-09  | 1          | 14  | 3          | 4   | 0            | 3   |
|             | 2009-10  | 4          | 16  | 3          | 4   | 0            | 5   |
|             | 2010-11  | 3          | 14  | 2          | 1   | 0            | 2   |

CCTCMIS = CCEE0192 02/08/2012 13:39:41 Source: AA1A2009, AA1A2010, AA1A2011

DOE collection years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring of 2010).

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

2012 data is not available. LEP = Limited English Proficiency and DIS = Disabled

## 1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, handicap, or national origin minority having limited-English-language skills. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

*For comparative purposes, the overall participation/completion rates for the period between 2008-09 and 2010-11 as follows:*

- *AA degrees -- increased by 40%;*
- *AS degrees -- increased by 28%;*
- *Certificates -- remained stable (no clear trend).*

*Black: The overall number of AA/AS degrees and certificates for black students has greatly increased (by about 74%) from 2008-09 to 2010-11; their overall percentage for completions has also increased (from 7% to 9.6%) and remained above the corresponding 2010 census number of 7.7% for our service region.*

*Hispanic: The overall number of AA/AS degrees and certificates for Hispanic students has greatly increased from 2008-09 to 2010-11 (by about 45%); their overall percentage for completions has also increased (from 15.2% to 17.5%), approaching the 2010 census number (19.8%) for our service region.*

*Other Minority: The overall number of AA/AS degrees and certificates for Other Minority students has increased from 2008-09 to 2010-11 (by about 16%); their overall percentage for completions has remained stable (at about 2.3%), matching the 2010 census number (2.2%) for our service region.*

*Whites: The overall number of AA/AS degrees and certificates for white students increased from 2008-09 to 2010-11 (by about 18%); their overall percentage for completions has decreased slightly (from about 75% to 71%), but it is still slightly above the level of the corresponding 2010 census number (70.3%) for our service region.*

*Females: The overall number of AA/AS degrees and certificates for female students has increased from 2008-09 to 2010-11 (by about 26%); their overall percentage for completions has remained approximately constant at 58%, which is above the level of the corresponding 2010 census number (50.6%) for our service region.*

*Overall, the number of degrees awarded has been steadily increasing for all groups, following the overall increases in enrollment at Edison State College. For black and Hispanic students, female students outnumber males by a factor of about two (2) in the total number of degrees, even though this factor has been decreasing. The discrepancy worsens when one looks at the type of degrees; female students for all groups earn more AA and AS degrees than their male counterparts, the latter opting for certificates instead.*

## 2. Achievement of goals:

Based on the data, modify goals as necessary. Report goals below.

*The benchmark of an increasing trend for overall number of AA/AS and certificates was achieved for all categories; the completion percentage for whites has decreased slightly due to the overall surge in total enrollment, while the completion percentage for females has remained approximately constant. The benchmark of meeting the 2010 census has been achieved for all categories except for Hispanics, for which the gap is decreasing.*

*Goal: Increase completions for Hispanics by 1% each year. Although not required, the College will strive to continually improve all other completion categories even though currently meeting benchmarks.*

## 3. Methods and Strategies:

List the methods and strategies used by the college to increase completions and achieve goals. If a particular strategy has been successful, note the success and plans to continue the strategy. If the method or strategy is targeted toward a particular group of students, provide relevant information, such as name of the project/program, targeted group, goals and timeframe for achieving stated goals.

- *Established Academic Success Centers on all campuses in an effort to increase the support needed for course completion.*
- *Continued development and refinement of the comprehensive orientation program that includes group and individual advising, workshops to improve study skills and promotion of support services.*
- *Re-designed the developmental mathematics curriculum in 2011 to align with Florida's Developmental Course Competencies.*
- *Created pilot common course assessments. In Fall 2011 and Spring 2012, we implemented common course assessments in developmental curriculum and tracked achievement of Post-secondary Mathematics Standards for MAT 1033 and the Post-secondary Writing Standards for ENC 1101. We will continue implementation, data tracking, and analysis of data to inform improvement.*
- *Continued to engage in a College Readiness effort with the school districts we serve to create a seamless post-secondary transition and to reduce remedial placements. The next College Readiness conference is scheduled for June 1, 2012.*
- *Continued monitoring of academic progress and provide early interventions to those falling below acceptable standards.*
- *Established Communities of Practice as a professional development mechanism and an opportunity for College Prep/Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy. During the fall semester, 10 Community of Practice: Math, 7 Community of Practice: Writing, and 6 Community of Practice: Reading sessions were held. 26 FT faculty, adjuncts and staff from Lee, Collier, and Hendry/Glades campuses participated in one or more Community of Practice: Math sessions, 35 FT faculty, adjuncts and staff from Lee and Collier campuses participated in one or more Community of Practice: Writing sessions. 16 FT faculty, adjuncts and staff from Lee and Collier campuses participated in one or more Community of Practice: Reading sessions. Feedback from session evaluations has been consistently positive.*

- *Reviewed research on Mathematics re-design. In 2012, established a Developmental Mathematics Re-design Task Force that will review research on Mathematics re-design, attend re-design conferences, visit schools implementing alternative modality models, and design an Emporium model for developmental mathematics courses to be implemented as a pilot in 2012-2013. The Dean of College and Career Readiness and five Development Math faculty visited Santa Fe College's Math Re-design program in April 2012.*
- *Offered additional workshops in the Teaching and Learning Center to train teachers in "teaching to diverse learning styles."*
- *As part of the College's Quality Enhancement plan, track FTIC Cohort Data for students who test into one or more developmental courses. Set benchmark degree and certificate completion goals for 2012-2013.*
- *In collaboration with the College Prep Advisory committee review and analyze College Prep data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.*
- *Develop alternative teaching and learning environments such as learning communities, linked courses, and service learning activities.*
- *Develop student mentors (Peer Architects) that work closely with first-year students. The inaugural group of Peer Architects will work with SLS 1515 students in Fall 2012.*
- *Continue encouraging adjuncts' attendance and participation in departmental activities.*
- *Continue to implement a professional development program that focuses on learning needs of first-year students. As of March 2012, 309 faculty, staff or administrators have completed one or more of the Cornerstone Training modules.*
- *Develop supplemental instruction for at-risk students.*
- *Promote college-wide involvement in new-student orientation.*

#### Student Services Initiatives

- *Established mandatory attendance at new student orientation.*
- *Initiated Career Services Departments on all campuses to increase awareness of career pathways.*
- *Develop early intervention strategies that identify at-risk students and ensure they receive the appropriate services.*
- *Through the Academic Success Services Council, ensure quality and consistency of services across the District.*
- *Continue to promote student engagement in out-of-class activities.*
- *Continue to create opportunities for diverse student experiences and multicultural activities.*
- *Creation of ongoing activities throughout the first year to support students' successful transition to the College.*
- *Through the FYE Program, integrate FYE course, Orientation, intervention strategies, and Advising programs.*
- *Continue funding and support for project HOPE (Help One Person Excel) to recruit First Generation in College students.*
- *Continue to encourage participation by College personnel in ethnic and cultural community activities.*
- *Provide support for staff to serve as collaborative leaders in the development and delivery of workshops, and mentoring.*
- *Explore avenues of pre-defined curriculum pathways for College Prep students and continue to train advisors to best serve this population.*

- *Continue to provide an ELL-specific orientation session designed to meet this population's needs.*
- *Develop Academic Success programs focused on providing transition services for ELLs.*

### **C. Student Retention by Race and Gender**

The College 2011-12 Update Report should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2009-10 FTIC students returning Fall 2010-11 and Fall 2010-11 FTIC students returning Fall 2011-12.

**Charts on following pages**

Florida College System

College: Edison

Full-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 6                  | 7      | 87    | 123    | 3                                 | 1      | 17    | 16     | 192      | 275    | 417   | 550    | 40                   | 44     | 762          | 1,016  | 1,778 |
| Num. Retained | 4                  | 1      | 56    | 72     | 2                                 | 1      | 15    | 13     | 111      | 191    | 231   | 366    | 23                   | 30     | 442          | 674    | 1,116 |
| % Retained    | 67                 | 14     | 64    | 59     | 67                                | 100    | 88    | 81     | 58       | 69     | 55    | 67     | 58                   | 68     | 58           | 66     | 63    |

CCTCMIS - Retention 02/08/2012 14:38:56

Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Edison

Full-Time Student Retention (FTIC)2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 9                  | 7      | 73    | 102    | 3                                 | 2      | 10    | 9      | 179      | 235    | 367   | 491    | 249                  | 221    | 890          | 1,067  | 1,957 |
| Num. Retained | 5                  | 4      | 38    | 53     | 1                                 | 1      | 6     | 8      | 116      | 158    | 218   | 308    | 131                  | 120    | 515          | 652    | 1,167 |
| % Retained    | 56                 | 57     | 52    | 52     | 33                                | 50     | 60    | 89     | 65       | 67     | 59    | 63     | 53                   | 54     | 58           | 61     | 60    |

CCTCMIS - Retention 02/08/2012 14:38:56

Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment



**1. Identify areas by race and gender where the retention rates have not improved from the previous year.**

*Comparing the retention rates for the 2009-10 to 2010-11 period to that for the 2010-11 to 2011-12 period, retention rates for full-time FTIC students have increased for black, white, female, and other minority students. For Hispanic students, the retention rate decreased slightly from 66% to 65%; however, Hispanic students have a higher overall retention rate than any other group since the 2007-08 period. The greatest increase corresponds to black students (by about 9 percentage points) and for the group consisting of all other minorities (by 12 percentage points). It is possible that the rate for other minorities has been influenced by the sharp change in the number of students in the “Race/Ethnicity Unknown” category; the latter total was 15 students for the 2008-09 to 2009-10 period, 470 for the 2009-10 to 2010-11 period, and 84 for the 2010-11 to 2011-12 period.*

*For Hispanics, whites, and Other Minorities, female students show higher retention rates than male students for both the 2009-10 to 2010-11 and 2010-11 to 2011-12 periods. For black students, male students have slightly higher retention rates for both periods.*

*Goal: Although slightly increasing, the College is committed to improving retention rates for all students. Therefore the goal will be to increase retention for each group by 1% each year for 2011-12 through 2013-14.*

**2. Identify methods and strategies the college will implement in efforts to increase the retention rates.**

*The College is committed to continuing its efforts in increasing retention rates across the board. The list below includes a number of efforts and strategies aimed at increasing the retention rates.*

- *The College has developed a First-Year Experience Course (SLS 1515) that is built on four theoretical concepts: critical thinking, relevancy, applied learning, and success strategies.*
- *The Division of College and Career Readiness has set goals for participation in and satisfaction with Academic Success Centers and reviews data to inform improvement of services. The results and use of results are reported in the FYE/Academic Success unit plans.*
- *Provide tutoring to students through certified tutoring centers (Centers will be certified through the College Reading and Learning Association).*
- *Additionally, the College will:*
  - *Continue to provide financial aid assistance.*
  - *Continue to provide career and job placement services, internships and job search skills courses.*
  - *Initiate a student peer-mentoring program.*
  - *Require students to declare an intended major area of study upon admission.*
  - *Implement an Enrollment Management Committee.*
  - *Monitor academic progress and provide early interventions to those falling below acceptable standards.*
  - *Incorporate diversity initiatives into new student orientation.*

- *Continue to implement common course assessments in developmental curriculum and track achievement of Post-secondary Mathematics Standards for MAT 1033 and the Post-secondary Writing Standards for ENC 1101.*
- *Establish a Developmental Mathematics Re-design Task Force who will review research on Mathematics re-design, attend re-design conferences, visit schools implementing alternative modality models, and design an Emporium model for developmental mathematics courses to be implemented as a pilot in 2012-2013.*
- *As part of the College's Quality Enhancement plan, track FTIC Cohort Data for students who test into one or more developmental courses. Set benchmark retention goals for 2012-2013.*
- *The College Prep Advisory committee will meet in June to review and analyze College Prep data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.*

**Charts on following pages**

Florida College System

College: Edison

Part-Time Student Retention (FTIC)2010-11 Fall Beginning-of-Term to 2011-12 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 6                  | 10     | 62    | 84     | 2                                 | 2      | 5     | 4      | 139      | 188    | 316   | 412    | 26                   | 36     | 556          | 736    | 1,292 |
| Num. Retained | 3                  | 5      | 29    | 43     | 1                                 | 0      | 4     | 4      | 71       | 94     | 147   | 225    | 13                   | 21     | 268          | 392    | 660   |
| % Retained    | 50                 | 50     | 47    | 51     | 50                                | 0      | 80    | 100    | 51       | 50     | 47    | 55     | 50                   | 58     | 48           | 53     | 51    |

CCTCMIS - Retention 02/08/2012 14:38:56

Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall 2010 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Edison

Part-Time Student Retention (FTIC)2009-10 Fall Beginning-of-Term to 2010-11 Fall Beginning-of-Term

|               | Non-Resident Alien |        | Black |        | American Indian or Alaskan Native |        | Asian |        | Hispanic |        | White |        | Unknown/Not Reported |        | All Students |        |       |
|---------------|--------------------|--------|-------|--------|-----------------------------------|--------|-------|--------|----------|--------|-------|--------|----------------------|--------|--------------|--------|-------|
|               | Male               | Female | Male  | Female | Male                              | Female | Male  | Female | Male     | Female | Male  | Female | Male                 | Female | Male         | Female | Total |
| FTIC          | 10                 | 16     | 48    | 74     | 2                                 | 2      | 6     | 9      | 99       | 140    | 228   | 357    | 200                  | 222    | 593          | 820    | 1,413 |
| Num. Retained | 5                  | 12     | 26    | 41     | 2                                 | 2      | 2     | 6      | 51       | 71     | 107   | 196    | 89                   | 107    | 282          | 435    | 717   |
| % Retained    | 50                 | 75     | 54    | 55     | 100                               | 100    | 33    | 67     | 52       | 51     | 47    | 55     | 45                   | 48     | 48           | 53     | 51    |

CCTCMIS - Retention 02/08/2012 14:38:56

Preliminary Student Data Base 2009-10 Fall Beginning-of-Term - IPEDS Fall 2009 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2010-11 Fall Beginning-of-Term - IPEDS Fall Enrollment

### **3. Identify areas by race and gender where the retention rates have not improved from the previous year.**

*Comparing the retention rates for the 2009-10 to 2010-11 period to that for the 2010-11 to 2011-12 period, retention rates for part-time FTIC students have decreased slightly for black, Hispanic, and white students, and increased slightly for female students. The overall retention rate has remained constant at 51%. The rate for the group of other minorities has increased by eight (8) percentage points but it is possible that the numbers have been influenced by the sharp increase in the number of students in the "Race/Ethnicity Unknown" category; the latter total was 12 students for the 2008-09 to 2009-10 period, 422 for the 2009-10 to 2010-11 period, and 62 for the 2010-11 to 2011-12 period.*

*Overall, for blacks and whites, female students show higher retention rates than male students for both the 2009-10 to 2010-11 and 2010-11 to 2011-12 periods. Hispanic female students have a slightly lower retention rate than Hispanic male students.*

*Goal: The College is committed to improving retention rates for all students. Therefore the goal will be to increase retention for each group by 1% each year for 2011-12 through 2013-14.*

### **4. Identify methods and strategies the college will implement in efforts to increase the retention rates.**

*Our College is committed to continuing its efforts in increasing retention rates across the board. The list below includes a number of efforts and strategies aimed at increasing the retention rates. These efforts and strategies are mostly the same as those for full-time FTIC students but guided by the principle that any support services and events for part-time FTIC students must be offered at times they can attend.*

- *The College has developed a First-Year Experience Course (SLS 1515) that is built on four theoretical concepts: critical thinking, relevancy, applied learning, and success strategies.*
- *The Division of College and Career Readiness has set goals for participation in and satisfaction with Academic Success Centers and reviews data to inform improvement of services. The results and use of results are reported in the FYE/Academic Success unit plans.*
- *Provide tutoring to students through certified tutoring centers (Centers will be certified through the College Reading and Learning Association).*
- *Additionally, the College will:*
  - *Continue to provide financial aid assistance.*
  - *Continue to provide career and job placement services, internships and job search skills courses.*
  - *Initiate a student peer-mentoring program.*
  - *Require students to declare an intended major area of study upon admission.*
  - *Monitor academic progress and provide early interventions to those falling below acceptable standards.*
  - *Incorporate diversity initiatives into new student orientation.*
  - *Continue to implement common course assessments in developmental curriculum and track achievement of Post-secondary Mathematics Standards for MAT 1033 and the Post-secondary Writing Standards for ENC 1101.*

- *Establish a Developmental Mathematics Re-design Task Force who will review research on Mathematics re-design, attend re-design conferences, visit schools implementing alternative modality models, and design an Emporium model for developmental mathematics courses to be implemented as a pilot in 2012-2013.*
- *Continue to track FTIC Cohort Data for students who test into one or more developmental courses. Set benchmark retention goals for 2012-2013.*
- *The College Prep Advisory committee will meet in June to review and analyze College Prep data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.*

#### **D. Student Success Rates in Gatekeeper Mathematic Courses by Race**

The College 2011-12 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2008-09 through 2010-11. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

#### **Notes regarding the Disparity reports:**

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

## Charts of Success Rates in Gatekeeper Mathematic Courses by Race

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

Success Rates for White Students at Edison Fall End-of-Term

| White   | 2008-09               |                     |                       | 2009-10               |                     |                       | 2010-11               |                     |                       |
|---------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
|         | White #<br>Successful | White #<br>Enrolled | White %<br>Successful | White #<br>Successful | White #<br>Enrolled | White %<br>Successful | White #<br>Successful | White #<br>Enrolled | White %<br>Successful |
| Course  |                       |                     |                       |                       |                     |                       |                       |                     |                       |
| MAT0024 | 313                   | 523                 | 59.85                 | 367                   | 599                 | 61.27                 | 472                   | 812                 | 58.13                 |
| MAT1033 | 555                   | 927                 | 59.87                 | 576                   | 917                 | 62.81                 | 564                   | 897                 | 62.88                 |
| MAC1105 | 395                   | 623                 | 63.40                 | 471                   | 685                 | 68.76                 | 481                   | 765                 | 62.88                 |
| MGF1106 | 167                   | 224                 | 74.55                 | 215                   | 260                 | 82.69                 | 226                   | 274                 | 82.48                 |

CCTCMIS - Disparity Gap 02/08/2012 15:19:18

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

Success Rates for Black Students at Edison Fall End-of-Term

| Black   | 2008-09               |                     |                       | 2009-10               |                     |                       | 2010-11               |                     |                       |
|---------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
|         | Black #<br>Successful | Black #<br>Enrolled | Black %<br>Successful | Black #<br>Successful | Black #<br>Enrolled | Black %<br>Successful | Black #<br>Successful | Black #<br>Enrolled | Black %<br>Successful |
| Course  |                       |                     |                       |                       |                     |                       |                       |                     |                       |
| MAT0024 | 33                    | 71                  | 46.48                 | 74                    | 127                 | 58.27                 | 94                    | 192                 | 48.96                 |
| MAT1033 | 82                    | 141                 | 58.16                 | 90                    | 135                 | 66.67                 | 101                   | 173                 | 58.38                 |
| MAC1105 | 55                    | 93                  | 59.14                 | 96                    | 141                 | 68.09                 | 96                    | 150                 | 64.00                 |
| MGF1106 | 12                    | 15                  | 80.00                 | 22                    | 38                  | 57.89                 | 26                    | 41                  | 63.41                 |

CCTCMIS - Disparity Gap 02/08/2012 15:19:18

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

Success Rates for Hispanic Students at Edison Fall End-of-Term

| Hispanic | 2008-09               |                     |                       | 2009-10               |                     |                       | 2010-11               |                     |                       |
|----------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------|-----------------------|
|          | Hispanic # Successful | Hispanic # Enrolled | Hispanic % Successful | Hispanic # Successful | Hispanic # Enrolled | Hispanic % Successful | Hispanic # Successful | Hispanic # Enrolled | Hispanic % Successful |
| Course   |                       |                     |                       |                       |                     |                       |                       |                     |                       |
| MAT0024  | 103                   | 185                 | 55.68                 | 155                   | 257                 | 60.31                 | 213                   | 403                 | 52.85                 |
| MAT1033  | 184                   | 286                 | 64.34                 | 178                   | 309                 | 57.61                 | 245                   | 397                 | 61.71                 |
| MAC1105  | 141                   | 203                 | 69.46                 | 183                   | 248                 | 73.79                 | 188                   | 293                 | 64.16                 |
| MGF1106  | 42                    | 51                  | 82.35                 | 53                    | 66                  | 80.30                 | 59                    | 70                  | 84.29                 |

CCTCMIS - Disparity Gap 02/08/2012 15:19:18

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

Gap Comparison in Percentage Successful at Edison Fall End-of-Term

| Course  | 2008-09         |                    | 2009-10         |                    | 2010-11         |                    |
|---------|-----------------|--------------------|-----------------|--------------------|-----------------|--------------------|
|         | Black-White Gap | Hispanic-White Gap | Black-White Gap | Hispanic-White Gap | Black-White Gap | Hispanic-White Gap |
| MAT0024 | -13.37          | -4.17              | -3.00           | -0.96              | -9.17           | -5.28              |
| MAT1033 | -1.71           | 4.47               | 3.86            | -5.20              | -4.50           | -1.17              |
| MAC1105 | -4.26           | 6.06               | -0.67           | 5.03               | 1.12            | 1.28               |
| MGF1106 | 5.45            | 7.80               | -24.80          | -2.39              | -19.07          | 1.81               |

CCTCMIS - Disparity Gap 02/08/2012 15:19:18

Source: SDB2008 - SDB2011 Community College Office of Evaluation  
DOE collections years begin with the summer term. (Ex. 2009-10 includes Summer and Fall of 2009, Winter/Spring 2010).

## 1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2008-09 through 2010-11.

**MAT 0024:** *There is no clear overall trend in the success rates for any race group from 2008-09 through 2010-2011. The rates increased for all groups in the middle of the period covered by this report, which correlates with the increase in enrollments for all groups. The overall trend for the black-white gap and the Hispanic-white gap is such that overall success rates are slowly converging for all groups.*

**MAT1033:** *There is a slight increase in the success rate for white and black students from 2008-09 through 2010-11, while the rate for Hispanic students has stayed about the same. The 2010-11 rates are in the range of 58% (for black students) to 63% (for white students). These rates should be considered along with the increases in enrollments in this course, between 2008-09 and 2010-11, which range from 23% (for black students) to 39% (for Hispanic students). The overall trend for the black-white gap and the Hispanic-white gap is such that overall success rates are slowly converging for all groups.*

**MAC1105:** *There is an overall increasing trend for the success rate for black students and an approximately constant rate for white, and Hispanic students from 2008-09 through 2010-11. The 2010-11 rates range between 63% (for white students) and 64% (for black and Hispanic students). These rates should be considered along with the increases in enrollments in this course, between 2008-09 and 2010-11, which are: 23% for white students, 44% for black students, and 61% for Hispanic students. The overall trend for the black-white gap and the Hispanic-white gap is such that overall success rates are slowly converging for all groups.*

**MGF1106:** *From 2008-09 through 2010-11, the success rate for white and Hispanic students have shown a slight increase (averaging 79.9% for white students and 82.3% for Hispanic students), while the fluctuation in the success rate of black students has been more noticeable (from 80% in 2008-09 to 58% in 2009-10 to 63% in 2010-11). These rates should be considered along with the increases in enrollments in this course, between 2008-09 and 2010-11, which are: 22% for white students, 173% for black students, and 37% for Hispanic students. The overall trend for the black-white gap and the Hispanic-white gap is such that overall success rates are slowly converging for all groups.*

**Overall:** *Overall success rates for MAT1033, MGF 1106, and MAC 1105 show a slight increasing trend. In addition, the gaps between success rates for the different groups are becoming narrower. These rates, however, can be misleading because, even though the number of “W” grades count against the success rates, we do not as of yet have a clear process in delineating which percentage of these grades is related to an instructor’s performance and which is for students’ personal (or other) reasons. As such, these rates should be considered as being the lowest possible success rates.*



## **2. Continuous Improvement Process:**

Based on the analysis of the college's data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the mathematics gatekeeper courses. Please include any programs the college has implemented that target a particular race.

*The data shows that the College's efforts are successful in decreasing the gaps in success rates between the different groups.*

*The goal of the College is to continue decreasing the gaps in the success rates of mathematics gatekeeper courses by 1% for each group during each year 2011-12 through 2013-14. We will continue and increase our efforts using the methods and strategies described below. Also noted is the addition of the new Center for Academic Excellence which should positively affect these efforts.*

- *As part of the College's Curriculum Review Process, math faculty will continue to reexamine every course in the math curriculum, carefully aligning learning outcomes and assessment tools. The review of the curriculum is an ongoing effort in ensuring alignment with state guidelines, the sequential development of topics and learning outcomes relative to general education competencies.*
- *The establishment of the Math Center has increased access for all math students to quality advising and support. We have included additional personnel in our proposals related to student math fees across all campuses, in an effort to provide additional quality services to all students.*
- *Both Developmental and credit Mathematics faculty members are working cooperatively on common graded assignments through discipline area courses for studying student learning outcomes.*
- *The mentoring efforts for both full-time and adjunct faculty have reached the point where a mentoring learning community has been accepted as being an obvious component of a faculty member's work in a department. Mentoring improves consistency across course delivery. Policies and best practices have been developed in an effort to better integrate adjunct faculty into the community of full-time faculty and in assigning mentors for adjunct faculty (both new and old) and new full-time faculty.*
- *Efforts are continuing to have full-time faculty teach more of our gatekeeper math courses.*
- *The work in developing a "homegrown" math test for each gatekeeper class is continuing; such a test will be delivered early on in each semester and could provide additional information on the correct placement of students in our math courses.*
- *A department document describing the target audience and student characteristics for each course has been developed and there is active collaboration with ESC counselors on this issue in order to better advise students. The Department is also continuing its review of its current placement standards and mechanisms.*
- *A full-day workshop College Readiness Workshop was hosted by ESC faculty and administrators on February 18, 2011 with participants from the Lee, Charlotte, Collier, and Hendry Glades school districts. The next College Readiness Conference is scheduled for June 1, 2012.*

*In addition, and in an effort to increase success rates for all students and reduce the gaps between different groups of students, work on the following is ongoing.*

- *Improve testing, placement and advising in regard to math curriculum. We will assess the data from a pre- and post-survey of students regarding their perception of accuracy of placement in math courses.*
- *The Dean of College and Career Readiness has worked with the College's Teaching and Learning Center (TLC) to establish Communities of Practice as a professional development mechanism and an opportunity for College Prep/Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy. In Fall 2011, 27 faculty and staff participated in the Mathematics "Communities of Practice" sessions and have given high evaluations to the sessions on follow-up surveys. Based on the evaluations, the TLC has continued to hold Communities of Practice sessions in Spring 2012 with ten scheduled sessions.*
- *We will survey faculty and/or students on teaching/learning experiences in gatekeeper mathematics courses.*
- *In order to improve the success of ELL students, we will increase the number of successful ELL students peer-tutoring other ELL students using scaffolding and translation where appropriate.*
- *A College Prep Advisory committee will meet in June to review and analyze College Prep data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.*

**Part IV**  
**Substitution Waivers for Admissions and Course Substitutions**  
**for Students with Disabilities**

**This section applies to all college academic programs.**

**Florida Statutes (F.S.)**

**§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules and regulations:** Applies to any student with a disability, as defined in §1007.02(2) who is otherwise eligible for reasonable substitution for any requirement for admission into a public postsecondary educational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability.

**§1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations:** Applies to any student with a disability, as defined in §1007.02(2), in a public postsecondary educational institution shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into the upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Sections 1007.264 and 1007.265, 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.

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

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

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

- A mechanism to identify persons eligible for reasonable substitutions due to a 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.

**Rule 6A-10.041(2)** requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

**A. Rule 6A-10.041 was revised October 25, 2010 to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. For the 2011/2012 Equity Update Report, colleges should submit as Appendix 4 copies of the policies and procedures developed for compliance with Rule 6A-10.041(1)(2).**

*The College received its review of the 2010-2011 Edison State College Equity Report on March 30, 2012 from the Florida Department of Education noting that College Policy 6Hx6:6.03 needs to be revised to reflect new classifications of eligible disabilities. The College will immediately begin the rulemaking process to revise this Board Policy to reflect all of the necessary requirements listed under Rule 6A-10.041(1).*

**B. Rule 6A-10.041(6)** states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report 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. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

**Provide the following information for eligible students with disabilities, using Form CSR01.**

**Course Substitution Report, Form CSR01**

**Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.**

| <b>Disability</b>                  | <b>Number of students</b> | <b>Required Course(s)</b>                  | <b>Substituted Course(s)</b>         | <b>Discipline Area</b> |
|------------------------------------|---------------------------|--|--------------------------------------|------------------------|
| Autism Spectrum Disorder           |                           |  |                                      |                        |
| Traumatic Brain Injury             |                           |  |                                      |                        |
| Hearing Impairment                 |                           |  |                                      |                        |
| Specific Learning Disabilities     | <b>1</b>                  | <b>MGF 1106 (Math for Liberal Arts I)</b>  | <b>PSY 2012 (General Psychology)</b> | <b>Mathematics</b>     |
|                                    |                           | <b>MGF 1107 (Math for Liberal Arts II)</b> | <b>CGS 1100 Microcomputer Skills</b> | <b>Mathematics</b>     |
| Emotional or Behavioral Disability |                           |  |                                      |                        |
| Other Health Impairment            |                           |  |                                      |                        |
| Physical Impairment                |                           |  |                                      |                        |
| Speech Impairment                  |                           |  |                                      |                        |
| Visual Impairment                  |                           |  |                                      |                        |

**How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)**

| <b>Semester</b> | <b>Number of substitutions requested</b> | <b>Number of substitutions granted</b> |
|-----------------|--|--|
| <b>Fall</b>     | <b>1</b>                                 | <b>0</b>                               |
| <b>Spring</b>   | <b>1</b>                                 | <b>1</b>                               |
| <b>Summer</b>   | <b>0</b>                                 | <b>0</b>                               |

*In addition to evaluation of course substitutions requests when received, Edison State College is prepared to offer necessary accommodations beyond what is required by law in order to insure the student's success and integrity of the program.*

**PART V**  
**GENDER EQUITY IN ATHLETICS**

EDISON STATE COLLEGE DOES NOT OFFER INTERCOLLEGIATE ATHLETICS.

## **PART VI**

### **ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT**

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

#### **A. Data, Analysis and Benchmarks**

##### **Employment Analysis**

Data to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions are from the Annual Personnel Report (APR) and includes the collection years of 2007-08 through 2011-12.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2010-11 with 2011-12. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

##### **Benchmarks**

Colleges are provided with two sets of data reflecting the college's service region from the U.S. Census Bureau as benchmarks for measuring success in the employment of underrepresented females and minorities in the three categories being evaluated. Colleges may choose either data reflecting percentages of persons by race and gender over age 25 who have achieved a master's degree and above *or* data of persons over age 25 who have achieved a bachelor's degree and above. The choice should reflect the educational credentials required for the majority of employment positions in each category. Colleges are also provided student data by race and gender reflecting the overall student enrollment population of the college. The student enrollment ratios or other comparisons may also be used as *additional* benchmarks to evaluate success of its employment strategies for females and minorities.

**Executive/administrative/managerial Staff:**

| Florida College System   |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
|--|--------|-----------------------|-------|-----------------------|-------|----------|------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|-----------------------|-----------------------|
| College: Edison  |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
| Historical Track Of College Full-Time Exec/Administrative/Managerial Staff |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
| Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term) |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
|  |        |                       |       |                       |       |          | Employment |            |         |            |         |            |         |            |         |            |                       |                       |
|  |        | Census                |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
|  |        | Bach. Deg. and Higher |       | Grad. Deg. and Higher |       | Stu Pop. | 2007-08    |            | 2008-09 |            | 2009-10 |            | 2010-11 |            | 2011-12 |            |                       |                       |
|  |        | #                     | %     | #                     | %     | %        | #          | % of total | #       | % of total | #       | % of total | #       | % of total | #       | % of total | # DIF 2010-11 2011-12 | % DIF 2010-11 2011-12 |
| Black  | Female | 1,107                 | 1.2   | 468                   | 0.9   | 6.83%    | 0          | 0.0        | 1       | 2.7        | 1       | 2.4        | 1       | 2.2        | 1       | 2.3        | 0                     | 0.0%                  |
|  | Male   | 605                   | 0.6   | 379                   | 0.7   | 3.57%    | 1          | 3.3        | 1       | 2.7        | 1       | 2.4        | 1       | 2.2        | 1       | 2.3        | 0                     | 0.0%                  |
|  | Total  | 1,712                 | 1.8   | 847                   | 1.6   | 10.40%   | 1          | 3.3        | 2       | 5.4        | 2       | 4.9        | 2       | 4.3        | 2       | 4.5        | 0                     | 0.0%                  |
| Hispanic   | Female | 1,528                 | 1.6   | 798                   | 1.5   | 11.05%   | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|  | Male   | 1,288                 | 1.4   | 892                   | 1.7   | 6.14%    | 1          | 3.3        | 1       | 2.7        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|  | Total  | 2,816                 | 3.0   | 1,690                 | 3.2   | 17.19%   | 1          | 3.3        | 1       | 2.7        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
| Non-Res  | Female | 0                     | 0     | 0                     | 0     | 1.31%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|  | Male   | 0                     | 0     | 0                     | 0     | 0.95%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|  | Total  | 0                     | 0     | 0                     | 0     | 2.26%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
| Other  | Female | 1,358                 | 1.4   | 568                   | 1.1   | 1.40%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|  | Male   | 1,223                 | 1.3   | 796                   | 1.5   | 0.84%    | 1          | 3.3        | 1       | 2.7        | 1       | 2.4        | 1       | 2.2        | 1       | 2.3        | 0                     | 0.0%                  |
|  | Total  | 2,581                 | 2.7   | 1,364                 | 2.6   | 2.24%    | 1          | 3.3        | 1       | 2.7        | 1       | 2.4        | 1       | 2.2        | 1       | 2.3        | 0                     | 0.0%                  |
| White  | Female | 40,955                | 43.3  | 20,447                | 38.6  | 41.01%   | 17         | 56.7       | 20      | 54.1       | 23      | 56.1       | 24      | 52.2       | 21      | 47.7       | -3                    | ( 12.5%)              |
|  | Male   | 46,629                | 49.2  | 28,673                | 54.1  | 26.89%   | 10         | 33.3       | 13      | 35.1       | 15      | 36.6       | 19      | 41.3       | 20      | 45.5       | 1                     | 5.3%                  |
|  | Total  | 87,584                | 92.5  | 49,120                | 92.6  | 67.90%   | 27         | 90.0       | 33      | 89.2       | 38      | 92.7       | 43      | 93.5       | 41      | 93.2       | -2                    | ( 4.7%)               |
| Total  | Female | 44,948                | 47.5  | 22,281                | 42.0  | 61.60%   | 17         | 56.7       | 21      | 56.8       | 24      | 58.5       | 25      | 54.3       | 22      | 50.0       | -3                    | ( 12.0%)              |
|  | Male   | 49,745                | 52.5  | 30,740                | 58.0  | 38.40%   | 13         | 43.3       | 16      | 43.2       | 17      | 41.5       | 21      | 45.7       | 22      | 50.0       | 1                     | 4.8%                  |
|  | Total  | 94,693                | 100.0 | 53,021                | 100.0 | 100.00%  | 30         | 100.0      | 37      | 100.0      | 41      | 100.0      | 46      | 100.0      | 44      | 100.0      | -2                    | ( 4.3%)               |

CCTCMIS EQUITY 02/08/12 15:39:25 Source: APR2008 - APR2012 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and

Fall of 2008, Winter/Spring 2009).

Population / Total Degree Holding Population Within the Colleges Service Area.



**Executive/Administrative/Managerial Staff: Evaluation of Planned Goals:**

|                | Actual Data (%)<br>2010-11 | Actual Data (%)<br>2011-2012 | U.S Census Data<br>(Graduate Deg.) | Stated Goals<br>(2011-12) | Met Goal<br>(yes/no) | Goals for<br>2012-13 |
|----------------|----------------------------|------------------------------|------------------------------------|---------------------------|----------------------|----------------------|
| Black          |                            |                              |                                    |                           |                      |                      |
| -female        | 2.2                        | 2.3                          | 0.9                                | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male          | 2.2                        | 2.3                          | 0.7                                | Meet/Exceed benchmark     | Yes                  | See below.           |
| Hispanic       |                            |                              |                                    |                           |                      |                      |
| -female        | 0.0                        | 0.0                          | 1.5                                | Progress toward benchmark | No                   | See below.           |
| -male          | 0.0                        | 0.0                          | 1.7                                | Progress toward benchmark | No                   | See below.           |
| White          |                            |                              |                                    |                           |                      |                      |
| -female        | 52.2                       | 47.7                         | 38.6                               | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male          | 41.3                       | 45.5                         | 54.1                               | Progress toward benchmark | Yes                  | See below.           |
| Other          |                            |                              |                                    |                           |                      |                      |
| -female        | 0.0                        | 0.0                          | 1.1                                | Progress toward benchmark | No                   | See below.           |
| -male          | 2.2                        | 2.3                          | 1.5                                | Meet/Exceed benchmark     | Yes                  | See below.           |
| by Gender      |                            |                              |                                    |                           |                      |                      |
| Female (total) | 54.3                       | 50                           | 42.0                               | Meet/Exceed benchmark     | Yes                  | See below.           |
| Male (total)   | 45.7                       | 50                           | 58.0                               | Progress toward benchmark | Yes                  | See below.           |

**1. Executive/administrative/managerial Staff:**

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

*The employment of Black Females and Black Males at the EAM level remained steady in 2011-2012 but continues to exceed census benchmarks for our service area regarding the employment of EAMs in this minority group. The College continues to work toward greater recruitment and eventual employment of Hispanic Males and Females at the EAM level. While overall female EAM employment fell by three (3) positions the College added one (1) male EAM position resulting in an even 50% split between male and female EAMs. The College continues to exceed census benchmarks for the hiring of females.*

**b. Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?**

*The College was only able to fill one EAM position with a white male while being unable to fill two other vacancies. At this time we are attempting to fill six (6) EAM vacancies. The goal of the College was to hire two additional EAMs; unfortunately we were unable to fill all of our vacancies. During the next year, the College will once again strive to hire two additional EAMs that will increase the racial, ethnic, or gender diversity.*

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

*Assuming the availability of funds, the College will continue to strive to accomplish our diversity goals.*

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

*The College continues to exhaust all efforts to attract females and minorities to EAM positions. These efforts include advertising in diverse publications that reach broad markets on a regional and national level in addition to traditional recruitment publications. The Human Resources Department continues to review applicant pools to insure anticipated diversity and to recommend the extension of recruitment efforts that are not sufficiently diverse.*

**e. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changed or resolved?**

*The uncertain economy along with state funding issues continue to act as potential barriers to creating new vacancies and hindering overall recruitment efforts. The College will continue to meet and overcome these barriers to achieve our goal of providing a diverse workplace.*

**Full-time Instructional Staff:**

| Florida College System   |        |                       |       |                       |       |          |         |            |         |            |         |            |         |            |         |            |                       |                       |
|--|--------|-----------------------|-------|-----------------------|-------|----------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|-----------------------|-----------------------|
| College: Edison  |        |                       |       |                       |       |          |         |            |         |            |         |            |         |            |         |            |                       |                       |
| Historical Track Of College Full-Time Instructional Staff                  |        |                       |       |                       |       |          |         |            |         |            |         |            |         |            |         |            |                       |                       |
| Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term) |        |                       |       |                       |       |          |         |            |         |            |         |            |         |            |         |            |                       |                       |
| Employment   |        |                       |       |                       |       |          |         |            |         |            |         |            |         |            |         |            |                       |                       |
|  |        | Census                |       |                       |       |          |         |            |         |            |         |            |         |            |         |            |                       |                       |
|  |        | Bach. Deg. and Higher |       | Grad. Deg. and Higher |       | Stu Pop. | 2007-08 |            | 2008-09 |            | 2009-10 |            | 2010-11 |            | 2011-12 |            |                       |                       |
|  |        | #                     | %     | #                     | %     | %        | #       | % of total | #       | % of total | #       | % of total | #       | % of total | #       | % of total | # DIF 2010-11 2011-12 | % DIF 2010-11 2011-12 |
| Black  | Female | 1,107                 | 1.2   | 468                   | 0.9   | 6.83%    | 3       | 2.7        | 3       | 2.6        | 3       | 2.4        | 4       | 2.9        | 4       | 2.5        | 0                     | 0.0%                  |
|  | Male   | 605                   | 0.6   | 379                   | 0.7   | 3.57%    | 3       | 2.7        | 3       | 2.6        | 4       | 3.3        | 2       | 1.4        | 2       | 1.3        | 0                     | 0.0%                  |
|  | Total  | 1,712                 | 1.8   | 847                   | 1.6   | 10.40%   | 6       | 5.4        | 6       | 5.2        | 7       | 5.7        | 6       | 4.3        | 6       | 3.8        | 0                     | 0.0%                  |
| Hispanic   | Female | 1,528                 | 1.6   | 798                   | 1.5   | 11.05%   | 0       | 0.0        | 0       | 0.0        | 1       | 0.8        | 1       | 0.7        | 2       | 1.3        | 1                     | 100.0%                |
|  | Male   | 1,288                 | 1.4   | 892                   | 1.7   | 6.14%    | 3       | 2.7        | 2       | 1.7        | 2       | 1.6        | 2       | 1.4        | 3       | 1.9        | 1                     | 50.0%                 |
|  | Total  | 2,816                 | 3.0   | 1,690                 | 3.2   | 17.19%   | 3       | 2.7        | 2       | 1.7        | 3       | 2.4        | 3       | 2.2        | 5       | 3.1        | 2                     | 66.7%                 |
| Non-Res  | Female | 0                     | 0     | 0                     | 0     | 1.31%    | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 1       | 0.7        | 3       | 1.9        | 2                     | 200.0%                |
|  | Male   | 0                     | 0     | 0                     | 0     | 0.95%    | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 2       | 1.3        | 2                     | 100.0%                |
|  | Total  | 0                     | 0     | 0                     | 0     | 2.26%    | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 1       | 0.7        | 5       | 3.1        | 4                     | 400.0%                |
| Other  | Female | 1,358                 | 1.4   | 568                   | 1.1   | 1.40%    | 1       | 0.9        | 1       | 0.9        | 2       | 1.6        | 2       | 1.4        | 2       | 1.3        | 0                     | 0.0%                  |
|  | Male   | 1,223                 | 1.3   | 796                   | 1.5   | 0.84%    | 1       | 0.9        | 1       | 0.9        | 1       | 0.8        | 1       | 0.7        | 1       | 0.6        | 0                     | 0.0%                  |
|  | Total  | 2,581                 | 2.7   | 1,364                 | 2.6   | 2.24%    | 2       | 1.8        | 2       | 1.7        | 3       | 2.4        | 3       | 2.2        | 3       | 1.9        | 0                     | 0.0%                  |
| White  | Female | 40,955                | 43.3  | 20,447                | 38.6  | 41.01%   | 61      | 54.5       | 62      | 53.9       | 66      | 53.7       | 71      | 51.1       | 85      | 53.1       | 14                    | 19.7%                 |
|  | Male   | 46,629                | 49.2  | 28,673                | 54.1  | 26.89%   | 40      | 35.7       | 43      | 37.4       | 44      | 35.8       | 55      | 39.6       | 56      | 35.0       | 1                     | 1.8%                  |
|  | Total  | 87,584                | 92.5  | 49,120                | 92.6  | 67.90%   | 101     | 90.2       | 105     | 91.3       | 110     | 89.4       | 126     | 90.6       | 141     | 88.1       | 15                    | 11.9%                 |
| Total  | Female | 44,948                | 47.5  | 22,281                | 42.0  | 61.60%   | 65      | 58.0       | 66      | 57.4       | 72      | 58.5       | 79      | 56.8       | 96      | 60.0       | 17                    | 21.5%                 |
|  | Male   | 49,745                | 52.5  | 30,740                | 58.0  | 38.40%   | 47      | 42.0       | 49      | 42.6       | 51      | 41.5       | 60      | 43.2       | 64      | 40.0       | 4                     | 6.7%                  |
|  | Total  | 94,693                | 100.0 | 53,021                | 100.0 | 100.00%  | 112     | 100.0      | 115     | 100.0      | 123     | 100.0      | 139     | 100.0      | 160     | 100.0      | 21                    | 15.1%                 |

CCTCMIS EQUITY 02/08/12 15:40:39 Source: APR2008 - APR2012 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and

Fall of 2008, Winter/Spring 2009).

Population / Total Degree Holding Population Within the Colleges Service Area.

### Full-time Instructional Staff: Evaluation of Planned Goals

|                       | Actual Data (%)<br>2010-11 | Actual Data (%)<br>2011-12 | U.S Census Data<br>(Bach/Grad deg.) | Stated Goals<br>(2010-11) | Met Goal<br>(yes/no) | Goals for<br>2012-13 |
|-----------------------|----------------------------|----------------------------|-------------------------------------|---------------------------|----------------------|----------------------|
| <b>Black</b>          |                            |                            |                                     |                           |                      |                      |
| -female               | 2.9                        | 2.5                        | 1.2/0.9                             | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male                 | 1.4                        | 1.3                        | 0.6/0.7                             | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>Hispanic</b>       |                            |                            |                                     |                           |                      |                      |
| -female               | 0.7                        | 1.3                        | 1.6/1.5                             | Progress toward benchmark | Yes                  | See below.           |
| -male                 | 1.4                        | 1.9                        | 1.4/1.7                             | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>White</b>          |                            |                            |                                     |                           |                      |                      |
| -female               | 51.1                       | 53.1                       | 43.3/38.6                           | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male                 | 39.6                       | 35                         | 49.2/54.1                           | Progress toward benchmark | Yes                  | See below.           |
| <b>Other</b>          |                            |                            |                                     |                           |                      |                      |
| -female               | 1.4                        | 1.3                        | 1.4/1.1                             | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male                 | 0.7                        | 0.6                        | 1.3/1.5                             | Progress toward benchmark | Yes                  | See below.           |
| <b>by Gender</b>      |                            |                            |                                     |                           |                      |                      |
| <b>Female (total)</b> | 56.8                       | 60.0                       | 47.5/42.0                           | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>Male (total)</b>   | 43.2                       | 40.0                       | 52.5/58.0                           | Progress toward benchmark | Yes                  | See below.           |

## 2. Full-time Instructional Staff:

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

*Overall, the College continues to exceed census benchmarks for the hiring of minorities and females in most categories. While hiring one (1) additional Hispanic female faculty member, continued progress is needed in the recruitment and hiring of Hispanic females.*

- b) **Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?**

*Yes. The College met its goal of hiring at least two (2) additional faculty members that will increase the racial, ethnic, or gender diversity. The College hired two (2) hispanic faculty members (1 male, 1 female). Overall, the College hired 21 additional faculty members including 17 females (14 white, 2 non-resident, and 1 hispanic). The College will once again set a goal of hiring at least two (2) additional faculty members in the upcoming year that will increase the racial, ethnic or gender diversity.*

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

*Assuming the availability of funds, the College will continue to strive to accomplish our diversity goals.*

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

*The College continues to exhaust all efforts to attract females and minorities to faculty positions at the College. These efforts include advertising in diverse publications that reach broad markets on a regional and national level in addition to traditional recruitment publications. The Human Resources Department continues to review applicant pools to insure anticipated diversity and to recommend the extension of recruitment efforts that are not sufficiently diverse.*

- e) **Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2010/11 Equity Update Report changed or resolved?**

*The uncertain economy along with state funding issues continue to act as potential barriers to creating new vacancies and hindering overall recruitment efforts. The College will continue to meet and overcome these barriers to achieve our goal of providing a diverse workplace.*

**Full-time Continuing Contract Instructional Staff:**

| Florida College System  |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
|---|--------|-----------------------|-------|-----------------------|-------|----------|------------|------------|---------|------------|---------|------------|---------|------------|---------|------------|-----------------------|-----------------------|
| College: Edison   |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
| Historical Track Of College Full-Time Continuing Contract Instructional Staff |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
| Employment Snap-Shot; First Pay Period in October (Fall Beginning-of-Term)    |        |                       |       |                       |       |          |            |            |         |            |         |            |         |            |         |            |                       |                       |
| Census  |        |                       |       |                       |       |          | Employment |            |         |            |         |            |         |            |         |            |                       |                       |
|   |        | Bach. Deg. and Higher |       | Grad. Deg. and Higher |       | Stu Pop. | 2007-08    |            | 2008-09 |            | 2009-10 |            | 2010-11 |            | 2011-12 |            | # DIF 2010-11 2011-12 | % DIF 2010-11 2011-12 |
|   |        | #                     | %     | #                     | %     | %        | #          | % of total | #       | % of total | #       | % of total | #       | % of total | #       | % of total |                       |                       |
| Black   | Female | 1,107                 | 1.2   | 468                   | 0.9   | 6.83%    | 3          | 4.3        | 3       | 4.7        | 3       | 4.4        | 2       | 2.7        | 2       | 2.6        | 0                     | 0.0%                  |
|   | Male   | 605                   | 0.6   | 379                   | 0.7   | 3.57%    | 2          | 2.9        | 2       | 3.1        | 3       | 4.4        | 2       | 2.7        | 1       | 1.3        | -1                    | ( 50.0%)              |
|   | Total  | 1,712                 | 1.8   | 847                   | 1.6   | 10.40%   | 5          | 7.1        | 5       | 7.8        | 6       | 8.8        | 4       | 5.4        | 3       | 3.8        | -1                    | ( 25.0%)              |
| Hispanic  | Female | 1,528                 | 1.6   | 798                   | 1.5   | 11.05%   | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|   | Male   | 1,288                 | 1.4   | 892                   | 1.7   | 6.14%    | 1          | 1.4        | 1       | 1.6        | 2       | 2.9        | 2       | 2.7        | 2       | 2.6        | 0                     | 0.0%                  |
|   | Total  | 2,816                 | 3.0   | 1,690                 | 3.2   | 17.19%   | 1          | 1.4        | 1       | 1.6        | 2       | 2.9        | 2       | 2.7        | 2       | 2.6        | 0                     | 0.0%                  |
| Non-Res   | Female | 0                     | 0     | 0                     | 0     | 1.31%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|   | Male   | 0                     | 0     | 0                     | 0     | 0.95%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
|   | Total  | 0                     | 0     | 0                     | 0     | 2.26%    | 0          | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0       | 0.0        | 0                     | 0.0%                  |
| Other   | Female | 1,358                 | 1.4   | 568                   | 1.1   | 1.40%    | 1          | 1.4        | 1       | 1.6        | 1       | 1.5        | 1       | 1.4        | 1       | 1.3        | 0                     | 0.0%                  |
|   | Male   | 1,223                 | 1.3   | 796                   | 1.5   | 0.84%    | 1          | 1.4        | 1       | 1.6        | 1       | 1.5        | 1       | 1.4        | 1       | 1.3        | 0                     | 0.0%                  |
|   | Total  | 2,581                 | 2.7   | 1,364                 | 2.6   | 2.24%    | 2          | 2.9        | 2       | 3.1        | 2       | 2.9        | 2       | 2.7        | 2       | 2.6        | 0                     | 0.0%                  |
| White   | Female | 40,955                | 43.3  | 20,447                | 38.6  | 41.01%   | 36         | 51.4       | 31      | 48.4       | 32      | 47.1       | 35      | 47.3       | 39      | 50.0       | 4                     | 11.4%                 |
|   | Male   | 46,629                | 49.2  | 28,673                | 54.1  | 26.89%   | 26         | 37.1       | 25      | 39.1       | 26      | 38.2       | 31      | 41.9       | 32      | 41.0       | 1                     | 3.2%                  |
|   | Total  | 87,584                | 92.5  | 49,120                | 92.6  | 67.90%   | 62         | 88.6       | 56      | 87.5       | 58      | 85.3       | 66      | 89.2       | 71      | 91.0       | 5                     | 7.6%                  |
| Total   | Female | 44,948                | 47.5  | 22,281                | 42.0  | 61.60%   | 40         | 57.1       | 35      | 54.7       | 36      | 52.9       | 38      | 51.4       | 42      | 53.8       | 4                     | 10.5%                 |
|   | Male   | 49,745                | 52.5  | 30,740                | 58.0  | 38.40%   | 30         | 42.9       | 29      | 45.3       | 32      | 47.1       | 36      | 48.6       | 36      | 46.2       | 0                     | 0.0%                  |
|   | Total  | 94,693                | 100.0 | 53,021                | 100.0 | 100.00%  | 70         | 100.0      | 64      | 100.0      | 68      | 100.0      | 74      | 100.0      | 78      | 100.0      | 4                     | 5.4%                  |

CCTCMIS EQUITY 02/08/12 15:41:44 Source: APR2008 - APR2012 2000 Census Data

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the summer term. (ex. 2008-09 includes Summer and

Fall of 2008, Winter/Spring 2009).

Population / Total Degree Holding Population Within the Colleges Service Area.

### Full-time Continuing Contract Instructional Staff: Evaluation of Planned Goals

|                       | Actual Data (%)<br>2010-11 | Actual Data (%)<br>2011-12 | U.S Census Data<br>(Bach/Grad Deg) | Stated Goals<br>(2010-11) | Met Goal<br>(yes/no) | Goals for<br>2011-12 |
|-----------------------|----------------------------|----------------------------|------------------------------------|---------------------------|----------------------|----------------------|
| <b>Black</b>          |                            |                            |                                    |                           |                      |                      |
| -female               | 2.7                        | 2.6                        | 1.2/0.9                            | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male                 | 2.7                        | 1.3                        | 0.6/0.7                            | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>Hispanic</b>       |                            |                            |                                    |                           |                      |                      |
| -female               | 0.0                        | 0.0                        | 1.6/1.5                            | Progress toward benchmark | No                   | See below.           |
| -male                 | 2.7                        | 2.6                        | 1.4/1.7                            | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>White</b>          |                            |                            |                                    |                           |                      |                      |
| -female               | 47.3                       | 50                         | 43.3/38.6                          | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male                 | 41.9                       | 41                         | 49.2/54.1                          | Progress toward benchmark | Yes                  | See below.           |
| <b>Other</b>          |                            |                            |                                    |                           |                      |                      |
| -female               | 1.4                        | 1.3                        | 1.4/1.1                            | Meet/Exceed benchmark     | Yes                  | See below.           |
| -male                 | 1.4                        | 1.3                        | 1.3/1.5                            | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>by Gender</b>      |                            |                            |                                    |                           |                      |                      |
| <b>Female (total)</b> | 51.4                       | 53.8                       | 47.5/42.0                          | Meet/Exceed benchmark     | Yes                  | See below.           |
| <b>Male (total)</b>   | 48.6                       | 46.2                       | 52.5/58.0                          | Progress toward benchmark | Yes                  | See below.           |

### 3. Full-time Continuing Contract Instructional Staff:

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

*The College extended continuing contracts to eligible faculty regardless of race, color, religion, age, ethnicity, gender, marital status, veteran's status, genetic information, sexual orientation, disability, or national origin. The College awarded a total of eleven (11) continuing contracts in 2011-2012. After offsetting departures, including the retirement of one (1) black male, the College reported a net gain of four (4) new continuing contracts in 2011-2012. While meeting or exceeding census benchmarks in most categories, the College is still continuing to work toward extending continuing contracts to Hispanic females.*

**b) Did the college achieve its goals as stated in the 2010/2011 Equity Update Report?**

*The College will continue to encourage the hiring of additional faculty that bring greater diversity to the College, thereby providing greater opportunities to these individuals to achieve continuing contract status.*

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

*Assuming the availability of funds, the College will continue to strive to accomplish our diversity goals.*

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

*The College continues to exhaust all efforts to attract females and minorities to continuing contract positions at the College. These efforts include advertising in diverse publications that reach broad markets on a regional and national level in addition to traditional recruitment publications. The Human Resources Department continues to review applicant pools to insure anticipated diversity and to recommend the extension of recruitment efforts that are not sufficiently diverse.*

**e) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2009/10 Equity Update Report changed or resolved?**

*The uncertain economy along with state funding issues continue to act as potential barriers to creating new vacancies and hindering overall recruitment efforts. The College will continue to meet and overcome these barriers to achieve our goal of providing a diverse workplace.*

**B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents**

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

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

*The President or his designee conducts evaluations for selected staff between January and March. Evaluations include performance measures for equity accountability. In 2010-2011, all selected staff were rated satisfactory in achieving goals. Remedial steps, if warranted, would include additional training and review of college philosophy as it relates to diversity.*



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

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

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

*On April 26, 2011, the Edison State College District Board of Trustees completed the annual evaluation of President Kenneth P. Walker. The evaluation included a review of equity accountability to include progress made toward achieving the goals and objectives of the equity update plan. The President received an excellent evaluation and was commended for his outstanding leadership. The results of the evaluation of Dr. Walker have been forwarded to the Chancellor.*

*On January 24, 2012, President Walker was terminated from his position as District President. On that same date J. Dudley Goodlette was named Interim District President and is currently leading this institution as the College continues its search for a new District President. The Board of Trustees will evaluate Mr. Goodlette later this year.*

**C. Additional Requirements:**

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

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

*For all regular positions, including full time faculty, the supervisor or instructional administrator appoints search committee members. Search committees are appointed to fill all regular Executive, Administrative, Professional, and full-time regular Faculty positions. The committee is typically composed of three to five persons who are cognizant of the competencies required for the position. The supervisor is encouraged to select a diverse committee in terms of ethnicity and gender in order to ensure an unbiased, open, and fair selection process. The instructional administrator appoints the search committee for full time faculty positions.*

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

*The Collective Negotiations Agreement states, “Faculty members will seek to qualify for and the Board will grant continuing contracts in accordance with the provisions of the State Board of*

*Education Rules 6A-14.0411.” The President recommends faculty member(s) to the District Board of Trustees for approval. Faculty on an annual contract are evaluated annually; thereafter, each faculty member is evaluated every three (3) years. The supervisor may conduct a special evaluation if necessary. Annually, students complete an evaluation of the faculty member and the course.*

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

*Faculty members on annual contract whose contracts are not to be renewed are notified in writing by the Board’s agent not later than April 1, each year. Written evaluations are used to apprise each eligible faculty member of their progress toward obtaining continuing contract status.*

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

*Through the budgeting process with campus administrators, anticipated needs are identified. As a result of this process, budget is established within the Office of Human Resources for recruitment (advertising vacancies and travel expenses for candidates). Additionally, funding is provided through a staff development plan for continuing professional development of faculty and staff to encourage retention of employees.*

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

*Funds are used for faculty development to increase the teaching skills of faculty and for faculty to gain additional subject knowledge. Upon completion of six (6) consecutive months of employment with the College, funds are also available for tuition reimbursement to further the education of full-time regular employees.*

- 6) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in section 1012.86 (2)(b)(5), F.S.

*The Edison State College District Board of Trustees adopted a compensation philosophy in April 2008. The College compensates its executives and faculty in accordance with this philosophy, as excerpted below:*

- *President: “The Board of Trustees believes that an executive with this unique range of attributes should be appropriately and competitively compensated...To attract and retain a high caliber CEO, an attractive compensation package is needed...influenced by...the supply of competent and successful CEOs...; successful CEOs are often solicited for positions at other institutions; and, the loss of an effective CEO can be costly and difficult for the College...”*

- Executives: “...The College strives to provide top tier compensation based upon the expectation of top tier individual performance and overall College performance...”
- Faculty: “...This commitment should result in retaining the best faculty, compensated within the top tier of their peer group, and who are excited about providing excellent educational experiences for Edison’s students...”

Executive, Administrative and Managerial

The College hired one (1) new EAM during this time period:

- Vice President, Operations: White, Male on annual contract. Salary \$160,000.
- No other incumbents in this classification.
- Salary schedule minimum for Vice President, Operations: \$112,472 (no maximum).

Faculty

Edison State College faculty are covered under a Collective Negotiations Agreement, according to which, the entry level salary, salary schedule and subsequent salary increases are bargained. As such, there are no salary ranges and all new faculty are hired based on degree only. Faculty may earn \$200 additional compensation for each verifiable year of relevant previous teaching experience up to a maximum of \$2,000 (10 years).

Teaching Faculty Salary Schedule:

|   |             |
|---|-------------|
| Bachelor’s Degree (Occupational areas only) | \$45,853.00 |
| Master’s Degree                             | \$47,813.15 |
| Master’s Degree + 30 hours                  | \$49,771.53 |
| Master’s Degree + 60 hours                  | \$53,690.93 |
| Doctorate                                   | \$54,866.91 |

Non-Teaching Faculty Salary Schedule: (calculated based on daily rate of teaching faculty salary x 193 days)

|                            |             |
|----------------------------|-------------|
| Master’s Degree            | \$55,589.99 |
| Master’s Degree + 30 hours | \$57,866.90 |
| Master’s Degree + 60 hours | \$62,423.79 |
| Doctorate                  | \$63,791.05 |

**FLORIDA EDUCATIONAL EQUITY ACT  
2011-12 ANNUAL EQUITY UPDATE REPORT  
*Signature Page***

---

(Edison State College)

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

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

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

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

---

Ronald A. Dente, Jr., Interim Director, Human Resources/  
Assistant General Counsel/Equity Officer

Date

---

J. Dudley Goodlette, Interim District President

Date

---

Ann Berlam, Chair, Edison State College District Board of Trustees

Date

This concludes the Annual Equity Update Report for 2011/2012.

# **APPENDIX 1**

## **College Policy of Nondiscrimination**

---

**TITLE: DISCRIMINATION AND HARASSMENT POLICY**

---

**AUTHORITY:**

**Florida Statute 1000.05; 1001.64 (18); 1001.65 (3)**

---

**POLICY:**

Edison State College is committed to providing an educational and working environment free from discrimination or harassment based on such factors as race, sex, age, religion, national origin, disability, sexual orientation, marital or veteran status. Edison State College, as a matter of policy and in compliance with Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Florida Civil Rights Act of 1992 for employees, Title IX of the Education Act of 1972 and the Florida Education Equity Act, absolutely opposes any act of discrimination or harassment and strictly prohibits and will not tolerate such action, whether those involved stand in a subordinate-supervisory relationship, student-faculty relationship, student-student relationship or others doing business with Edison State College.

For purposes of this Policy “discrimination” includes, but is not limited to, action with partiality or prejudice for or against a person of a group on the basis of one of the protected categories above.

For the purposes of this Policy “harassment” includes, but is not limited to, verbal, physical, and visual conduct that creates an intimidating, offensive, or hostile working or educational environment or that interferes with work performance or educational opportunities.

There are two types of educational/workplace sexual harassment. The first is “quid pro quo” which generally means that type of harassment where a person is promised better

---

**TITLE: DISCRIMINATION AND HARASSMENT POLICY**

---

employment conditions such as a promotion or a desired transfer or, in the alternative, is threatened with lesser conditions such as a demotion or termination if the person refuses sexual overtures from a supervisor or some other person in the management structure of the employer. The second type of sexual harassment is a “hostile environment.” A hostile environment is created by a pervasive sexually oriented work/educational atmosphere. For example, disparagement related to one’s sex, unwelcome sexual flirtations, sexually offensive jokes or comments, and sexually offensive material displayed in the workplace can create a sexually hostile environment. A sexually hostile environment will exist if the type of conduct described above has the purpose or effect of unreasonably interfering with an individual’s work performance or academic or professional performance or creating an intimidating, hostile or offensive working or educational environment.

Edison State College is also equally opposed to willful and intentional bad faith claims of discrimination or harassment. Bad faith claims are those that are known or should be known by the alleging employee/student to be false. The College takes this strong stand because such claims often affect the future employment and important family relationships of, not only the claimant, but also the person against whom the claim is made.

If an employee or student becomes aware of any behavior that may constitute discrimination or harassment, it is the responsibility of that person to report such conduct. Discrimination or harassment complaints or concerns may be reported to the designated Equity Coordinator. Additionally, employees should notify their immediate supervisor, the Associate Vice President of Human Resources at (239) 489-9293 or the Executive Vice President at (239) 489-9089.

---

**TITLE: DISCRIMINATION AND HARASSMENT POLICY**

---

Students should notify either the Dean of Student Services at (239) 489-9388 or the Associate Vice President of Human Resources at (239) 489-9293.

Any report of alleged discrimination or harassment will be promptly and fully investigated by the individual contacted above or his or her designee in accordance with College Operating Procedure 05-0102, Discrimination and Harassment Complaint Procedure. The College will protect the confidentiality of the persons involved to the extent possible.

Appropriate disciplinary action will be taken against any employee, student or applicant who is determined to have violated this policy against discrimination or harassment or against anyone who knowingly files false claims of discrimination or harassment. Based on the seriousness of the offense, disciplinary action may include a verbal or written reprimand, suspension, or termination. Certain disciplinary actions, as determined by the President, may require action by the District Board of Trustees, depending upon the nature of the offenses and the resulting severity of the action to be taken. In such cases, the District President will recommend appropriate action to the District Board of Trustees following the completion of the investigation and the communication of the District President's position to the individuals involved. Claims of discrimination or harassment made against a student may be referred to the student disciplinary committee. Results of the hearing may lead to suspension or expulsion.



---

**TITLE: DISCRIMINATION AND HARASSMENT POLICY**

---

Retaliatory action against anyone filing a valid complaint of any type of discrimination or harassment will not be tolerated. The individual investigating such reports or claims on behalf of the College, with the District President's full support, will make all efforts necessary to safeguard against any retaliation against any individual involved in the discrimination or harassment claim and any witnesses interviewed during the investigatory process.

This policy is intended to reflect applicable laws regarding discrimination and harassment, as such laws may from time to time be stated or clarified, and to provide no greater or lesser protection than the laws provide. This policy is to be interpreted and applied with that understanding.

*The Associate Vice President of Human Resources has been appointed as the Equity Coordinator. Questions pertaining to discrimination or harassment should be addressed to the Associate Vice President of Human Resources at (239) 489-9293, or 8099 College Parkway, Fort Myers, FL 33919.*

---

**TITLE: EQUAL ACCESS/EQUAL EMPLOYMENT OPPORTUNITY**

---

**AUTHORITY:**

**Florida Statute 1001.64 (18); 1001.65 (3)**

---

**POLICY:**

The following guidelines regarding Equal Employment/Equal Access Opportunities shall be maintained:

1. Edison State College, in implementing both the spirit and the letter of the Civil Rights Act of 1964, is dedicated to the principle of equal employment opportunity for all persons without regard to race, religion, national origin, sex, age, marital or veteran status, sexual orientation, or disability.
2. Edison State College offers its services to all persons without discrimination. No person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for reasons of race, religion, national origin, sex, age, marital or veteran status, sexual orientation, or disability. This policy of equal access applies to all programs, activities and facilities of the College regardless of type or location.
3. The District President is authorized to designate the coordinator for Equal Access/Equal Opportunity and for the Educational Equity Act.

*The Associate Vice President of Human Resources has been appointed as the Equity Coordinator. Questions pertaining to educational equity, equal opportunity or equal access should be addressed to the Associate Vice President of Human Resources at (239) 489-9293 8099 College Parkway, Fort Myers, FL 33919.*

# APPENDIX 2

## Continuous Notice of Policy of Nondiscrimination and Designation of Equity Officer(s)

Provide a copy of the college's notice (statement) as of nondiscrimination as posted in the college's public places (course catalog, handbooks, code of conduct, etc.) as *Appendix 2*. Please include the source and/or name of the document from which the notice is taken. (Example: "College Course Catalog 2011-2012")



## **NOTICE OF NON-DISCRIMINATION**

Edison State College is committed to providing an educational and working environment free from discrimination and harassment.

All programs, activities, employment and facilities of Edison State College are available to all on a non-discriminatory basis, without regard to race, sex, color, age, religion, national origin, ethnicity, disability, sexual orientation, marital status, genetic information or veteran's status. The College is an equal access/equal opportunity institution. Questions pertaining to educational equity, equal access, or equal opportunity should be addressed to the College's Equity Officer.

The College's Equity Officer/Title IX Coordinator is:

Ronald A. Dente, Jr.

Interim Director, Human Resources/Assistant General Counsel  
Royal Palm Hall N-120 – Lee Campus  
8099 College Parkway SW  
Fort Myers, FL 33919  
(239)489-9495

# **APPENDIX 3**

## **Revised Policies and Procedures**

---

**TITLE: EMPLOYMENT OF PERSONNEL**

---

**AUTHORITY: Florida Statute 1001.64(18); 1001.65(3); 1012.81-83; 1012.855-875**

---

**POLICY:**

The following policies of the College are established regarding employment of personnel:

1. To be an equal access/equal opportunity employer and to hire individuals upon the basis of their qualifications, suitability, and ability to do the job that is vacant. Unless otherwise provided in writing, employment with the College is considered at-will so that either party may terminate the relationship at any time.
2. To separate employment because of an employee's resignation, termination, retirement, the expiration of an employment contract or a reduction in the work force. Termination can be for any reason not prohibited by law. In the absence of a specific written agreement, employees are free to resign at any time and for any reason.
3. To pay compensation and benefits, which are nondiscriminatory and competitive with rates and benefits being paid for similar jobs by other employers in the labor market. However, all policy decisions regarding compensation and benefits must take into consideration the College's overall economic condition and competitive position. The College will pay employees on a regular basis and in a manner so that the amount, method, and timing of such payments comply with any applicable laws or regulations.
4. To provide vacation, sick, jury/court-related, workers' compensation leaves; other leaves of absence and holidays in accordance with established guidelines.
5. To implement fair and effective personnel policies and other conditions relating to the employment of personnel and to require all employees to serve the College's best interest.
6. Notwithstanding the provisions of Policy 6Hx6:1.02, employment contracts shall not be for a term in excess of one year in duration nor shall any development allowance; housing allowance; automobile or travel allowance; or other allowance or other special benefit of employment not otherwise extended to all College administrative personnel be granted by contract without the prior express approval of the District Board of Trustees.

The District President is authorized by the District Board of Trustees to establish procedures to implement these policies, to execute all employment contracts and appointments, to establish compensation and to make adjustments in the staffing as deemed necessary for carrying out the mission of the College.



## College Operating Procedures (COP)

**Procedure Title:** Equal Employment/Equal Access  
**Procedure Number:** 05-0101  
**Originating Department:** Office of Human Resources


**Specific Authority:**  
Board Policy 6Hx6:200  
Florida Statute 1001.64/.65  
Florida Administrative Code n/a

**Procedure Actions:** Adopted: 4/23/92; Revised: 7/1/00; 11/3/04; 12/2/08; 2/16/10; 11/1/10; 4/16/12

**Approved:**

  
\_\_\_\_\_  
Interim Director, Human Resources

4-16-12  
Date

  
\_\_\_\_\_  
General Counsel

4/16/12  
Date

**Purpose Statement:** Edison State College is dedicated to the principle of equal employment opportunity for all persons without regard to race, religion, national origin, sex, age, marital or veteran status, sexual orientation, or disability.

---

### Guidelines:

The following guidelines regarding Equal Employment /Equal Access Opportunities shall be maintained:

1. Edison State College, in implementing both the spirit and the letter of the Civil Rights Act of 1964, is dedicated to the principle of equal employment opportunity for all persons without regard to race, color, religion, national origin, ethnicity, sex, age, marital status or veteran's status, sexual orientation, genetic information or disability. The College will endeavor to employ qualified persons for all positions and, to the extent that applications permit, to maintain an appropriate representation of all groups of the community.
2. Edison State College offers its services to all persons without discrimination. No person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for reasons of race, color, religion, national origin, ethnicity, sex, age, marital status or veteran's status, genetic information, sexual orientation, or disability. This policy of equal access applies to all programs, activities and facilities of the College regardless of type or location.

3. Persons with disabilities that do not interfere with the accomplishment of the essential tasks involved shall be eligible for employment and shall be eligible to receive the benefits of College programs and/or services.
4. The President is authorized to designate the coordinator for Equal Access/Equal Opportunity and for the Educational Equity Act.





## College Operating Procedures (COP)

**Procedure Title:** Designation and Notification of Equity Officer  
**Procedure Number:** 05-0102  
**Originating Department:** Office of Human Resources

**Specific Authority:**


Board Policy 6Hx6:2.05  
Florida Statute 1001.64 (4) (b); 1001.65 (3)  
Florida Administrative Code n/a

**Procedure Actions:** Adopted: 1/15/10; Revised: 02/16/10; 11/1/10; 4/16/12

**Approved:**

  
\_\_\_\_\_  
Interim Director, Human Resources

4/16/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
General Counsel

4/16/12  
\_\_\_\_\_  
Date

**Purpose Statement:** To designate College Equity Officer and identify responsible department official for insuring notification of Equity Officer.

**Guidelines:**

Equity Officer: The College has designated Ronald Dente, Assistant General Counsel as the College Equity Officer. The Equity Officer in conjunction with College administration, staff, and faculty coordinates the College's compliance with appropriate statutes, laws and regulations related to civil rights, including equity and access. Additionally, the Equity Officer insures the submission of the College's Annual Equity Update Report and conducts investigations or collaborates with the administration to review or investigate complaints of harassment or discrimination based on race, color, religion, national origin, ethnicity, sex, age, marital status, sexual orientation, genetic information, veteran's status or disability.

Contacts: Discrimination or harassment complaints or concerns may be reported to Ronald Dente, Equity Officer at Edison State College, 8099 College Pkwy., Ft. Myers, FL, 33919, 239.489-9495 or [ronald.dente@edison.edu](mailto:ronald.dente@edison.edu).

Additionally:

- Student equity concerns should be reported to the Dean of Student Services at 239.489.9274 or the Assistant General Counsel at 239.489-9495.

- Employee or community equity concerns should be reported to the Assistant General Counsel at 239.489.9495 or the Vice President, Legal Affairs and General Counsel at 239.433.6948.

Responsibility for Notification of Equity Officer: The following officials to the College shall assure that all students, employees and the general public be notified of the name, address and telephone number of the person holding the title, Equity Officer, by roster and publication.

1. District Director, Human Resources for placement of notices on campus, new employee orientation, Human Resources website, employment recruitment, etc.
2. Coordinators, Marketing and College Relations, and Director, Communications and Marketing for inclusion in appropriate student, staff and general publications.
3. The Dean of Student Services or designee for inclusion in appropriate student publications such as the College catalog, student services websites, student recruitment materials, etc.



## College Operating Procedures (COP)

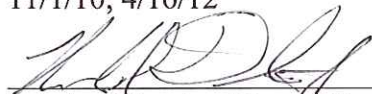
**Procedure Title:** Harassment  
**Procedure Number:** 05-0103  
**Originating Department:** Office of Human Resources

**Specific Authority:**


Board Policy 6Hx6:2.03  
Florida Statute 1001.64/65  
Florida Administrative Code n/a

**Procedure Actions:** Adopted: 4/23/92; Revised: 7/1/00; 11/3/04; 12/2/08; 02/16/10; 11/1/10; 4/16/12

**Approved:**

  
\_\_\_\_\_  
Interim Director, Human Resources

4/16/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
General Counsel

4/16/12  
\_\_\_\_\_  
Date

**Purpose Statement:** To provide College employees and students with policy and information about all types of harassment and procedures to follow.

---

**Guidelines:**

Edison State College is committed to providing an educational and working environment free from sexual harassment as well as harassment based on such factors as race, sex, color, age, religion, genetic information, national origin, ethnicity, disability, sexual orientation, marital status or veteran's status. Edison State College, as a matter of policy and in compliance with Title VII of the Civil Rights Act of 1964 and the Florida Civil Rights Act of 1992 for employees and Title IX of the Education Act of 1972 and the Florida Education Equity Act, absolutely opposes any act of harassment and strictly prohibits and will not tolerate such action, whether those involved stand in a subordinate-supervisory relationship, student-faculty relationship, student-student relationship, or others doing business with Edison State College.

For the purposes of this Rule, "harassment" includes, but is not limited to, verbal, physical, and visual conduct that creates an intimidating, offensive, or hostile working or educational environment or that interferes with work performance or educational opportunities.

Edison State College is also equally opposed to willful and intentional bad faith claims of harassment, by which the College means claims of harassment which are known by the alleging employee/student to be false. The College takes this strong stand because such claims often affect the future employment and important family relationships of, not only the claimant but also the person against whom the claim is made.

Examples of harassment include racial slurs, ethnic jokes, posting of offensive statements, posters, or other similar conduct. Sexual harassment is a form of unwelcome misconduct that undermines the individual's integrity and human dignity.

There are two types of educational/workplace sexual harassment. The first is "quid pro quo" which generally means that type of harassment where a person is promised better employment conditions such as a promotion or a desired transfer or, in the alternative, is threatened with lesser conditions such as a demotion or termination if the person refuses sexual overtures from a supervisor or some other person in the management structure of the employer. The second type of sexual harassment is a "hostile environment". A hostile environment is created by a pervasive sexually oriented work/educational atmosphere. For example, inappropriate put-downs related to one's sex, unwelcome sexual flirtations, sexually offensive jokes or comments, and sexually offensive material displayed in the work place can create a sexually hostile environment. A sexually hostile environment will exist if the type of conduct described above has the purpose or effect of unreasonably interfering with an individual's work performance or academic or professional performance or creating an intimidating, hostile or offensive working or educational environment.

### **Procedures**

No type of harassment will be tolerated by Edison State College. This is a professional environment, and we expect all employees and students to act accordingly. If an employee or student becomes aware of any behavior that may constitute harassment, it is the responsibility of that person to report such conduct.

- Employees should notify their immediate supervisor, the District Director, Human Resources at 239.489.9293 or the Assistant General Counsel/Equity Officer at 239.489-9495.
- Students should notify the Dean, Student Services at 239.489.9294 or the Assistant General Counsel at 239.489-9495.

Any report of alleged harassment will be fully investigated by the individual contacted above. Appropriate disciplinary action will be taken against any employee/student who violates this policy against harassment or against anyone who knowingly files false claims of harassment. Based on the seriousness of the offense, disciplinary action may include a verbal or written reprimand, suspension, or termination. Certain disciplinary actions, as determined by the President, may require action by the District Board of Trustees, depending upon the nature of the offenses and the resulting severity of the action to be taken. In such cases, the President will recommend appropriate action to the Board following the completion of the investigation and the communication of the President's position to the individuals involved. Claims of harassment made against a student may be referred to the student disciplinary committee. Results of the hearing may lead to suspension or expulsion.

Retaliatory action against anyone filing a valid complaint of any type of harassment will not be tolerated.

This policy is intended to reflect applicable laws regarding harassment, as such laws may from time to time be restated or clarified, and to provide no greater or lesser protection than the law provides. This policy is to be interpreted and applied with that understanding.



## College Operating Procedures (COP)

**Procedure Title:** Americans with Disabilities Act  
**Procedure Number:** 05-0104  
**Originating Department:** Office of Human Resources


**Specific Authority:**  
Board Policy 6Hx6:5.00  
Florida Statute  
Florida Administrative Code n/a

**Procedure Actions:** Adopted: n/a; Revised: 4/00;11/3/04; 02/16/10; 11/1/10; 4/16/12

**Approved:**

  
\_\_\_\_\_  
Interim Director, Human Resource

4/16/12  
Date

  
\_\_\_\_\_  
General Counsel

4/16/12  
Date

**Purpose Statement:**

It is the policy of Edison State College that discrimination against qualified individuals with disabilities is prohibited.

### Guidelines:

It is the policy of Edison State College that discrimination against qualified individuals with disabilities is prohibited. Pursuant to Titles I and II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, the College provides equal employment and educational opportunities and reasonable accommodation for qualified individuals with disabilities.

### Policy Guidelines

The College reaffirms the principle of Equal Access/Equal Opportunity regardless of race, color, national origin, ethnicity, religion, sex, age, marital status or veteran's status, sexual orientation, genetic information or disability. The equal opportunity principle applies to otherwise qualified persons with disabilities with regard to employment, the delivery of educational programs and services and all other appropriate areas in which the College is involved.

The College assumes the Department of Labor's definition of an individual with a disability is "one who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment."

Edison State College understands that it must provide reasonable accommodation to the known physical or mental limitations of a qualified applicant, employee, and/or student with a disability, unless such accommodation would impose an undue hardship on the College.

The College has designated the District Director, Human Resources as the ADA Coordinator for applicants, employees and students. The Coordinator will oversee and coordinate the College's efforts to comply with and carry out its responsibilities pertaining to the Act and serve as the contact person for all ADA information, resource policies, procedures and concerns.

### **Procedures:**

#### **1. Request for Accommodation**

It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Program Office for Students with Disabilities on the appropriate campus for consideration. Applicants and/or employees must submit any request for accommodations to the Office of Human Resources or the Campus President. Individuals with a disability must provide recent documentation from a qualified professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. The appropriate party will provide a written response.

#### **2. Complaint Resolution**

##### **a. Informal Resolution**

Individuals with disabilities are encouraged first to attempt to independently resolve concerns by initiating a meeting with the faculty member, supervisor, or staff member with whom there is a concern or disagreement. However, when the matter cannot be resolved independently, individuals with a disability are encouraged to address such instances through the following grievance procedure.

##### **b. Grievance Procedure**

Edison State College has adopted an internal grievance procedure for prompt and equitable resolution of complaints alleging any actions prohibited by the U. S. Department of Justice regulations implementing Title II (public, state and local government) of the Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination” in programs or activities sponsored by a public entity.

All applicant/employee ADA complaints, excluding those filed against the ADA Coordinator, should be addressed to ADA Coordinator/ District Director, Human Resources, 8099 College

Parkway, SW, Ft. Myers, Florida 33919 or by calling 239.489.9495 or call through the Florida Relay Service at 1.800.955.8771 (TTY).

All student ADA complaints should be addressed to the Dean, Student Services, 8099 College Parkway, SW, Ft. Myers, Florida, 33919 or by calling 239.489.9495 or call through the Florida Relay Service at 1.800.955.8771 (TTY).

All ADA complaints filed against the ADA Coordinator should be addressed to the Vice President, Legal Affairs and General Counsel, 8099 College Parkway, Ft. Myers, Florida, 33919 or by calling 239.433-6948 or call through the Florida Relay Service at 1.800.955.8771 (TTY)

1. All complaints should be filed in writing, contain the name and address of the person(s) filing it and briefly describe the alleged violation of the regulations. In addition, a copy of the original request for accommodation must be included with the complaint.
2. A complaint shall be filed within 180 calendar days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of the complaint. The investigation shall be conducted by the ADA Coordinator/District Director, Human Resources or the Dean, Student Services, depending upon the nature of the grievance. A thorough investigation will be held affording the individual or specific class of individuals and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued the ADA Coordinator/District Director, Human Resources or the Dean, Student Services, and a copy will be forwarded to the complainant no later than fifteen (15) working days after its filing.
5. Either party may appeal the findings of the investigation to the Vice President, Legal Affairs and General Counsel by filing a written request for a review of a complaint alleging discrimination on the basis of disability or failure to provide reasonable accommodation within ten (10) calendar days of receipt of the findings.
6. The ADA Coordinator shall maintain the files and record complaints filed.
7. Filing a complaint with the College's grievance system in no way precludes an individual's right to file a grievance with the Department of Education or the Department of Justice.





## College Operating Procedures (COP)


**Procedure Title:** Discrimination and Harassment Complaint Procedure  
**Procedure Number:** 05-0107  
**Originating Department:** Office of Human Resources

**Specific Authority:**


Board Policy 6Hx6:2.03  
Florida Statute 1001.64/65  
Florida Administrative Code n/a

**Procedure Actions:** Adopted: 4/1/10; Revised 11/1/10; 4/16/12

**Approved:**

  
\_\_\_\_\_  
Interim Director, Human Resources

4-16-12  
Date

  
\_\_\_\_\_  
General Counsel

4/16/12  
Date

**Purpose Statement:** To provide complaint procedures for students, employees and members of the College community for alleged violation of the District Board of Trustees Discrimination and Harassment Policy 6xH6.2.03.

---

**Guidelines:**

It is the policy of Edison State College to provide a method for students and those seeking admission, employees and those seeking employment, and members of the College community to register complaints or problems concerning discrimination or harassment. This procedure does not apply to employees with respect to disciplinary action, suspension or termination.

This policy applies to all members of the College community, whether the incident(s) of harassment or discrimination under consideration take place on College property, at a College-related activity, or off-campus if it is in combination with on-campus action or a College-related activity or function when that conduct interferes with a person's work or academic environment.

At all times during the process, the College reserves the right to investigate, pursue, and otherwise take appropriate action with respect to any allegations that may come to its attention on the basis of facts and evidence available. The College has a legal responsibility to investigate any complaint to its satisfaction. Those who report incidents that a College official determines likely to be a violation of the policy should understand that their allegations may be investigated on behalf of all College students and employees whether or not they personally choose to pursue the complaint.

Members of the College community are required to cooperate in any investigation pursuant to this procedure.

Anonymous complaints will be taken seriously although it may be difficult to conduct a meaningful investigation without full and complete information that is in accordance with the legal rights of all parties. Confidentiality cannot be guaranteed but will be assured to the extent possible.

It is contrary to College policy for any individual to engage, directly or indirectly, in retaliatory conduct against a person who files a discrimination or harassment complaint, or who gives information during an investigation of such complaint. Any student or employee, who believes retaliatory actions have been taken for having filed a complaint or provided information in the investigation of a complaint, should notify the Equity Officer.

It is the intent of this policy to encourage full discussion and resolution of problems at the lowest level possible and in a prompt manner. The College recognizes the value and importance of resolving misunderstandings and maintaining good relations and believes the following procedure will ensure that complaints receive full consideration

**Procedures: (When accused is Faculty or Staff)**

1. Informal Complaint Resolution

- a. The aim of the informal complaint is not to determine whether there was intent to harass and/or discriminate but to ensure that the alleged harassing and/or discriminatory conduct ceases and that the matter is resolved at the lowest possible level.
- b. No disciplinary action is taken against employees or students in resolving informal complaints. Hence, informal complaint procedures should not be used for severe cases of harassment and/or discrimination, nor should they be used when the accused has been the subject of a previous complaint.
- c. There is no requirement that informal procedures be used before filing a formal complaint, or that the complaint be put into writing before informal complaint procedures are used.
- d. In severe cases of harassment and/or discrimination or in instances when the accused has been the subject of previous complaints, the College may conduct a College-generated investigation if there is sufficient reason to believe that harassment and/or discrimination could have or does exist.
- e. An initial course of action for any student, faculty member or staff member who feels he/she is being harassed or discriminated against, is for that individual to tell or otherwise inform the accused that the conduct is unwelcome or offensive and must stop.

- f. However, if the individual is not comfortable in dealing with this matter in this manner or the offensive conduct continues, the individual may seek assistance from an administrator of the College, such as Deans, Campus Presidents, department heads the District Director, Human Resources, or the Assistant General Counsel.
- g. In the informal complaint procedure, the administrator may assist in resolving the matter informally or advance the matter to Dean of Student Services and/or the Assistant General Counsel/Equity Officer for formal review and resolution.
- h. If there is no resolution as a result of the informal complaint procedure, the accusing party may proceed with filing a formal complaint.
- i. At any point in this process the Assistant General Counsel or designee may become involved as an objective third party.

## 2. Formal Complaint Resolution

- a. Who may file a complaint: Employees, applicants for employment, applicants for admission to College programs, students, participants in College-sponsored activities, and other persons affiliated with the College.
- b. Time for filing complaint: If the complainant is a student or seeking admission, the complainant must file a formal complaint to the Dean of Student Services within 90 calendar days of the incident. If the complainant is faculty or staff, or an applicant for a position, the complainant must file a formal complaint to the Assistant General Counsel within 30 calendar days of the incident.
- c. Requirements of a complaint: Each complaint must include the following:
  - i. The full name and address of the complainant, who must be the individual claiming to be harmed by the alleged harassment and/or discrimination.
  - ii. The full name of the accused.
  - iii. A clear and concise statement of the facts that constitute the alleged harassing and/or discriminating conduct, including pertinent dates and sufficient information to identify any other individuals who may provide information during the course of an investigation.
  - iv. A statement by the complainant verifying that the information supporting the allegations is true and accurate to the best of the complainant's knowledge.
  - v. Information that establishes that both the complainant and the accused have a sufficient relationship to the College to require application of the College policies and procedures.
  - vi. Intake interview. Within five (5) days after the time the complainant initiates a formal complaint, the Dean of Student Services or the Assistant

General Counsel or their designee, will conduct an interview with the complainant.

d. Complaint Processing:

- i. The Dean of Student Services will notify the Assistant General Counsel (serving as the Equity Officer), of any formal complaints received immediately after conducting the intake interview.
- ii. The Assistant General Counsel, in consultation with the College's Vice President, Legal Affairs and General Counsel, will determine who will conduct the investigation.
- iii. The investigator(s) will file a written report with the Assistant General Counsel (serving as Equity Officer) or the College's Vice President, Legal Affairs and General Counsel within 20 business days of the filing of the formal complaint. This time frame may be extended with notice to the complainant and the accused.
- iv. The investigator's report will outline the investigative findings and indicate whether there is reasonable cause to believe that harassment or discrimination has occurred based on the evidence obtained. The report may recommend appropriate action to be taken by the College.
- v. Within ten (10) business days of receiving the report, the College will set forth a written decision as to future action.
- vi. The Assistant General Counsel will meet with the complainant and the accused separately to discuss the investigative findings. After being advised of the decision, the complainant and the accused will be deemed to have accepted the College's decision, and the formal complaint resolution process concluded, unless at least one of them chooses to appeal the decision

e. Appeals: The issues raised on appeal shall be limited to those issues raised during the investigation. Any issues not raised during the investigation or new issues that could have been raised but were not, shall be precluded on appeal.

- i. The complainant or the accused must submit a written appeal to the Assistant General Counsel within seven (7) calendar days after receiving the results.
- ii. The District President *may* direct all actions necessary to protect the health, safety and welfare of the College.
- iii. Within twenty (20) days of the filing of the appeal, the Vice President, Academic Affairs (for student issues) or the Vice President, Legal Affairs and General Counsel (for employment issues or other community issues) will review the investigation reports and the appeal

documents and render a decision supporting or over-turning the initial recommendation.

- iv. Either the complainant or the accused may further appeal the decision of the Vice President, Academic Affairs or the Assistant General Counsel to the District President or designee. The District President may assign a final appeal review to his designee. The decision of the District President or designee is final and must be rendered within five (5) days of the appeal.



## College Operating Procedures (COP)

**Procedure Title:** HIV/AIDS and Other Life-Threatening Illnesses  
**Procedure Number:** 05-0802  
**Originating Department:** Office of Human Resources

**Specific Authority:**


Board Policy 6Hx6:5.01  
Florida Statute 1001.64/68  
Florida Administrative Code n/a

**Procedure Actions:** Adopted: 4/23/92; Revised: 11/3/04; 12/2/08; 11/1/10; 4/16/12

**Approved:**

  
\_\_\_\_\_  
Interim Director, Human Resources

4-16-12  
Date

  
\_\_\_\_\_  
General Counsel

4/16/12  
Date

**Purpose Statement:** To establish procedures for College employees and students to have a safe working environment and equal opportunity, including those with a life-threatening illness.

---

**Guidelines:**

The College is committed to providing equal opportunity to all employees, including those who have a life-threatening illness (cancer, AIDS, cardio-pulmonary diseases, etc.). See Chapter 6Hx6:5.01 of the Edison State College Policies Manual for the Policy regarding Employees with Human Immunodeficiency Virus (HIV).

The College is committed to providing a safe work environment that meets or exceeds state and federal regulations. Consequently, employees who have a life-threatening illness will be treated like other employees as long as they meet performance standards and medical and other evidence indicates that their condition is not a threat to themselves or others. All information regarding an employee with a life-threatening illness will remain private and confidential.

1. For purposes of this policy, an employee with Human Immunodeficiency Virus falls into one of the following categories:
  - a. An individual who tests positive for HIV antibody but who has no symptom manifestations, or

- b. An individual who is diagnosed as having AIDS Related Complex (ARC) – debilitating symptoms but no opportunistic infections, or
  - c. An individual who is diagnosed as having Acquired Immune Deficiency Syndrome
2. The College recognizes that an employee with HIV has rights to employment which must be balanced against the rights of employees without HIV to work in an environment in which they are protected from contracting the virus.
- a. Both the Federal Vocational Rehabilitation Act of 1973 and the Florida Educational Equity Act prohibits discrimination against persons with disabilities; and a person who has HIV is classified as disabled.
  - b. The College will ordinarily impose no rules or restrictions on an employee with HIV which would have the effect of unnecessarily limiting participation in educational programs or activities.
  - c. It is the policy of the College that no inquiry will be made of a potential employee as to whether or not that person has HIV.
  - d. The College will not subject a potential employee to serological testing to determine the presence or absence of HIV.
  - e. Any employee who voluntarily informs the College that he/she has HIV will be afforded confidentiality regarding disclosure of the medical condition, in accordance with appropriate statute and/or case law.
  - f. An employee with HIV who does not request special accommodations ordinarily will be treated in the same manner as an employee without HIV with an illness, injury, or disability.
  - g. An employee with HIV will be allowed to use accrued sick leave or annual leave as needed and upon approved request to use same.
  - h. Under most circumstances, an employee with HIV will be able to remain employed so long as that person is able to meet customary job performance standards without hazard or harm to self or to others.
  - i. As may be deemed necessary by the College, an employee may be required to submit to competent medical examination by a College-designated physician to determine if the employee is indeed able to perform his/her duties without hazard or harm to himself/herself or the College community.

- ii. All recommendations regarding disposition of such matters will be made by the District Director, Human Resources in consultation with the Assistant General Counsel/Equity Officer, who has final authority.
  - i. Where feasible and practical, when requested by the employee, reassignment or job restructuring may be done to permit continued employment.
    - i. The latest issue of such guidelines will always be maintained in the Learning Resources Center.
    - ii. The District Director, Human Resources shall provide information upon request to employees with HIV regarding available services within the community.
- 3. Any employee with HIV who feels that he/she has been discriminated against should notify the Assistant General Counsel.



# **APPENDIX 4**

## **Policies and Procedures for Program Admissions and/or Course Substitution Waivers for Eligible Students with Disabilities.**

**TITLE: SUBSTITUTION POLICY FOR STUDENTS WITH DISABILITIES**

---

**AUTHORITY:**

**Florida Statute 1007.264; 1007.265**

---

**POLICY:**

1. Eligibility Persons who are hearing impaired, visually impaired, or who have a specific learning disability are eligible for reasonable substitution for any requirement(s) where it can be documented that the student's failure to meet the requirement(s) is related to the disability. Substitutions shall be provided in the areas of admission to college, admission to a program of study, or graduation where the substitution does not constitute a fundamental alteration in the nature of the program.
2. Documentation Documentation that is no more than three years old, substantiating the nature of the disability, shall be provided by the student concurrent with his or her request for reasonable substitution for admission to a program of study, or graduation. Such documentation shall be provided by a medical doctor, psychologist, or other specialist recognized to treat the specific disability.
3. Review Policy Students with disabilities requesting course substitutions must submit an academic petition to the Office of the Registrar. The petition at a minimum shall identify the substitution desired and the justification for the substitution, and shall contain the documentation described in paragraph 2 above. The District Registrar, in consultation with the appropriate academic dean and the Coordinator for Students with Disabilities, will consider reasonable substitutions appropriate for each individual student.
4. Substitution Decision The decision will be communicated in writing by the District Registrar to the student and the Coordinator for Students with Disabilities.
5. Articulation Edison State College will recognize any substitution previously granted to a transfer student by a Florida State postsecondary institution. In accordance with FAC 6A-10.041(3), substitutions granted by Edison State College will be honored at any public Florida State postsecondary institution. The College will assist the student in contacting the out-of-state or private institution receiving the course substitution(s) to determine how the substitution(s) will be treated in the program of study he/she is pursuing. The student will be advised accordingly.
6. Student Appeal A student may appeal a denial of the substitution request(s) or determination of ineligibility in writing to the District Vice President for Student Services, who shall make the final decision. The appeal must be filed within 21 days of receipt of the written denial by the District Registrar. Any decision of the District Vice President for

---

**TITLE: SUBSTITUTION POLICY FOR STUDENTS WITH DISABILITIES**

---

**POLICY:**

Student Services is subject to the right of any person whose substantial interests are determined to request a hearing pursuant to Title X, Chapter 120, Florida Statutes.

7. Records The District Registrar and the Coordinator for Students with Disabilities shall maintain records on the number of students granted substitutions by type of disability, the substitution provided, the substitutions identified as available for each documented disability and the number of requests that were denied.

# **APPENDIX 5**

## **Equity in Athletics Disclosure Act (EADA) Survey Federal Report for 2011**

EDISON STATE COLLEGE DOES NOT OFFER INTERCOLLEGIATE ATHLETICS.

# **APPENDIX 6**

## **Fall Staff Report**

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY A. FULL-TIME FACULTY  
 SALARY RANGES BY TERMS EMPLOYED, ETHNICITY AND GENDER  
 FALL ENDING TERM 2010 - 2011  
 EDISON

----- CCNUM=EDISON UNITID=133508 -----

| TERMS<br>EMPLOYED | SALARY RANGE    | HISPANIC<br>LATINO |   | WHITE |    | BLACK OR<br>AFRICAN<br>AMERICAN |   | AMERICAN<br>INDIAN O<br>ALASKAN<br>NATIVE |   | NON<br>RESIDENT<br>ALIENS |   | ASIAN |   | ETHNIC<br>UNKNOWN |   | NATIVE<br>HAWAIIAN<br>PACIFIC<br>ISLANDER |   | MULTI<br>RACIAL |   | TOTAL<br>FEMALE | TOTAL<br>MALE |    |
|-------------------|-----------------|--------------------|---|-------|----|---------------------------------|---|---|---|---------------------------|---|-------|---|-------------------|---|---|---|-----------------|---|-----------------|---------------|----|
|                   |                 | F                  | M | F     | M  | F                               | M | F   | M | F                         | M | F     | M | F                 | M | F   | M | F               | M |                 |               |    |
|                   |                 |                    |   |       |    |                                 |   |   |   |                           |   |       |   |                   |   |   |   |                 |   |                 |               |    |
| LESS/9MONTH       |                 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
| 9-10 MONTH        | BELOW \$30,000  | 0                  | 1 | 0     | 2  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 3  |
|                   | \$30,000-39,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$40,000-49,999 | 0                  | 1 | 33    | 15 | 0                               | 1 | 1   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 34 |
|                   | \$50,000-64,999 | 2                  | 1 | 43    | 32 | 3                               | 1 | 0   | 0 | 3                         | 2 | 0     | 1 | 0                 | 1 | 0   | 0 | 0               | 0 | 0               | 0             | 51 |
|                   | \$65,000-79,999 | 0                  | 0 | 9     | 7  | 1                               | 0 | 0   | 0 | 0                         | 0 | 1     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 11 |
|                   | \$80,000-99,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$100,000-UP    | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
| 11-12 MONTH       | BELOW \$30,000  | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$30,000-39,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$40,000-49,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$50,000-64,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$65,000-79,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$80,000-99,999 | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
|                   | \$100,000-UP    | 0                  | 0 | 0     | 0  | 0                               | 0 | 0   | 0 | 0                         | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0 | 0               | 0             | 0  |
| TOTALS            |                 | 2                  | 3 | 85    | 56 | 4                               | 2 | 1   | 0 | 3                         | 2 | 1     | 1 | 0                 | 1 | 0   | 0 | 0               | 0 | 0               | 96            | 65 |

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES  
 SALARY RANGES BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2011 - 2012  
 EDISON

----- CCNUM=EDISON UNITID=133508 -----

| OCCUPATION<br>ACTIVITY | SALARY<br>RANGE  | WHITE |    | BLACK OR<br>AFRICAN<br>AMERICAN |   | AMERICAN<br>INDIAN O<br>ALASKAN<br>NATIVE |   | HISPANIC<br>LATINO |   | NON<br>RESIDENT<br>ALIENS |   | ASIAN |   | MULTI<br>RACIAL |   | ETHNIC<br>UNKNOWN |   | NATIVE<br>HAWAIIAN<br>PACIFIC<br>ISLANDER |    | TOTAL<br>FEMALE | TOTAL<br>MALE |    |
|------------------------|------------------|-------|----|---------------------------------|---|---|---|--------------------|---|---------------------------|---|-------|---|-----------------|---|-------------------|---|---|----|-----------------|---------------|----|
|                        |                  | F     | M  | F                               | M | F   | M | F                  | M | F                         | M | F     | M | F               | M | F                 | M | F   | M  |                 |               |    |
| EXEC/ADMIN             | BELOW \$30,000   | 0     | 0  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 0             | 0  |
|                        | \$30,000-39,999  | 0     | 1  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 0             | 1  |
|                        | \$40,000-49,999  | 0     | 0  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 0             | 0  |
|                        | \$50,000-64,999  | 2     | 1  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 2             | 1  |
|                        | \$65,000-79,999  | 6     | 4  | 1                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 7             | 4  |
|                        | \$80,000-99,999  | 4     | 4  | 0                               | 1 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 4             | 5  |
|                        | \$100,000-UP     | 9     | 10 | 0                               | 0 | 0   | 1 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 9             | 11 |
| SUBTOTAL               |                  | 21    | 20 | 1                               | 1 | 0   | 1 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 22              | 22            |    |
| OTHER PROF             | BELOW \$30,000   | 5     | 0  | 0                               | 0 | 0   | 0 | 1                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 6               | 0             |    |
|                        | \$30,000-39,999  | 34    | 13 | 0                               | 0 | 0   | 0 | 3                  | 1 | 0                         | 1 | 1     | 0 | 0               | 1 | 0                 | 0 | 0   | 0  | 38              | 16            |    |
|                        | \$40,000-49,999  | 21    | 10 | 1                               | 1 | 1   | 0 | 0                  | 3 | 1                         | 1 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 24              | 15            |    |
|                        | \$50,000-64,999  | 18    | 15 | 0                               | 0 | 0   | 0 | 1                  | 2 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 19              | 17            |    |
|                        | \$65,000-79,999  | 4     | 9  | 0                               | 1 | 0   | 0 | 0                  | 0 | 0                         | 0 | 1     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 5               | 10            |    |
|                        | \$80,000-99,999  | 1     | 5  | 1                               | 1 | 0   | 0 | 0                  | 2 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 2               | 8             |    |
|                        | \$100,000-UP     | 0     | 0  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 0             | 0  |
| SUBTOTAL               |                  | 83    | 52 | 2                               | 3 | 1   | 0 | 5                  | 8 | 1                         | 2 | 2     | 0 | 0               | 1 | 0                 | 0 | 0   | 94 | 66              |               |    |
| TEC./PARAPROF          | BELOW \$20,000   | 0     | 0  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 0               | 0             | 0  |
|                        | \$20,000- 29,999 | 31    | 7  | 3                               | 3 | 1   | 0 | 4                  | 2 | 1                         | 0 | 0     | 0 | 0               | 1 | 0                 | 0 | 0   | 0  | 40              | 13            |    |
|                        | \$30,000- 39,999 | 18    | 2  | 2                               | 1 | 0   | 0 | 3                  | 1 | 1                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 24              | 4             |    |
|                        | \$40,000- 49,999 | 4     | 1  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 4               | 1             |    |
|                        | \$50,000 AND UP  | 4     | 1  | 0                               | 0 | 0   | 0 | 0                  | 0 | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0  | 4               | 1             |    |

CCTCMIS - RFALLIPS 10/14/2011 13:06:55

SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY B. OTHER FULL-TIME EMPLOYEES  
 SALARY RANGES BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2011 - 2012  
 EDISON

----- CCNUM=EDISON UNITID=133508 -----

| OCCUPATION<br>ACTIVITY | SALARY<br>RANGE  | WHITE |     | BLACK OR<br>AFRICAN<br>AMERICAN |   | AMERICAN<br>INDIAN O<br>ALASKAN<br>NATIVE |   | HISPANIC<br>LATINO |    | NON<br>RESIDENT<br>ALIENS |   | ASIAN |   | MULTI<br>RACIAL |   | ETHNIC<br>UNKNOWN |   | NATIVE<br>HAWAIIAN<br>PACIFIC<br>ISLANDER |     | TOTAL<br>FEMALE | TOTAL<br>MALE |
|------------------------|------------------|-------|-----|---------------------------------|---|---|---|--------------------|----|---------------------------|---|-------|---|-----------------|---|-------------------|---|---|-----|-----------------|---------------|
|                        |                  | F     | M   | F                               | M | F   | M | F                  | M  | F                         | M | F     | M | F               | M | F                 | M | F   | M   |                 |               |
| SUBTOTAL               |                  | 57    | 11  | 5                               | 4 | 1   | 0 | 7                  | 3  | 2                         | 0 | 0     | 0 | 1               | 0 | 0                 | 0 | 0   | 0   | 72              | 19            |
| CLERICAL/SEC.          | BELOW \$20,000   | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
|                        | \$20,000- 29,999 | 24    | 5   | 2                               | 0 | 0   | 0 | 5                  | 3  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 31              | 8             |
|                        | \$30,000- 39,999 | 16    | 0   | 1                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 17              | 0             |
|                        | \$40,000- 49,999 | 2     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 2               | 0             |
|                        | \$50,000 AND UP  | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
| SUBTOTAL               |                  | 42    | 5   | 3                               | 0 | 0   | 0 | 5                  | 3  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 50  | 8               |               |
| SKILLED CRAFT          | BELOW \$20,000   | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
|                        | \$20,000- 29,999 | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 1  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 1             |
|                        | \$30,000- 39,999 | 0     | 5   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 5             |
|                        | \$40,000- 49,999 | 0     | 1   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 1             |
|                        | \$50,000 AND UP  | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
| SUBTOTAL               |                  | 0     | 6   | 0                               | 0 | 0   | 0 | 0                  | 1  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 7             |
| SERVICE/MAINT.         | BELOW \$20,000   | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
|                        | \$20,000- 29,999 | 1     | 4   | 1                               | 0 | 0   | 0 | 0                  | 2  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 2               | 6             |
|                        | \$30,000- 39,999 | 0     | 4   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 4             |
|                        | \$40,000- 49,999 | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
|                        | \$50,000 AND UP  | 0     | 0   | 0                               | 0 | 0   | 0 | 0                  | 0  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 0   | 0               | 0             |
| SUBTOTAL               |                  | 1     | 8   | 1                               | 0 | 0   | 0 | 0                  | 2  | 0                         | 0 | 0     | 0 | 0               | 0 | 0                 | 0 | 0   | 2   | 10              |               |
| TOTALS                 |                  | 204   | 102 | 12                              | 8 | 2   | 1 | 17                 | 17 | 3                         | 2 | 2     | 0 | 0               | 2 | 0                 | 0 | 0   | 240 | 132             |               |

CCTCMIS - RFALLIPS 10/14/2011 13:06:55

SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED



FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY D. OTHER PART-TIME EMPLOYEES  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 FALL ENDING TERM 2011 - 2012  
 EDISON

----- CCNUM=EDISON UNITID=133508 -----

| OCCUPATION<br>ACTIVITY | NON<br>RESIDENT<br>ALIENS |   | AMERICAN<br>INDIAN O<br>ALASKAN<br>NATIVE |   | ETHNIC<br>UNKNOWN |   | NATIVE<br>HAWAIIAN<br>PACIFIC<br>ISLANDER |   | ASIAN |   | HISPANIC<br>LATINO |    | BLACK OR<br>AFRICAN<br>AMERICAN |    | WHITE |     | MULTI<br>RACIAL |   | TOTAL<br>FEMALE | TOTAL<br>MALE |
|------------------------|---------------------------|---|---|---|-------------------|---|---|---|-------|---|--------------------|----|---------------------------------|----|-------|-----|-----------------|---|-----------------|---------------|
|                        | F                         | M | F   | M | F                 | M | F   | M | F     | M | F                  | M  | F                               | M  | F     | M   | F               | M |                 |               |
| INSTR COMBINED         | 1                         | 1 | 2   | 1 | 1                 | 2 | 0   | 0 | 12    | 3 | 21                 | 9  | 15                              | 20 | 332   | 289 | 0               | 0 | 384             | 325           |
| EXEC/ADMIN             | 0                         | 0 | 0   | 0 | 0                 | 0 | 0   | 0 | 0     | 0 | 0                  | 0  | 0                               | 0  | 1     | 1   | 0               | 0 | 1               | 1             |
| OTHER PROF             | 0                         | 0 | 0   | 0 | 0                 | 0 | 0   | 0 | 1     | 0 | 2                  | 2  | 1                               | 1  | 50    | 11  | 0               | 0 | 54              | 14            |
| TEC./PARAPROF          | 0                         | 1 | 0   | 0 | 0                 | 0 | 0   | 0 | 2     | 0 | 6                  | 7  | 12                              | 3  | 90    | 57  | 0               | 1 | 110             | 69            |
| CLERICAL/SEC.          | 0                         | 1 | 0   | 0 | 0                 | 0 | 0   | 0 | 0     | 0 | 2                  | 0  | 1                               | 0  | 19    | 4   | 0               | 0 | 22              | 5             |
| SKILLED CRAFT          | 0                         | 0 | 0   | 0 | 0                 | 0 | 0   | 0 | 0     | 0 | 0                  | 0  | 0                               | 0  | 0     | 0   | 0               | 0 | 0               | 0             |
| SERVICE/MAINT.         | 0                         | 0 | 0   | 0 | 0                 | 0 | 0   | 0 | 0     | 0 | 0                  | 0  | 0                               | 0  | 2     | 5   | 0               | 0 | 2               | 5             |
| TOTALS                 | 1                         | 3 | 2   | 1 | 1                 | 2 | 0   | 0 | 15    | 3 | 31                 | 18 | 29                              | 24 | 494   | 367 | 0               | 1 | 573             | 419           |

CCTCMIS - RFALLIPS 10/14/2011 13:06:55

SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

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

----- CCNUM=EDISON UNITID=133508 -----

| TENURE STATUS | RANK        | BLACK OR AFRICAN AMERICAN |            | ASIAN |   | ETHNIC UNKNOWN |   | NATIVE HAWAIIAN PACIFIC ISLANDER |   | MULTI RACIAL |   | HISPANIC LATINO |    | WHITE |   | AMERICAN INDIAN O ALASKAN NATIVE |   | NON RESIDENT ALIENS |    | TOTAL FEMALE | TOTAL MALE |
|---------------|-------------|---------------------------|------------|-------|---|----------------|---|----------------------------------|---|--------------|---|-----------------|----|-------|---|----------------------------------|---|---------------------|----|--------------|------------|
|               |             | F                         | M          | F     | M | F              | M | F                                | M | F            | M | F               | M  | F     | M | F                                | M | F                   | M  |              |            |
|               |             | TENURED                   | PROFESSORS | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  |              |            |
|               | ASSOC. PROF | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | ASSIS. PROF | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | INSTRUCTOR  | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | LECTURES    | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | OTHER FACU. | 2                         | 1          | 1     | 1 | 0              | 1 | 0                                | 0 | 0            | 0 | 2               | 39 | 32    | 0 | 0                                | 0 | 0                   | 0  | 42           | 37         |
| SUBTOTAL      |             | 2                         | 1          | 1     | 1 | 0              | 1 | 0                                | 0 | 0            | 0 | 2               | 39 | 32    | 0 | 0                                | 0 | 0                   | 42 | 37           |            |
| ON TRACK      | PROFESSORS  | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | ASSOC. PROF | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | ASSIS. PROF | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | INSTRUCTOR  | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | LECTURES    | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | OTHER FACU. | 2                         | 1          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 2 | 0               | 41 | 18    | 1 | 0                                | 3 | 2                   | 49 | 21           |            |
| SUBTOTAL      |             | 2                         | 1          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 2 | 0               | 41 | 18    | 1 | 0                                | 3 | 2                   | 49 | 21           |            |
| NOT ON TRACK  | PROFESSORS  | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | ASSOC. PROF | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | ASSIS. PROF | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | INSTRUCTOR  | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | LECTURES    | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 0               | 0  | 0     | 0 | 0                                | 0 | 0                   | 0  | 0            | 0          |
|               | OTHER FACU. | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 1               | 5  | 6     | 0 | 0                                | 0 | 0                   | 5  | 7            |            |
| SUBTOTAL      |             | 0                         | 0          | 0     | 0 | 0              | 0 | 0                                | 0 | 0            | 0 | 1               | 5  | 6     | 0 | 0                                | 0 | 0                   | 5  | 7            |            |
| TOTALS        |             |                           |            |       |   |                |   |                                  |   |              |   |                 |    |       |   |                                  |   |                     |    |              |            |

CCTCMIS - RFALLIPS 10/14/2011 13:06:55

SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

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

----- CCNUM=EDISON UNITID=133508 -----

| TENURE<br>STATUS | RANK | BLACK OR<br>AFRICAN<br>AMERICAN |   | ASIAN |   | ETHNIC<br>UNKNOWN |   | NATIVE<br>HAWAIIAN<br>PACIFIC<br>ISLANDER |   | MULTI<br>RACIAL |   | HISPANIC<br>LATINO |   | WHITE |   | AMERICAN<br>INDIAN O<br>ALASKAN<br>NATIVE |    | NON<br>RESIDENT<br>ALIENS |   | TOTAL<br>FEMALE | TOTAL<br>MALE |
|------------------|------|---------------------------------|---|-------|---|-------------------|---|---|---|-----------------|---|--------------------|---|-------|---|---|----|---------------------------|---|-----------------|---------------|
|                  |      | F                               | M | F     | M | F                 | M | F   | M | F               | M | F                  | M | F     | M | F   | M  | F                         | M |                 |               |
|                  |      |                                 |   | 4     | 2 | 1                 | 1 | 0   | 1 | 0               | 0 | 0                  | 0 | 2     | 3 | 85  | 56 | 1                         | 0 |                 |               |

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 EDISON

----- CCNUM=EDISON UNITID=133508 -----

| OCCUPATION<br>ACTIVITY | TENURE<br>STATUS | NON<br>RESIDENT<br>ALIENS |   | BLACK OR<br>AFRICAN<br>AMERICAN |   | WHITE |   | HISPANIC<br>LATINO |   | MULTI<br>RACIAL |   | AMERICAN<br>INDIAN O<br>ALASKAN<br>NATIVE |   | ASIAN |   | ETHNIC<br>UNKNOWN |   | NATIVE<br>HAWAIIAN<br>PACIFIC<br>ISLANDER |   | TOTAL<br>FEMALE | TOTAL<br>MALE |
|------------------------|------------------|---------------------------|---|---------------------------------|---|-------|---|--------------------|---|-----------------|---|---|---|-------|---|-------------------|---|---|---|-----------------|---------------|
|                        |                  | F                         | M | F                               | M | F     | M | F                  | M | F               | M | F   | M | F     | M | F                 | M | F   | M |                 |               |
| INSTR COMBINED         | TENURED          | 0                         | 0 | 0                               | 0 | 0     | 0 | 0                  | 0 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0             |
|                        | ON TRACK         | 1                         | 2 | 0                               | 1 | 4     | 3 | 0                  | 0 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 5             |
|                        | NOT ON TRACK     | 0                         | 0 | 0                               | 0 | 2     | 0 | 0                  | 1 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 2             |
| EXEC/ADMIN             |                  | 0                         | 0 | 0                               | 0 | 1     | 0 | 0                  | 0 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 1             |
| OTHER PROF             |                  | 0                         | 0 | 0                               | 0 | 8     | 3 | 0                  | 2 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 8             |
| TEC./PARAPROF          |                  | 0                         | 0 | 1                               | 1 | 2     | 0 | 1                  | 0 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 4             |
| CLERICAL/SEC.          |                  | 0                         | 0 | 0                               | 0 | 5     | 0 | 0                  | 1 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 5             |
| SKILLED CRAFT          |                  | 0                         | 0 | 0                               | 0 | 0     | 0 | 0                  | 0 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0             |
| SERVICE/MAINT.         |                  | 0                         | 0 | 0                               | 0 | 0     | 0 | 0                  | 0 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 0             |
| TOTALS                 |                  |                           |   |                                 |   |       |   |                    |   |                 |   |   |   |       |   |                   |   |   |   |                 |               |
|                        |                  | 1                         | 2 | 1                               | 2 | 22    | 6 | 1                  | 4 | 0               | 0 | 0   | 0 | 0     | 0 | 0                 | 0 | 0   | 0 | 0               | 25            |

CCTCMIS - RFALLIPS 10/14/2011 13:06:55

SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED

FLORIDA COLLEGE SYSTEM  
 IPEDS FALL STAFF SURVEY G. NEW HIRES (AS OF FISCAL YEAR)  
 OCCUPATIONAL ACTIVITY BY ETHNICITY AND GENDER  
 EDISON

----- CCNUM=EDISON -----

| OCCUPATION<br>ACTIVITY            | SALARY RANGE     | BLACK  |      | HISPANIC |      | ALIENS |      | WHITE  |      | TOTAL |
|-----------------------------------|------------------|--------|------|----------|------|--------|------|--------|------|-------|
|                                   |                  | FEMALE | MALE | FEMALE   | MALE | FEMALE | MALE | FEMALE | MALE |       |
| INSTR<br>COMBINED/ON<br>TRACK     | 45,000 TO 55,000 | 0      | 1    | 0        | 0    | 1      | 2    | 2      | 2    | 8     |
|                                   | 55,000 TO 65,000 | 0      | 0    | 0        | 0    | 0      | 0    | 2      | 1    | 3     |
| INSTR<br>COMBINED/NOT ON<br>TRACK | BELOW 25,000     | 0      | 0    | 0        | 1    | 0      | 0    | 0      | 0    | 1     |
|                                   | 45,000 TO 55,000 | 0      | 0    | 0        | 0    | 0      | 0    | 2      | 0    | 2     |
| EXEC/ADMIN                        | 55,000 TO 65,000 | 0      | 0    | 0        | 0    | 0      | 0    | 1      | 0    | 1     |
| OTHER PROF                        | 25,000 TO 30,000 | 0      | 0    | 0        | 0    | 0      | 0    | 1      | 0    | 1     |
|                                   | 30,000 TO 35,000 | 0      | 0    | 0        | 0    | 0      | 0    | 4      | 1    | 5     |
|                                   | 35,000 TO 40,000 | 0      | 0    | 0        | 0    | 0      | 0    | 1      | 0    | 1     |
|                                   | 40,000 TO 45,000 | 0      | 0    | 0        | 0    | 0      | 0    | 0      | 1    | 1     |
|                                   | 45,000 TO 55,000 | 0      | 0    | 0        | 1    | 0      | 0    | 0      | 0    | 1     |
|                                   | 55,000 TO 65,000 | 0      | 0    | 0        | 1    | 0      | 0    | 1      | 0    | 2     |
|                                   | 65,000 TO 75,000 | 0      | 0    | 0        | 0    | 0      | 0    | 0      | 1    | 1     |
|                                   | ABOVE 75,000     | 0      | 0    | 0        | 0    | 0      | 0    | 1      | 0    | 1     |
| TEC./PARAPROF                     | 25,000 TO 30,000 | 1      | 1    | 1        | 0    | 0      | 0    | 2      | 0    | 5     |
| CLERICAL/SEC.                     | 25,000 TO 30,000 | 0      | 0    | 0        | 1    | 0      | 0    | 5      | 0    | 6     |
| TOTAL                             |                  | 1      | 2    | 1        | 4    | 1      | 2    | 22     | 6    | 39    |

CCTCMIS - RFALLIPS 10/14/2011 13:06:55

SOURCE: APR2012

NOTE: EMPLOYEES WITH UNKNOWN GENDER ARE NOT INCLUDED