**Summary of the 2012-2013 Annual Equity Update Report**

**Edison State College**

***PURPOSE AND KEY ISSUES OF REPORT***

Each year, the Division of Florida Colleges requires that each of the 28 state colleges prepares and submits the annual equity update report. This report summarizes the educational and employment performance of Edison’s female and minority populations and includes the following groups – Female, Black, Hispanic, and Other Minorities.

***OVERVIEW OF EDISON’S PROGRESS***

Employment Summary

1. Institutional Employment –

Executive, Administrator, and Manager (EAM): During this reporting period, the College employed 41 executives, administrators, and managers. Last year’s overall goal was to hire two (2) additional EAM that furthered the diversity of this group; the overall goal was met by hiring one (1) additional Black Male, one (1) additional Black Female, and one (1) additional Female recognized as Other Minority.

This year the College is well above the U.S. Census benchmark (Individuals with a Graduate Degree or Higher in our service region) for Black Male and Black Female EAMs, above U.S. Census benchmarks for Other Minority Female, White Female, and total Female EAMs, and below the U.S. Census benchmarks for White Male, Hispanic Male, Hispanic Female, Other Minority Male, and total Male EAMs. The College will continue to work toward improving female and minority hiring in this group, with a special emphasis on Hispanic EAM recruitment. The College will continue to explore and implement new methods to increase minority representation as outlined in the full report.

Full Time Instructional Staff: During this reporting period, the College employed 167 full time faculty. Last year’s overall goal was to hire at least two (2) additional faculty that furthered the racial, ethnic, or gender diversity at the College. This goal was exceeded by hiring one (1) Black Male, one (1) Black Female, and one (1) Hispanic Male.

This year the College is well above the U.S. Census benchmarks for Black Male, Black Female, White Female, and total Female faculty and above the benchmarks for Hispanic Male and Other Minority Female faculty. The College remains below U.S. Census benchmarks for Hispanic Female, Other Minority Male, White Male, and total Male faculty. Once again the College will continue to focus on the underrepresented groups as part of our overall recruitment effort.

Continuing Contract Instructional Staff: Faculty who are eligible for continuing contracts pursuant to the Florida Administrative Code have been awarded or are in the process of being awarded continuing contracts. The College exceeds the U.S. Census benchmarks for continuing contracts offered to Black Female, White Female, Other Minority Female, and total Female faculty. The College remains below the U.S. Census benchmarks for Black Male, Hispanic Male, Hispanic Female, Other Minority Male, White Male, and total Male faculty however, this is a function of eligibility since all eligible faculty were offered a continuing contract.

1. Accountability in Institutional Employment – Evaluations of Interim President Dudley Goodlette and selected staff have been conducted and have met the requirements of state statute. The College has also provided salary ranges for new employees in several different categories and compared these salary ranges to the salary ranges of existing employees.
2. Revised Policies and Procedures – Over the past year the College has updated several Board policies to be in compliance with federal law.

Educational Summary

It is Edison State College’s goal to insure that all students have the opportunity to enroll and successfully achieve their educational goals regardless of race, sex, age, color, religion, disability, ethnicity, national origin, sexual orientation, genetic information, veteran’s status, or marital status.

1. Student Participation and Enrollments – The changes in the number of FTIC enrollment for all groups correlate with the changes in the FTIC overall enrollments, while the corresponding percentages remain above 2010 U.S. Census data for our service area for Blacks, Hispanics, and Females. The percentage enrollment figures (both total and FTIC) decreased slightly for Blacks and Females, but increased for Hispanics and Other Minorities.
2. Student Completion Rates – A.A., A.S., and Certificate Programs – The overall participation/completion rates for the period between 2009-2010 and 2011-2012 are as follows:
   1. AA degrees – increased by 44%
   2. AS degrees – remained stable (no clear trend)
   3. Certificates – decreased by 40%
   4. Total number of degrees (AA,AS, Certificates) – increased by 16%

The overall number of AA/AS degrees and certificates have increased for all groups from 2009-2010 to 2011-2012 except Whites, which have remained constant. The overall percentage for completions have increased for all groups from 2009-2010 to 2011-2012 for all categories except Whites, which have decreased. All groups have a percentage of completion rate which meets or exceeds U.S. Census numbers for our service region with the exception of Whites.

1. Persistence and Retention Analysis – This section reviews the pattern of retention rates and compares data from one year to the next to determine the College’s effectiveness in supporting persistence and retention among all groups. Comparing the retention rates for 2010-2011 to 2011-2012 and 2011-2012 to 2012-2013, the retention rate for full-time FTIC students have decreased for all groups except Other Minorities. Comparing the retention rates for 2010-2011 to 2011-2012 and 2011-2012 to 2012-2013, the retention rate for part-time FTIC students have decreased for all students except Black students.
2. Institutional Analysis of “Gatekeeper” Mathematics Courses – The success rates of minority and underrepresented students in “gatekeeper” math courses were analyzed according to gender, ethnicity, course-type, faculty status, and instructional methods. Overall success rates for MAT 1033 and MGF 1106 have remained stable, while MAC 1105 shows a slight decreasing trend for the period covered in the report. The gaps between success rates for different groups are becoming narrower.
3. Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities – Colleges are required to develop policies for providing reasonable substitution for eligible students under Florida and Federal law. In accordance with this requirement the College updated Board Policy 6Hx6:6.03 in June 2012 to accurately reflect the necessary requirements listed under Rule 6A-10.041(1), FAC. The College received one (1) course substitution request which was granted in 2012-2013.

Strategies to Increase Student Participation

Methods and strategies to increase enrollments for Other Minority, Black and Hispanic students:

* Outreach and partnerships with local K-12 systems to include public and charter schools, along with special centers.
* Recruitment representatives conduct presentations and host information tables at programs and college fairs targeted to underrepresented populations through organizations such as Infinite Scholars, Hispanic Scholarship Fund and Take Stock in Children.
* Development and implementation of a recruitment plan to include multi-cultural initiatives engaging college staff and students in efforts as appropriate.
* Continued execution and marketing of the annual Go Higher, Get Accepted! campaign to have high school seniors accepted at a postsecondary institution prior to graduation.
* Development of outreach initiatives and participation in community and/or non-profit events, workshops and programs to increase awareness of college access. Continue to cultivate targeted partnerships with non-profit and community agencies.
* Increase scholarship opportunities and promote existing scholarship availability through communications and workshops.
* Enhance opportunities to host on and off-campus events, college fairs and information sessions for students participating in AVID, Upward Bound and similar school based programs.
* Offer on-campus family information sessions, college knowledge sessions and open houses.
* High school outreach efforts targeted to first generation college students eligible for Project HOPE and other scholarship offerings.
* Continued development of on-campus information sessions and financial aid workshops to support students seeking assistance with the application process and funding for college.
* Enhanced scheduling of bilingual enrollment services staff members and student assistants to ensure availability of support services for limited English speaking students and family members.
* Development of on and off-campus partnerships with SWFL Works to increase awareness of state funding support available for displaced workers and low income new and returning students.
* 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) and for Adult ESOL students. The Division of College and Career Readiness and the Office of Admissions hosted two “Evening at Edison” events (fall 2012, spring 2013) providing recruiting and transitioning services for Adult ESOL Students and GED completers.

Strategies to Increase Student Completions:

* Established Academic Success Centers on all campuses in an effort to increase the support needed for course completion. Since fall 2012, all Academic Success Centers have had a central report to the Division of College and Career Readiness to ensure consistency of services.
* 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 to align with Florida’s Developmental Course Competencies. The Division of College and Career Readiness is currently piloting Project Math Success in partnership with Florida State College at Jacksonville.
* Continued implementation of common course assessments. Since fall 2011, the Division of College and Career Readiness has 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.
* Continue 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.
* Continued monitoring of academic progress and provide early interventions to those falling below acceptable standards. An Early Alert Committee was established in fall 2012 to ensure college wide consistency of Early Alert services.
* Established Communities of Practice as a professional development mechanism and an opportunity for Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy.
* Developmental Mathematics faculty have engaged in Mathematics Re-design and visited other colleges who have implemented alternative modality models.
* Offer 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, the QEP Director tracks FTIC Cohort Data for students who test into one or more developmental courses. The QEP Assessment committee has set benchmark degree and certificate completion goals for the five year QEP cycle.
* The Developmental Studies Advisory committee is tasked with reviewing and analyzing 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. The FYE Office holds Service Saturday events each month which are open to students college-wide.
* Continue to develop student mentors (Peer Architects) that work closely with first-year students.
* 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.
* 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.
* 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.
* Formed a collaboration among the FYE course, Orientation, intervention strategies, and Advising programs.
* Continue funding of scholarships to recruit and support First Generation in College students. The new Presidential Scholars Program is slated to begin fall 2013.
* 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 students testing into Developmental Studies and continue to train advisors to best serve this population.
* Develop Academic Success programs focused on providing transition services for English Language Learners (ELLs).
* Continue to provide an ELL-specific orientation session designed to meet this population’s needs**.**

Strategies to Improve Student 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.
* Provide tutoring to students through certified tutoring centers.
* A peer mentoring program has been established as part of the FYE program.
* Additionally, the College will:
  + Continue to provide financial aid assistance.
  + Continue to provide career and job placement services, internships and job search skills courses.
  + 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.
  + Continue to explore Math Re-Design with faculty, who review research on Mathematics re-design, attend re-design conferences, visit schools implementing alternative modality models.
  + As part of the College’s Quality Enhancement plan, continue to track FTIC Cohort Data for students who test into one or more developmental courses.
  + The Developmental Studies Advisory committee will meet in June, 2013 to review and analyze Developmental Studies data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.
* The QEP Advisory Committee meets on a quarterly basis to review and analyze QEP data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.

Strategies to Improve and/or Close Gaps in the Success Rates in Mathematics Gatekeeper Courses

* 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.
* 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.
* 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 advisors 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 Math for College Readiness mini-conference was hosted by the Division of College and Career Readiness with faculty and administrators from Developmental Studies and the Mathematics Department on February 19, 2013 with participants from the Lee school district.

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.
* 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 Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy.
* 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.