Valencia College

College Annual Equity Update

2020-2021

Template for Submission

Deadline: April 30, 2021

Submission Information
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General Information and Applicable Laws for Reporting

The purpose of the College Annual Equity Update is to provide updates on efforts to comply with Florida Statutes related to nondiscrimination and equal access to postsecondary education and employment in Florida College System (FCS) institutions. The following Florida Statutes (F.S.) and implementing State Board of Education rules in the Florida Administrative Code (F.A.C.) have specific requirements for the annual update.

- Section 1000.05, F.S., the "Florida Educational Equity Act"
- Section 1012.86, F.S., Florida College System institution employment equity accountability program
- Section 1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers
- Implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity

The Division of Florida Colleges (DFC) continues to provide certified data in Excel format on the areas of measurement required by statute and rule. Additionally, tables have been created and embedded in the template for setting goals and reflecting goal achievement. DFC encourages each college to devote attention to the development of effective methods and strategies for any areas of improvement identified in analyses.

Submission of the College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges by April 30, 2021. The update should be submitted by email to FCSInfo@fldoe.org. **Colleges must submit this equity template in Word format**. PDFs of the report template will not be accepted. Colleges may attach additional documents in PDF or Word format as appendices.

DFC conducts reviews of annual college equity update reports pursuant to Rule 6A-19.010, F.A.C., implementing the Florida Educational Equity Act. The goals are to provide feedback for future updates, monitor efforts by the college to increase diversity in student participation and employment and meet requirements of Florida Statutes, including, but not limited to, the Florida Educational Equity Act and sections 1000.05, 1012.86 and 1006.71, F.S.

The review includes an assessment of the college's methods and strategies established to achieve goals and timelines addressing areas of underrepresentation of minorities in its academic programs, activities and employment. The review also includes an evaluation of submitted policies and procedures for compliance with state and federal civil rights laws prohibiting discrimination on the basis of race, national origin, ethnicity, gender, marital status, age, genetic information or disability. The review may include comments or recommendations in areas where the college has achieved or exceeded its goals or in areas where there is incomplete or missing information.

For the 2020-21 report, the factors DFC will identify as part of its review will be embedded after sections of the report and DFC will use these sections to provide feedback to colleges. These will be marked "Completed by Division of Florida Colleges." Example:

Review of Part I: Course Substitutions
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part I. Description of Plan Development

Did the college make any changes to the development of the college equity plan? **Make a selection: No**
If yes, provide the following applicable updates.

A list of persons, by title and organizational location, involved in the development of the plan.

Response: Click here to enter text.

A description of the participation of any advisory groups or persons.

Response: Click here to enter text.

Review of Part I: Description of Plan Development
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Did the college change the college equity plan?	Select one.		
If yes, applicable updates provided?	Select one.		

Part II. Policies and Procedures that Prohibit Discrimination

This section relates to processes used to ensure that certain policies and procedures are current, accurate, in compliance and available to all students, employees and applicants as required by statute.

A) Has the governing board updated the college's approved and adopted policy of nondiscrimination? **Make a selection: No** If yes, provide the following applicable updates.

Date of revision: Click here to enter text.
Description of the revision: Click here to enter text.
Web link(s) to document the revision: Click here to enter text.

B) Has the college updated the procedures used to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? **Make a selection: No** If yes, provide updated information.

Response: Click here to enter text.

C) Has the college changed the person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? **Make a selection: No** If yes, provide the following applicable information for each updated contact.
Name/title: Click here to enter text.

Phone number: Click here to enter text.
Address: Click here to enter text.
Email address: Click here to enter text.
Is this contact's information available in the regular notice of nondiscrimination?
Make a selection: Select one.

D) Has the college updated the grievance or complaint procedures for use by students, applicants and employees who allege discrimination? **Make a selection: Yes** If yes, provide the following applicable updates.

Date of revision: August 20, 2020
Description of the revision: Created a new set of procedures to address allegations of Title IX Sexual Misconduct as per new federal regulations
Web link(s) to document the revision: https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-01-discrimination-harassment-related-conduct.pdf

E) Grievance procedures should address the following, at a minimum, as required under Rule 6A-19.010(h), F.A.C. Confirm if the college is meeting these requirements.

1) Notifications of these procedures are placed in prominent and common information sources. **Make a selection: Yes**

2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do not prohibit individuals from seeking redress from other available sources. **Make a selection: Yes**

3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. **Make a selection: Yes**

If no, provide the college's plan for compliance.

Response: Click here to enter text.

F) Have there been any revisions to nondiscrimination policies or procedures pertaining to:

Title IX?	**Yes**
Title II?	**No**
Section 504?	**No**
Nondiscrimination policies or procedures pertaining to disability services, including Rule 6A-10.041, F.A.C., that addresses course substitution requirements?	**No**
Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease?	**No**
Other policies or procedures related to civil rights or nondiscrimination?	**Yes**

If yes, address the following for any identified policies or procedures.

Name of the policy and/or procedure(s): Accommodations of Religious Observations…
Date of revision: February 21, 2021
Description of the revision: minor procedural updates
Web link(s) to document the revision: https://valenciacollege.edu/about/general-counsel/policy/documents/volume2/2-08-accommodation-of-religious-observances-by-students.pdf

Review of Part II: Policies and Procedures that Prohibit Discrimination
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Have there been any updates to the college's policy of nondiscrimination adopted by the governing board?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to person(s) designated to coordinate the college's compliance with section 1000.05, F.S.; Rules 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II?	Select one.		
If yes, applicable updates provided?	Select one.		
Have there been any updates to the college's grievance or complaint procedures for use by students, applicants and employees who allege discrimination?	Select one.		
If yes, applicable updates provided?	Select one.		
Grievance procedures should address the following at a minimum as required under Rule 6A-19.010(h), F.A.C.			
Notifications of these procedures are placed in prominent and common information sources.	Select one.		
Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints, but do	Select one.		

Requirement	Response	Comments	Action
not prohibit individuals from seeking redress from other available sources.			
Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.	Select one.		
If no, is a plan for compliance provided?	Select one.		

Part III. College Employment Equity Accountability Plan

Section 1012.86, F.S., Florida College System institution employment equity accountability program, requires that each college include in its annual equity update a plan for increasing the representation of women and minorities in senior-level positions, full-time faculty positions and full-time faculty positions 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 Florida Department of Education.

A. Data, Analysis and Benchmarks

DFC provides colleges with employment data for the last three fall terms to evaluate employment trends for females and minorities in senior-level positions (also referred to as Executive/Administrative/ Managerial or EAM positions), full-time instructional staff and full-time instructional staff with continuing contract status. DFC also provides colleges with student enrollment percentages by race and gender to be used as the benchmark for setting employment goals, as colleges seek to reflect their student demographics in their employment.

College Full-Time Executive/Administrative/Managerial Staff

Informed by the EMP-EAM tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions.

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021*
Black Female	12.1%	6.0%	7.7%	6%	Yes	10%
Black Male	8.0%	6.0%	7.7%	6%	Yes	10%
Hispanic Female	25.9%	9.0%	9.2%	9%	Yes	12%
Hispanic Male	17.9%	3.0%	3.1%	3%	Yes	6%

	2019-20 Report Year College Student Population (%)	EAM Actuals (%) Fall 2019	EAM Actuals (%) Fall 2020	EAM Stated Goals (%) Fall 2020	EAM Goal Met (Yes/No)	EAM Goals for Fall 2021*
Other Minorities Female	4.5%	0%	0%	2%	No	3%
Other Minorities Male	3.6%	1.5%	1.5%	2%	No	3%
White Female	15.1%	44.8%	40.0%	n/a	n/a	n/a
White Male	13%	29.9%	30.8%	n/a	n/a	n/a
Total Female	57.5%	59.7%	56.9%	60%	No	57%
Total Male	42.5%	40.3%	43.1%	44%	No	43%

* This year's goals were developed in advance of a more robust dialogue at the College regarding ways to increase the recruitment and retention of historically minoritized individuals. Currently, we are building the membership of the college-wide Equity Plan Work Team. The Equity Plan work team is one of five Institutional Planning teams that are tasked with developing the plans that will inform our Impact Plan goals. We expect that over the next academic year, we will be able to develop more robust and multi-year goals based in part due to the work of this team and the variety of work teams focusing on building a more equitable culture for our employees. We will be exploring ways to develop goals for employee selection and retention that are in a similar fashion to the multi-year student goals that you will find described below. This may include the development of multi-year goals that can be articulated in a year-to-year format that, when compounded over time, will allow us to achieve the established future goals.

Describe and evaluate strategies for addressing underrepresentation in EAM positions.

Response:

It is important to acknowledge the historical impact on events of the global pandemic this past year. Valencia College began virtual learning and remote work in March, 2020 and this has continued in large part to date. As part of our continued commitment to our employees, hiring of new employees was limited to only positions that were agreed upon as critical for hire by the College's senior team. Additionally, no new full time faculty positions (non-tenure earning and tenure earning) were filled in the 2019-2020 academic year. Therefore, in reviewing the goals that were met or not met for this past year, it is noteworthy that significant progress in these areas was limited in part due to the small number of positions that were able to be filled during a pandemic. As we look towards the future, we do anticipate filling additional positions and we remain committed to infusing equity-minded principles in the recruitment and selection process as well as working to identify strategies that support the retention of historically minoritized employee groups.

Valencia College is committed to attracting the most diverse and inclusive pool of candidates. To achieve this goal, the Talent Acquisition team in Organizational Development and Human Resources (ODHR) has completed a review of the Valencia College career site, job ads, and job descriptions to ensure the use of inclusive language. We continue reviewing our processes, communications and systems to identify barriers that impact recruitment in achieving successful diverse and inclusive recruitment practices.

The Talent Acquisition team reviews and implements new sources yearly to build further on our preexisting robust sourcing and advertising strategy to increase the recruitment of a large, diverse applicant pool. (For a complete list of sources and job boards, see Appendix 1). Lastly, our Talent Acquisition team plays an integral role in the search process for every EAM position at Valencia College, offering consultation and guidance in applying equity-minded selection process principles and actions during the selection process.

The Talent Acquisition recruitment strategy focuses on recruiting diverse candidates through local and national networking, passive candidate outreach, and the use of a robust and comprehensive wide-range advertisement plan. The approach in the selection and evaluation of recruitment channels focuses on diversity and inclusion for maximum reach. The goal is to ensure a far-reaching recruitment to attract a large, diverse applicant pool and in particular, the reach of minoritized groups

Our channels and platforms include:
1) General and Higher Education Job Boards
2) Local Outreach
3) Diversity-focused job boards
4) Specialty job boards (association, organization related to a trade)
5) Social Media Channels
6) Universities/Colleges Nationwide
7) Hiring events/Job Fairs
8) Direct contact with passive candidates

Our Diversity Recruitment Strategy and outreach allowed us to build a strong relationship with various diversity job boards, groups, associations and universities.

HBCUconnect (historical Black Colleges and Universities) named Valencia College as number 26 of its top 50 employers in 2019 for its recruitment efforts targeting students and graduates from our nation's Historically Black Colleges and Universities (HBCUs).

We have developed a genuine and authentic employer brand that showcases our diverse work environment and communicates to potential candidates the diverse and inclusive culture we are working to build at the college. We continue monitoring our materials to ensure that our messages and tone and images align with the strategic plan of diversity, equity, and inclusion.

Valencia College recognizes the impact of effective recruitment strategies and how they contribute to growing an inclusive and diverse population at the College, by focusing on the recruitment of underrepresented and minoritized groups. To further expand our reach and support during the 2019-2020 year, we moved from a team of two recruiters to a full-cycle Talent Acquisition team, entirely dedicated to implementing a full-cycle recruitment process and an inclusive recruitment strategy in support all positions at the college.

The Talent Acquisition team members are professional recruiters from diverse cultural and professional backgrounds. They held various professional AIRS recruiting certifications (AIRS is an industry leader in recruitment and sourcing training). They held CDR (Certification Diversity Recruiter), CIR (Certification Internet Recruiter), PRC (Professional Certification Recruiter), and more. The talent Acquisition Team

completes webinars, readings, and completes additional training to broaden and further build knowledge on diversity recruitment and selection best practices to be later shared with hiring managers during our recruitment consultation sessions. This year, members of the team have participated and led various courses and webinars on diversity and inclusion content for self-development and learning including:

Confronting Racism with Robin D'Angelo (course)	Creating Psychological Safety for Diverse Teams (course)
Skills for Inclusive Conversations (course)	A community conversation with Dr. Cornel West
How to hire diverse talent (course)	A conversation with Austin Channing Brown
Inclusive Mindset (course)	PJI Conversations on Justice
Inclusion as the competitive advantage (Deloitte) (Readings)	The Missing Link to Sustainable Diversity and Inclusion (Ted Talks)
Building a More Equitable and Inclusive Workplace (course)	Scholar strike- focused on racial equity and social justice
How to Go Beyond Diversity and Inclusion to Community and Belonging (Ted Talks)	The diversity and inclusion revolution: Eight powerful truths (Deloitte)
Diversity Inclusion, and Belonging (course)	Practical Diversity (course)
Communicating about Culturally Sensitive Issues (course)	Inclusion During Difficult Times (course)
Unconscious Bias (course)	Inclusive Diversity: The Game Changer (TedTalks)
Rethinking diversity: why we need equity to stop oppression (Ted Talks)	

Key members of the administration and staff at the College engaged in a four-part webinar from the Center for Urban Education on hiring with an equity mindset and are engaged in updating and modifying position postings, hiring and interview practices and developing rubrics based upon this information. As a result of the information learned, the College has provided continuous training to all members of the Leadership Forum (over 75 Collegewide leaders) on the topic of equity with regarding to recruitment and hiring. Follow-up conversations were held with the Instructional Affairs Committee (representing all academic and student affairs deans) to promote equity-minded faculty hiring practices.

Furthermore, all search committee members complete recurrent yearly training on Equal Employment Opportunity and strategies for creating an inclusive interview process and workplace. We will continue to deploy the Nondiscrimination/Equal Opportunity statements in publications and online.

College Full-Time Instructional Staff
Informed by the EMP-INSTRUCTIONAL tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions.

	2019-20 Report Year College Student Population (%)	INST Actuals (%) Fall 2019	INST Actuals (%) Fall 2020	INST Stated Goals (%) Fall 2020	INST Goal Met (Yes/No)	INST Goals for Fall 2021**
Black Female	12.1%	6.8%	7.4%	8%	No	8%
Black Male	8.0%	5.1%	4.9%	6%	No	6%
Hispanic Female	25.9%	5.3%	5.6%	7%	No	7%
Hispanic Male	17.9%	5.3%	5.8%	6%	No	6%
Other Minorities Female	4.5%	4.2%	4.1%	5%	No	5%
Other Minorities Male	3.6%	2.5%	2.7%	4%	No	4%
White Female	15.1%	40.5%	39.8%	n/a	n/a	n/a
White Male	13%	30.2%	29.8%	n/a	n/a	n/a
Total Female	57.5%	56.8%	56.9%	55%	Yes	55%
Total Male	42.5%	43.2%	43.1%	44%	No	44%

**Due to the continuing impact of the COVID-19 pandemic, we have decided not to hire regular full time instructional staff for the 2021-22 academic year and instead, will employ faculty on temporary contracts to support student needs. Therefore, our goals to impact the diversity of our instructional staff remain the same as noted in 2020, acknowledging that we will not be hiring in this category.

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions.

Response:

Please see additional information listed under EAM (page 8 above)

College Full-Time Instructional Staff with Continuing Contract
Informed by the EMP-CONTINUING CONTRACT tab, complete the following table to analyze the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions.

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021**
Black Female	12.1%	4.8%	5.4%	6%	No	6%
Black Male	8.0%	4.5%	4.8%	5%	No	5%
Hispanic Female	25.9%	6.1%	6.0%	7%	No	7%
Hispanic Male	17.9%	3.8%	3.9%	4%	No	4%
Other Minorities Female	4.5%	3.8%	3.6%	5%	No	5%
Other Minorities Male	3.6%	2.9%	3.0%	4%	No	4%

	2019-20 Report Year College Student Population (%)	INST-CONT Actuals (%) Fall 2019	INST-CONT Actuals (%) Fall 2020	INST-CONT Stated Goals (%) Fall 2020	INST-CONT Goal Met (Yes/No)	INST-CONT Goals for Fall 2021**
White Female	15.1%	40.4%	40.6%	n/a	n/a	n/a
White Male	13%	33.7%	32.8%	n/a	n/a	n/a
Total Female	57.5%	55.1%	55.5%	55%	Yes	55%
Total Male	42.5%	44.9%	44.5%	44%	Yes	44%

**Due to the continuing impact of the COVID-19 pandemic, we have decided not to hire instructional staff with continuing contact for the 2021-22 academic year and instead, will employ faculty on temporary contracts to support student needs. Therefore, our goals to impact the diversity of our instructional staff remain the same as noted in 2020, acknowledging that we will not be hiring in this category.

Describe and evaluate strategies for addressing underrepresentation in full-time instructional positions with continued contract.

Response:

Please see additional information listed under EAM (page 8 above)

New Barriers (Optional)
Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities in any employment category?

Response: There are no new barriers that have been identified. That said, we choose this opportunity to identify a number of additional equity efforts and inititaives that the college has engaged in this past year with regards to the recruitment and/or retention of historically underrepresented individuals (as referenced above). These initiatives are listed below:

College-wide Work Teams on Equity:

In 2020, the College executive team commissioned four college-wide work groups focused on equity. The work of these teams was initiated at the end of 2020 and progress has been made in these work groups as described below:

Leadership of Equity and Opportunity Work Group
Charge: This work group will develop a set of well-researched options, along with the advantages and disadvantages of each, for leading equity work at Valencia. The work team will produce a brief on these options to assist Valencia College's next president in selecting a model for equity leadership that will be best aligned with the College's equity goals and objectives.

Equity Mindedness and Employee Experience Steering Committee
Charge: This steering committee will serve as the convening and coordinating group to review current practices and develop recommendations to strengthen our equity-minded practices with three work teams in:
- Talent acquisition: recruiting, hiring, and promotion
- Talent activation: onboarding and development
- Talent retention: annual evaluation processes

Black Male Initiative Work Group
Charge: This work group will develop a brief that synthesizes the research on Black male student success, describes models for Black male initiatives at other institutions and curates existing sources of data regarding the Black Valencia male student experience.

Demographic Data Collection and Use Work Team
Charge: This team will research and recommend a consistent set of demographic choices in applications for students and employees that allow individuals to more accurately describe their identity, enable the College to more effectively disaggregate and describe our data, and allow the College to remain compliant with state and other reporting of demographic information. In addition, the team will recommend a set of demographic data use guidelines to allow consistent and appropriate use of the data for internal and external needs (Appendix 2).

These four groups have begun this important work and are in the process of creating and implementing tangible initiatives focusing on advancing the college's equity work.

Equity Focused Inquiry Team
In addition to the work teams listed above, a separate team has been commissioned (as referenced in as part of the written reponse to the employment goals listed above). The charge of this work team is to provide a brief to lay the groundwork for the College's Equity Plan and Learning Plan by identifying evidence-based, equity-minded practices in both pedagogy and curriculum as well as key, measurable indicators of equitable student outcomes and experiences.

LInkedinLearning - In July of 2020 we launched the LinkedIn Learning platform available for the development of all employees at the College. This learning platform includes courses and videos in many topic areas, including diversity, inclusion, and belonging. Since the launch in July, Valencia College employees completed a total of 363 hours of courses on the platform focused on diversity, inclusion, and belonging. More information can be found in Appendix 3.

Equity-minded Practice Series
In partnership with faculty members, Faculty Development created an Equity-minded Practice Series of courses to support faculty in their development of equity-minded practices including topics such as inclusive learning environments; culturally responsive pedagogies and curricula; racialized patterns in the classroom; trauma-informed pedagogy; recognizing intersectionalities; and equity-minded assessment. Additional information can be found on the newly launched webpage and in Appendix 4.

SEED Program
The Seeking Educational Equity and Diversity (SEED) program is based on a national model of education for personal, institutional, and societal change toward social justice offered by the National SEED Project

that includes monthly face-to-face meetings over an academic year. The SEED I and SEED II cohorts are offered in partnership between Faculty Development, Employee Development, and the Peace and Justice Institute. SEED II was redesigned to focus on professional and personal experiences using a lens of racism and race. To accommodate a virtual environment and meet increasing demand, SEED was offered bi-weekly in a virtual synchronous format resulting in an increase in participation of over 800%.

      2019-20 SEED I and II: 40
      2020-21 SEED I and II: 335

Peace and Justice Practitioner Certificate for faculty

The Peace and Justice Practitioner Certificate for faculty is designed to support faculty members as they develop and/or refine their practice of peace and justice pedagogy for deeper learning in an inclusive environment. Offered in partnership between Faculty Development and the Peace and Justice Institute, it requires a minimum of 53 hours of professional development including a Capstone experience. Certificate earners have doubled this year and the number of faculty enrolled in the first course of the certificate more than doubled.

      2019-20: 14
      2020-21: 30

Program Learning Outcomes Assessment Model

This year, faculty and staff engaged in new Program Learning Outcomes Assessment model, with an explicit grounding in equity-mindedness. The National Institute for Learning Outcomes Assessment (NILOA)'s publication "A new decade for assessment: Embedding equity into assessment praxis" has been central to these discussions. More than 150 faculty and deans have engaged faculty development opportunities intentionally integrated within each phase of the new model, including writing equity-minded learning outcomes and transparent assessment.

Additional information on transparent assessment can be found in Appendix 5.

Review of Part III (A): Attainment of Annual Goals
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include an analysis and assessment of annual and long-range goals for increasing women and minorities in:	-	-	-
EAM positions?	Select one.		
Full-time instructional positions?	Select one.		
Full-time with continuing contract instructional positions?	Select one.		
Does the report identify any new barriers affecting the recruitment and retention of females and/or minorities?	Select one.		

B. Evaluations of Employment Practices – Evaluations of Key Personnel and Presidents
1) 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.

Response: As part of the College's 5 year strategic impact plan that began in 2016, an expressed goal is to: "Increase the diversity of the faculty, staff, and leadership of the college." This academic year, the College continued deliberate strategies, many mentioned throughout this report, in order to help us achieve this goal and the senior leadership team has reviewed and reflected on the trends in the data towards hiring a more diverse faculty, staff, and leadership. Equity and diversity have continued to be topics that are widely discussed college wide and among individual divisions and employees. The College is in development of an Equity Impact Plan (as referenced in the student section below) that will build upon the elements of the 2016 plan and provide a robust set of expectations for equity work in the future.

Additionally, each supervisor is expected to evaluate their full time employees on an annual basis, and this evaluation takes place through the college's online "Check In." The college provides significant supervisory discretion in determining annual goals for each employee and to determine how best to address accountability when not making progress towards meeting intended goals. The college currently does not require employees to reflect strategic impact plan goals in their individual performance evaluation goal setting and thus, we are unable to provide a summary for the evaluation of achieving employee accountability goals.

Instead, the College focuses on accountability for the stated strategic impact plan goals from a holistic perspective. This begins with the applicant recruitment process and continues through the life cycle of employees. Additionally, the College routinely reviews data on employee applications, employee hiring and the current demographics of our employees. These reviews are conducted by the Talent Acquisition team and other members of ODHR, as well as by hiring managers and/or supervisors.

The development of the College's new strategic impact plan and the implementation tactics that are being identified as part of this plan will continue to allow the College to focus appropriate resources to address opportunities for increased diversity and equity in employment.

2) Provide a summary of the college's board of trustees' annual evaluation of the performance of the president in achieving the annual and long-term goals and objectives of the employment equity plan.

Response: Each Valencia District Board of Trustee member received a form to be completed for the evaluation of the President. This evaluation solicits input on the President's leadership toward the achievement of the goals of the College including plans for diversity, equity, inclusion, and accountability. All trustees express confidence that Dr. Shugart displays and exemplifies excellent leadership characteristics. No performance factor received an indication of unsatisfactory performance from a Board member. Overall, the evaluation results indicated the Board is unanimously pleased with Dr. Shugart's performance as President of Valencia College.

3) What is the date of the president's most recent evaluation?

Response: The President's last evaluation date was June 24, 2020 during the Regular Board of Trustees meeting.

Review of Part III (B): Evaluations of Employment Practices
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include a summary of the results of the evaluation of department chairpersons, deans, provosts and vice presidents in achieving employment accountability goals?	Select one.		
Does the summary describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals?	Select one.		
Does the report include a summary of the results of the annual evaluation of the college president in achieving the annual and long-term goals and objectives?	Select one.		
Does the report include the date of the most recent presidential evaluation?	Select one.		

C. Additional Requirements
The college should complete the following related to additional processes required by section 1012.86, F.S.

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

Response: Search committee representation may include: a) faculty members representing department disciplines, b) other academic deans including representatives from other campuses, c) a representative from the student services area, d) a representative with knowledge of technology as it applies to the department, and e) in addition, the committee should be appropriately representative of the college. In most cases, all members of the search committee will screen applications and participate in all interviews. Prior to serving on a search committee, each representative is required to participate in and successfully pass an online inclusion and bias training. The purpose of this training is to assist each person in

approaching recruitment and hiring through a lens of equity, diversity, and inclusion. There is also a focus on minimizing and eliminating unconscious bias in the hiring process. This training must be repeated on an annual basis to continue serving on various search committees.

2) Briefly describe the process used to grant continuing contracts.

Response: It is the policy of the District Board of Trustees to award continuing contracts to full-time faculty in accordance with the law and procedures to be developed and approved by the President or designee, in consultation with the Faculty Council. In order to become eligible to be considered for the award of a continuing contract, a full-time faculty member must: (1) prepare and submit a Portfolio determined to be acceptable by the College in accordance with standards, requirements, and procedures established for the College's Teaching and Learning Academy, (2) complete at least five years of satisfactory service at Valencia College, based on criteria established by the College, during a period not in excess of seven years, and (3) receive the recommendation of the President and approval by the District Board of Trustees for a continuing contract based on successful performance of duties, demonstration of professional competence pursuant Valencia policies and procedures, and the needs of the College. [College Policy 6Hx28:3E-02]

3) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Response: Each tenure track faculty member is required to create, in collaboration with their dean, an Individual Learning Plan, or ILP. An ILP/Portfolio Review Panel is appointed by the dean and provides, at least annually, formative feedback on the candidate's growth in the Essential Competencies and achievement of the Learning Outcomes. In addition, feedback and guidance are provided to the candidate through classroom observations conducted by the dean or a tenured designee during each term of tenure track employment or more frequent as deemed appropriate by the dean, student assessment forms for each class section taught at the college, dean evaluations annually or more often as deemed appropriate, and written feedback from the campus community in the second and fifth year of a candidate's pre-tenured period. In the event of a determination of below-acceptable performance on the part of the candidate, the dean will make specific recommendations for improvement and may include recommendations that the candidate work with Teaching and Learning Academy (TLA) facilitators to improve performance and/or quality of the ILP/Portfolio. Evaluations and/or observations will continue each term until an acceptable level is achieved or until it is determined that reappointment will not be recommended.

4) Briefly describe the college's budgetary incentive plan to support and ensure the attainment of employment equity accountability goals. Include how resources will be allocated to support the implementation of strategies and the achievement of goals in a timely manner.

Response: The College will continue to invest in recruitment strategies that diversify our applicant pools and selected candidates. In addition, resources (time and financial) will be invested in the development of equity-minded selection processes with search teams and hiring managers.

5) Salary Information: In the following table, 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. Add additional rows if needed.

Note: Salary information is requested only for new hires. New hire information can be found in your Fall Staff Survey IPEDS report. Race and gender information are not required; however, the college may choose to include additional information for purposes of diversity analysis.

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Management Occupations	0	Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	0	$35K - $40K
	0	$40K - $45K	0	$40K - $45K
	0	$45K - $55K	0	$45K - $55K
	0	$55K - $65K	0	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	1	Above $75K	66	Above $75K
Business and Financial Operations	0	Below $25K		Below $25K
	0	$25K - $30K		$25K - $30K
	2	$30K - $35K	6	$30K - $35K
	4	$35K - $40K	71	$35K - $40K
	0	$40K - $45K	57	$40K - $45K
	2	$45K - $55K	134	$45K - $55K
	0	$55K - $65K	71	$55K - $65K
	1	$65K - $75K	38	$65K - $75K
	0	Above $75K	67	Above $75K
Computer Engineering and Science	0	Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	7	$35K - $40K
	0	$40K - $45K	12	$40K - $45K
	2	$45K - $55K	21	$45K - $55K
	1	$55K - $65K	25	$55K - $65K
	4	$65K - $75K	12	$65K - $75K
	1	Above $75K	20	Above $75K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
Community Service, Legal, Arts, and Media	0	Below $25K	0	Below $25K
	0	$25K - $30K	4	$25K - $30K
	0	$30K - $35K	4	$30K - $35K
	0	$35K - $40K	41	$35K - $40K
	0	$40K - $45K	18	$40K - $45K
	0	$45K - $55K	6	$45K - $55K
	0	$55K - $65K	2	$55K - $65K
	0	$65K - $75K	3	$65K - $75K
	0	Above $75K	10	Above $75K
Librarians	0	Below $25K	0	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	0	$30K - $35K
	0	$35K - $40K	0	$35K - $40K
	0	$40K - $45K	0	$40K - $45K
	0	$45K - $55K	0	$45K - $55K
	0	$55K - $65K	3	$55K - $65K
	0	$65K - $75K	4	$65K - $75K
	0	Above $75K	7	Above $75K
Instruction	0	Below $25K	4	Below $25K
	0	$25K - $30K	0	$25K - $30K
	0	$30K - $35K	2	$30K - $35K
	0	$35K - $40K	26	$35K - $40K
	0	$40K - $45K	16	$40K - $45K
	0	$45K - $55K	84	$45K - $55K
	0	$55K - $65K	144	$55K - $65K
	3	$65K - $75K	192	$65K - $75K
	0	Above $75K	139	Above $75K
Non-Postsecondary Teaching	0	Below $25K	0	Below $25K
	0	$25K - $30K	4	$25K - $30K
	1	$30K - $35K	11	$30K - $35K
	0	$35K - $40K	23	$35K - $40K
	0	$40K - $45K	23	$40K - $45K
	0	$45K - $55K	33	$45K - $55K
	0	$55K - $65K	4	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	0	Above $75K	0	Above $75K
Service Occupations	0	Below $25K	0	Below $25K

Job Classification	# of New Hires*	New Hires* Salary Range	# of Existing Employee(s) with Comparable Experience	Existing Employee* Salary Range
	7	$25K - $30K	130	$25K - $30K
	1	$30K - $35K	23	$30K - $35K
	0	$35K - $40K	6	$35K - $40K
	0	$40K - $45K	5	$40K - $45K
	1	$45K - $55K	2	$45K - $55K
	0	$55K - $65K	0	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	0	Above $75K	0	Above $75K
Sales and Related Occupations	0	Below $25K	0	Below $25K
	0	$25K - $30K	11	$25K - $30K
	0	$30K - $35K	6	$30K - $35K
	0	$35K - $40K	5	$35K - $40K
	0	$40K - $45K	2	$40K - $45K
	2	$45K - $55K	8	$45K - $55K
	0	$55K - $65K	3	$55K - $65K
	0	$65K - $75K	1	$65K - $75K
	0	Above $75K	0	Above $75K
Office and Admin Support Occupations	0	Below $25K	0	Below $25K
	9	$25K - $30K	72	$25K - $30K
	5	$30K - $35K	91	$30K - $35K
	0	$35K - $40K	54	$35K - $40K
	1	$40K - $45K	17	$40K - $45K
	0	$45K - $55K	13	$45K - $55K
	0	$55K - $65K	2	$55K - $65K
	0	$65K - $75K	1	$65K - $75K
	0	Above $75K	0	Above $75K
Natural Resources, Construction & Maintenance Occupations	0	Below $25K	0	Below $25K
	1	$25K - $30K	6	$25K - $30K
	0	$30K - $35K	9	$30K - $35K
	0	$35K - $40K	11	$35K - $40K
	0	$40K - $45K	1	$40K - $45K
	0	$45K - $55K	3	$45K - $55K
	0	$55K - $65K	0	$55K - $65K
	0	$65K - $75K	0	$65K - $75K
	0	Above $75K	0	Above $75K

*IPEDS definition of New Hires: Includes full-time permanent new hires on the payroll of the institution between November 1, 2019, and October 31, 2020, either for the first time (new to the institution) or after a break in service and who are still on the payroll of the institution as November 1, 2019.

Review of Part III(C): Additional Requirements
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees?	Select one.		
Does the report include a description of the process used to grant continuing contracts?	Select one.		
Does the report include a description of the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status?	Select one.		
Has the college developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to section 1012.86, F.S.?	Select one.		
Did the college include a summary of the incentive plan?	Select one.		
Did the summary include strategic resource allocation?	Select one.		
Does the report include a comparison of the salary ranges of new hires to salary ranges for employees with comparable experience and qualifications?	Select one.		

Part IV. Strategies to Overcome Underrepresentation of Students

Student Enrollments

Colleges will continue to examine data trends, using the ENROLLMENT tab, in the representation of students by race, ethnicity, gender, students with limited English-language proficiency (LEP) skills and students with disabilities (DIS) (self-reported) for first-time-in-college (FTIC) and overall enrollment. Based on goals from previous equity reports, identify areas where goals (number of enrollments) set by the college last year were achieved and set goals for 2019-20 reporting year.

Enrollments	FTIC			Overall Enrollments		
	2019-20 Goals %increase	2019-20 Goals Achieved (Yes/No)	2020-21 Goals	2019-20 Goals %increase	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	1%	No	1.5%	.5%	No	1.5%
Hispanic	1%	Yes	1.8%	.5%	Yes	1.8%
Other Minorities	1%	No	.6%	.5%	No	.6%
White	X	X	X	X	X	X
Female	.75%	No	1.0%	.5%	Yes	1.0%
Male	X	X	X	X	X	X
LEP	.25%	No	.25%	.25%	No	.25%
DIS	.25%	No	.5%	.25%	No	.5%

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

An evaluation of each of the methods and strategies developed to increase student enrollments from underrepresented groups.

Response:

To create the student goals in enrollment and graduation rates, Valencia College used the goals from its 2030 Impact Plan approved by the Board of Trustees of Valencia College in December 2020. These goals include an 80% college-going rate for students of all races and ethnicities by 2030 and include a 50% graduation rate for students of all races and ethnicities by 2030. The goals provided in this document represent equivalent annual increases that would be needed each academic year through 2030 in order to meet the Impact Plan goals. Each year, Valencia College will review these goals to determine if they continue to be ambitious enough to meet our targets.

Additionally, Valencia College's Impact Plan contains ambitious, equity-based targets aligned with its strategic goals for all students. The targets are ambitious for students of all races and

ethnicities including for white students and male students. Though these targets are not required as a portion of this report, they are a part of Valencia's strategic goals and will be monitored as a part of the college's overall work. We recognize, for example, that we will not achieve equity in graduation rates for students of all races and ethnicities without improvement in graduation rates for our Black and Hispanic male students.

Poinciana Campus - The campus is the first public higher education institution to provide access to post-secondary opportunities to the Poinciana area. Poinciana campus enrolled a majority of minority-student populations in Fall 2019 (89.36%) and Spring 2020 (88.73%). The campus set a goal to increase the number of students enrolled from the three regional feeder schools over the previous year, and the results are as follows (duplicated headcount):

High School	Fall 2018	Fall 2019
Liberty	275	319
New Dimensions	115	153
Poinciana	171	203

To achieve this goal, Poinciana campus faculty, staff, and student leaders collaborated in the implementation of our continued Poinciana Campus Student Outreach Plan (2017-2022) designed to support students at all stages in their academic lifecycle. This plan was first implemented in the fall of 2017 and includes intentional and targeted outreach campaigns to increase student enrollment, retention, and classroom success. Strategies include collecting and analyzing student success data every semester to design outreach around specific groups of students. The intervention methods include data-driven and intentional texting, emailing, and phone call campaigns around specific groups of students (i.e., those who have completed an application, but who have not completed the New Student Orientation). As part of this on-going initiative, student enrollment and success data is compiled and analyzed at the end of each term to determine how to adjust intervention methods in academic advising, learning support, and professor communication/curriculum changes in future semesters.

A subset of this work includes our Early Alert campaign through which all faculty submit midterm grades in Atlas. Campus staff conduct outreach to students who were identified at risk of failure at week seven of the semester. An email is sent to all students to let them know of the learning support, advising, and counseling services available to them to support their academic success. Due to the move to remote online learning in the summer of 2020, the Poinciana campus conducted Early Alert outreach for the first time in summer term. Outreach included tailoring our texts and emails to include course prefixes as a result of previous student inquiries as to which courses students were at-risk of failing. Students were asked to acknowledge receipt of the email, and many students share their current challenges and struggles to which all emails are responded. Students are then put in touch with additional resources that may be required due to housing, food, or financial insecurities.

Non-responsive Student Outreach Campaign: A new initiative started in Fall 2020, in collaboration with faculty. At the beginning and throughout the term, faculty are given the option to submit names and concerns of students who have become non-responsive in their online classes. The information is collected via an online form, and campus staff email, text, and/or call the student to find out about their particular circumstances. We have found students who

thought that they withdrew from classes, but did not complete the process; students who did not even realize they were enrolled in classes; and students who were in need of some type of additional support, and we were able to connect them to the corresponding resources.

Transitions Planning Team Updates - Valencia's Outreach and Recruitment Team targets high schools and community organizations across Orange & Osceola counties, informing students and families of the endless possibilities and opportunities their post-secondary journey can offer. With Valencia College at the forefront of those opportunities, our team helped over 9,000 students understand the practical actions steps necessary to become a Valencia College student, provided them with application guidance, and encouraged career exploration.

With eight *CTE Camps* hosted in the 2019-2020 school year and 240 students in attendance, CTE camps have proved to be an impactful learning experience for students in live and virtual environments. From experiential learning demonstrations, facility tours to an engaging presentation and interactive activities, our group visits are designed to expose students to career pathways they may have never thought of pursuing. They help students understand how Valencia College can play an integral role in their post-secondary goals and provide them with practical guidance on how to achieve them. Our team impacted over 1,970 students through group visits this year. For example, the *Valencia Is Possible* initiative is geared towards providing college and career readiness programming for students who attend a Title 1 school as early as 5th grade. This year, we had the pleasure of hosting 80 fifth grade students from Zellwood Elementary School on our West Campus as part of the V.I.P initiative. During this visit, students toured the campus and stopped for some hands on exploration at our 3-D printing lab.

Open to all Valencia College prospective students, the *Insights to A.S. Programs* live virtual events allowed students an opportunity to interact with faculty and staff while learning about in-demand career fields. These sessions were hosted in an interview style via Zoom, where faculty and staff were prompted with questions regarding program highlights, career outlook, and tips for new student success. Interested students were able to ask questions through the chat function. The team hosted 14 unique versions of these programs throughout the summer with topics ranging from Culinary Management to Fire Safety.

Signature Events: From Start Right Sessions to our very first Virtual Counselor Day, Signature events provide fellow educators, community partners, and prospective students and their families with additional resources and opportunities to learn about post-secondary options, college transition, and the college enrollment process. Our Signature Events have spanned an impact of over 2,180 attendees this school year.

The Art of Tomorrow Scholars Program (AoTS) - The Art of Tomorrow Scholars program is a collaboration between the Universal Orlando Foundation, Valencia College, and Orange County Public Schools. The program offers education in Arts and Entertainments Careers to High School students while motivating them to stay in school. The program also provides scholarships to Valencia College to students and opportunities to earn college credit from Valencia through Career Pathways. In February 2019, 75% of AoTS participants were female. African-American enrollment increased from 29% to 62% over the first four years of the program. Online course

content is continually updated with stories and media that match the student demographics of Valencia College. Additional infomraton can be found in Appendix 6.

New methods and strategies, if applicable.

Response:

The College's new Impact Plan, approved by the District Board of Trustees in December, 2020, specifies an enrollment goal regarding enrollment in the College's service area of Orange and Osceola Counties:

Vision: All high school graduates in Orange and Osceola counties will have unlimited opportunities to achieve their academic goals.

Goal: Increase college-going rate to Valencia by recent high school graduates from Orange and Osceola counties.

 Objectives:

• Identify and remove barriers to a postsecondary education.
• Develop programs for targeted underserved populations.
• Partner with secondary institutions to align curricula.
• Partner with secondary institutions to align pathways into Valencia.

Voyage Program in partnership with New Student Experience Faculty and Student Affairs

The College experienced a noticed decrease in FTIC enrollment in fall 2020 and when looking at the disaggregated data, there was a disproportionate impact on our students who identify as Black/African American and/or Hispanic. As a result, we initiated, the Valencia Voyage Program which is designed for high school seniors who have applied to Valencia College and will be enrolling in classes for the Summer and/or Fall terms. Valencia recognizes all students are college material and encourages them to start right in their educational journey. Students participating in the Valencia Voyage Program will complete the enrollment process after accomplishing a series of online learning modules, utilizing college resources to navigate through the registration process and developing a finalized course schedule for the upcoming semester. Also, students will have the opportunity to complete an individualized orientation to the college with the support of a designated faculty advisor. After students complete the Valencia Voyage Program, they will be eligible for a $500 scholarship.

 Benefits of the Valencia Voyage Program

- Students will have a course schedule before the end of summer
- Work with Valencia faculty
- Access to college resources
- Experience Valencia's online learning tool
- Meet other Valencia students

Objectives:

1. Students see themselves as "college material" and have an opportunity to develop the non-cognitive skills necessary to be successful in college.
2. Students see how attending college is an important step toward their career, professional, and personal goals and are excited to enroll at Valencia.
3. Students will complete the steps to enrollment (including fulfilling the NSO requirement) and have a Summer or Fall course schedule before graduating from high school.
4. Students register in courses that are likely to support their success (including NSE in their first term as well as the possibility of developmental coursework, with financial support).
5. Students will be engaged in intentional ways during the summer to maintain their connection with Valencia and with their faculty mentor.

Dual Enrollment – Dual enrollment is an accelerated mechanism through which eligible middle and high school and home school students can enroll in college courses while in middle or high school in order to earn academic credit that counts towards an associate degree and their high school diploma. It is also a way in which underserved students can experience college success while in middle or high school and gain the confidence and initiative to continue college enrollment. To this end, Valencia has partnered with Orange County Public Schools (OCPS) and School District of Osceola County (SDOC) and private and home schools to expand access to dual enrollment to students from diverse backgrounds.

The Valencia College Dual Enrollment team instituted live zoom sessions for parents and students to learn more about applying to the dual enrollment program, which increased access to the program. These sessions were held at times when parents and students could join from their homes and there was an increase in attendance.

Bridges to Success (BTS) - The new initiative related to Bridges to Success that we plan to implement starting in Fall 2021 is targeted high school outreach for Black males and females attending schools that primarily feed in to Valencia West campus (Evans, Apopka, Wechiva, Jones, Olympia, Dr. Philips, Ocoee, and Oak Ridge). The Black Male Academic Advisors for the BTS program will spearhead this effort as we focus our attention on the targeted schools with high concentration of Black students who are unaware of the opportunity to participate in the Bridges to Success program. We also plan to redesign our website and marketing materials to align with our efforts to engage underserved communities of color in Orange and Osceola counties.

Partnership with Public School System - Valencia College enjoys a close and effective partnership with each school district we serve—Orange County Public Schools and the School District of Osceola County.   Our working relationships to increase student high school completion and college attendance is supported by a College Readiness and Transition Advisory group for each county that meets monthly to collaborate on specific implementation plans for dual enrollment, FAFSA completion, career and college readiness, college application, and special scholarship programs and activities. We partner to deploy Transition Coaches/Counselors to support all high school students in learning about college and believing that college is possible. These are positions, paid for by the public school system via a grant from Valencia, with the sole purpose of

working from within the local high school to assist students with their transition to the community college system. With this added support, the intent is not just higher enrollment, but also earlier and increased career planning and connection/community buildin

Student Completions

This year's report evaluates completions of Associate in Arts (A.A.) degrees, Associate in Science/Associate in Applied Science (A.S./A.A.S.) degrees, certificates and baccalaureate degrees, as documented in the COMPLETION tab. Based on goals from previous equity reports, identify areas where goals (number of degree/certificate completions) set by the college last year were achieved and set goals for 2020-21. Certificates include: College Credit Certificates (CCC); Career Certificates (CC); Applied Technology Diplomas (ATD); Education Preparation Institution Certificates (EPI); Certificates of Professional Preparation (CPP); Apprenticeship Programs (APPR); and Advanced Technical Certificates (ATC).

A.A. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	1%	No	2.2%
Hispanic	1.5%	Yes	1.9%
Other Minorities	1%	No	1.5%
White	X	X	X
Female	1%	No	1.6%
Male	X	X	X
LEP	.25%	No	.6%
DIS	.5%	No	.3%
A.S./A.A.S. Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	1%	No	2.2%
Hispanic	1.5%	No	1.9%
Other Minorities	1%	No	1.5%
White	X	X	X
Female	.75%	Yes	1.6%
Male	X	X	X
LEP	.75%	No	.6%
DIS	.5%	No	.3%
Certificates	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	1%	No	2.2%
Hispanic	1.5%	Yes	1.9%
Other Minorities	1%	No	1.5%
White	X	X	X
Female	.75%	No	1.6%
Male	X	X	X
LEP	.75%	No	.6%
DIS	.5%	No	.3%
Baccalaureate Degrees	2019-20 Goals	2019-20 Goals Achieved (Yes/No)	2020-21 Goals
Black	2%	Yes	2.2%
Hispanic	3%	No	1.9%
Other Minorities	1%	No	1.5%
White	X	X	X
Female	1%	Yes	1.6%
Male	X	X	X
LEP	4%	No	.6%
DIS	4%	No	.3%

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals that have not been achieved based on goals set in the previous year.

The college is achieving all goals: **No** If no, provide:

> An evaluation of each of the methods and strategies developed to increase student completions from underrepresented groups.

> To create the student goals in enrollment and graduation rates, Valencia College used the goals from its 2030 Impact Plan approved by the Board of Trustees of Valencia College in December 2020. These goals include an 80% college-going rate for students of all races and ethnicities by 2030 and include a 50% graduation rate for students of all races and ethnicities by 2030. The goals provided in this document represent equivalent annual increases that would be needed each academic year through 2030 in order to meet the Impact Plan goals. Each year, Valencia College will review these goals to determine if they continue to be ambitious enough to meet our targets.

Response:

> In December, 2020 the District Board of Trustees approved the College's new Impact Plan found in Appendix 7.

> The plan includes long term strategic goals and each has specific measures in equity. This plan establishes the foundation of the college-wide equity work. Although this plan is specifically focused and based in student outcomes of enrollment and completion, this plan also has created the framework for further discussion and commissioned work with our employees.

> Throughout 2020, Dr. Plinske, Executive Vice President and Provost, engaged employees in college-wide forums to discuss student success. In doing so, Dr. Plinske showed a set of disaggregated data indicating the College's goals towards student success rates. A foundation for this work is the belief at the College that "anyone can learn anything under the right conditions" and an acknoweldgement that the College has yet to fully create these conditions for learning. In sharing this data broadly across the College, this demonstrated a shared understanding of equity goals, as well as a discussion of the danger of disaggregating data. Specifically, the use or sharing of this data may have unintended outcome such as reinforcing stereotypes of student success based on race and/or ethnicity. By bringing this conversation into the open, sharing this data allows the College to focus on what areas the College needs to improve upon to help our students succeed.

New methods and strategies, if applicable.

> **Response:**
> **Laptop Loans** - When the College shifted to remote learning, a program was created to provide students with access to laptops for them to complete their studies. Starting with 1,000 laptops, students were asked to register if they had technology needs and then the laptop was mailed to the students unless they indicated an alternative delivery or pick-up method. Students who were

not yet registered for courses were notified of the program so that they could check-out a laptop to complete courses.

Campus Bookstore – Because of Covid-19, Valencia College needed to adjust from the traditional face-to-face retail environment so that students could have access to educational materials on day one of their educational experience while not having to come on campus. In the summer term, the staff in the campus stores built a centralized service environment on West Campus that allowed for 100% of educational materials to be shipped to students' homes, though through this effort, we recognized that shipping costs were a barrier for students purchasing their required educational materials. In fall 2020, the campus stores built a drive-up, pick-up option where students could order books, the campus stores would fill those orders, and then let the students come to the West Campus where "runners" took the educational materials to their cars. We also provided free shipping for four weeks, the cost for which Valencia covered through CARES federal emergency relief aid. Students and faculty were supportive of both changes. With respect to equity, the overall service options for students to obtain educational materials from our Campus Stores in the safest manner helps ensure that all students have the materials needed to complete their education even amid a global pandemic.

Calling Campaign - Valencia College enlisted the help of faculty and staff to call students at various points during the academic year to remind them of payments, to encourage them to register, to make them aware of scholarship opportunities and to check in on their success. As the pandemic impacted people in diverse ways, the calling campaign was a way to give each student some personal attention and to encourage them to continue with their education. The callers completed a total of 264,262 minutes (about 4,400 hours) of call time with 117,104 students from March 2020 to early January 2021.

Office for Students with Disabilities – Student Programming - As a holistically-focused service, the Office for Students with Disabilities (OSD) works with students in a variety of ways to support their success in college. Students with disabilities, as all students, need a variety of skills to navigate college successfully. To help with this, the OSD team worked to create various opportunities to provide training on skills that would boost study and organization skills. The 2019-2020 programming included the following:

- **Come Plan With Us (College Wide):** Event designed to help students understand how to use a planner and how to incorporate time management into their day-to-day lives
- **College Beyond Valencia (West):** Event in partnership with the University of Central Florida designed to help students plan for the next step in their educational journey after Valencia.
- **Study Today, Excel Tomorrow (West):** A partnership with the tutoring center in which students learned how to study, take notes, and organize their course materials.
- **Center for Autism and Related Disabilities (CARD) Curriculum (College Wide**): This five-part course provides students with training in a variety of areas including time management, executive functioning skills, and provides the opportunity for socialization.

The original curriculum originally designed by CARD, has been adapted (with permissions) to meet the needs of our students.

- **Catch-Up Crew (Osceola):** Monthly meeting to promote social inclusion for students registered with the OSD.
- **Adulting Series (Osceola):** Non-credit course for students registered with the OSD. Course exposes students to a variety of skills necessary to be successful in college and beyond. Lessons cover topics such as budgeting, time management, conflict resolution, and more.
- **Keep it Chill (East):** OSD Fall kickoff event in which students were invited into the OSD suite to enjoy snacks with the OSD staff, pick up their fall accommodations, and connect with other OSD students.
- **Disability Inclusion Alliance launch (East)**: The OSD founded DIA or the Disability Inclusion Alliance. The group's mission was to provide a safe space for individuals with disabilities to discuss their experiences on campus.
- **"Squirrel! Succeeding with ADHD"** (East): This interactive session shared study and organization tips to help students with ADHD work through barriers caused by their disabilities and find success.
- **Destressember (East):** OSD staff members helped students celebrate the end of the semester with snacks and movies to help them relax during finals.

Poinciana Campus - We are now looking at student success rates in SLS 1122, MAT 1033C, ENC 1101, and HUM 1020 by term, professor, high school, and race/ethnicity in an effort to gain a deeper understanding of underlying issues that may exist in our classes. These courses were targeted due to the lower success rates reported overall, and we are seeing some definite trends in terms of the performance of part-time compared to full-time faculty, and in terms of the high schools where students come from. Because we are a majority-minority campus, there have not been any specific shortfalls for a particular group of students.

- We have also started an initiative to improve overall student success in MAT 1033C, which a large number of our students take as part of their first or second semester with us. We asked all math faculty to identify the specific topics that students struggle with in this course that include both the topics that they should already have mastered coming into the course, along with the topics covered in the course. When we were on campus, all students were completing a diagnostic test during the first week of class that faculty and learning support co-designed. If students do not pass the test, they were required to participate in a four-hour review that they would get extra points for attending from the professor. We saw a statistically significant increase in performance from the students, but we stopped this when we moved to a fully-remote environment. We are now re-creating the review sessions to be online so that we can continue this work that has already proven successful.
- Another initiative related to math is part of the TLA work of one of our full-time, tenure-track professors. He is designing a Faculty Development course for math professors to help them better support our developmental math students in the classroom. This will be piloted in Fall 2021 and be made available college-wide in the following term.

East Campus Math Department - The East Campus Mathematics Department formed an equity committee in the Fall of 2020. This committee consists of six faculty members who are interested in learning more about equitable practices that can be infused into the mathematics classroom and into our processes. Several tasks have been taken by the committee and shared with the department. The first task was to redesign the syllabus to be more equity-oriented. Faculty in the department were given the option to adopt the new syllabus wholesale or infuse preferred parts into their existing syllabi. The second task of the committee was focused on sharing summaries of the chapters of the text, *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations* by Stephen John Quaye and Shaun R. Harper. Throughout 2021, the equity team will be sharing these chapter summaries which focus on challenges, backgrounds, and strategies to support our various student groups at Valencia. These summaries are provided through both short presentations at the department meetings and articles in the newsletters. A more recent task included redesigning the message sent to students that are not succeeding in courses at mid-semester. As the year continues, the committee with continue to investigate additional equity-minded practices to share with the department faculty.

Student Success in Targeted Programs

The college's plan for 2019-20 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education, as required under section 1000.05(4), F.S. Colleges should provide any updates to methods and strategies, if applicable.

The college is providing updates: **Yes** If no, provide:

An evaluation of each of the methods and strategies developed to increase underrepresented student participation in programs and courses.

Response: Click here to enter text.

New methods and strategies, if applicable.

Response:

LSAMP - Beginning in 2013, Valencia College became a proud member and lead institution of the Central Florida STEM Alliance (CFSA). In partnership with Seminole State College and Lake-Sumter State College, CFSA received from the National Science Foundation an initial, three-year grant award of $1.5 million through the Louis Stokes Alliances for Minority Participation (LSAMP) Program. The work of the first grant concluded after a fourth-year extension. By the end of that first grant, Valencia College and its alliance partners realized a 20% increase in the number of underrepresented minority (URM) students who completed an associate degree and transferred into a baccalaureate degree program at the University of Central Florida to pursue majors in a science, technology, engineering, or mathematics (STEM) field.

The College applied for and received in 2017 a second, three-year LSAMP grant. Current partners in CFSA include the College of Central Florida, Daytona State College, and Polk State College. The goal of the second LSAMP grant is to increase by 25% the number of URM students who complete an A.A. degree at CFSA colleges and transfer into a STEM baccalaureate major at one of CFSA university partners: Florida Institute of Technology, Florida Polytechnic University, University of Central Florida, University of Florida, and University of South Florida. CFSA targets engagement of URM student groups as defined by the National Science Foundation, specifically the following racially and ethnically minoritized groups: Hispanic/Latino, Black/African American, Native American, Alaskan Native, Native Hawaiian, and Native Pacific Islander. CFSA colleges are now in a fourth, no-cost extension year of the LSAMP grant.

Under the two LSAMP grants, Valencia has hired a full-time Project Director and Implementation Coordinator for the initiative, as well as three STEM Transfer Program Advisors. This team collaborates across the college to ensure successful development and implementation of a range of activities to promote student success. Some key activities include:

- Dedicated STEM Academic Advising
- Summer Bridge Program
- STEM Student Internships and Research Experiences
- An alliance-wide STEM conference and opportunities for students to travel to national STEM conferences
- STEM Co-curricular Experiences (e.g., college and facility tours, STEM speakers, STEM-related clubs, workshops)
- Peer-to-peer support and mentoring opportunities
- Faculty & staff development professional opportunities

CFSA implements various learning experiences to support students' capacity for academic success, strengthen their sense of belonging, connectedness, and contribution in STEM, and help students become familiar with the culture and people of STEM professions. In 2020 – 2021, CFSA continued to identify, implement, and assess new approaches to expand opportunity, access, and engagement for students and faculty in STEM while adapting to the challenges of COVID-19 and the need to facilitate programs in an at-home/virtual environment. One core program, LSAMP Scholars, affords participating students opportunities to gain field experience in STEM through mentored research and to provide learning support to other students through structured peer learning opportunities. Students in the Scholars program adapted to the circumstances of a global pandemic to complete STEM research projects from the safety of their own homes. Peer mentors in the Scholars program played an important role in supporting their peers during this time. Mentors offered student-led workshops on coping with stress and succeeding in online courses and led interactive sessions on historical figures and debates in STEM.

Dedicated STEM Advisors provided continual guidance to LSAMP STEM students throughout the year, including scheduling virtual zoom meetings and phone conversations to advise students on courses and transferring. A virtual summer bridge program was also implemented in 2020 to

support URM FTIC students in connecting with STEM faculty, learning more about STEM careers and educational pathways, and engaging in hands-on, at-home STEM projects. Students also worked on group projects to design a STEM-based solution that supports progress within the United Nations Sustainable Development Goals.

Student participation in virtual STEM conferences, speaker presentations, peer-led workshops, STEM club activities, and other programs provided additional opportunities for students to engage in meaningful learning experiences that positively contributed to their sense of belonging in STEM, academic persistence, and successful transfer into a bachelor's degree program in a STEM major.

Review of Part IV: Strategies to Overcome Underrepresentation of Students
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Is the college achieving all its goals in terms of student enrollments by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
Is the college achieving all its goals in terms of student completions by race, gender, students with disabilities and students with limited English proficiencies?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		
The report should include an analysis of student participation in traditionally underrepresented programs and courses, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education. Did the college provide updates for its goal in terms of student completions across the aforementioned categories?	Select one.		
If no, evaluation of current methods and strategies and new methods and strategies provided?	Select one.		

**Part V. Substitution Waivers for Admissions and
Course Substitutions for Eligible Students with Disabilities**

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 (e.g., mathematics) by disability type beginning with the fall semester of the preceding academic year. For the courses, please include the prefix, course number and course name (e.g., ENC 1101 Composition I). Add rows if necessary. Please indicate "0" for the number of students if no substitutions were granted.

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Deaf/Hard of Hearing	0			
Visual Impairment	0			
Specific Learning Disability	11	MGF1106/ College Mathematics MGF1107/ Liberal Arts Mathematics	**EVR 1001/Introduction to Environmental Science,** **PHI 2600/Ethics and Critical Thinking,** **BSC 1005/Intro to Biological Science,** **OCE 1001/Intro to Oceanography,** **GEB 1011/Intro to Business,**	**Math**

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			CGS 2100C/ Intro to Computer Science with Lab **EME 2040/ Technology for Educators** **STA 1001/ Introduction to Statistical Reasoning**	
		SPN 1101, SPN 1102	**HUM 2454/African American Heritage** **REL 2300/World Religions**	**Foreign Language**
Orthopedic Impairment	1	MGF1106/ College Mathematics MGF1107/ Liberal Arts Mathematics	**Student has not yet taken the course to substitute. Will choose from the list in Appendix 8.**	**Math**
Speech/Language Impairment	0			
Emotional or Behavioral Disability	3	**GR Math**	**EME 2040/Technology for Educators**	**Math**

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
			STA 1001/ Introduction to Statistical Reasoning. **Two other students approved but have yet to take the courses to complete the substitution. They will choose from the list in Appendix 8.**	
Autism Spectrum Disorder	**3**	MGF1106/ College Mathematics MGF1107/ Liberal Arts Mathematics	**EME 2040/Technology for Educators** **CGS 2100C/ Intro to Computer Science with Lab** **The other student hasn't taken the course required for substitution yet.**	**Math**

College Annual Equity Update
2020-21 Template

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE *Florida*
COLLEGE SYSTEM

Disability Type	Number of Students	Required Course(s) (prefix, number and title)	Substituted Course(s) (prefix, number and title)	Discipline Area
Traumatic Brain Injury	1	GR math	PHI 2600/Ethics and Critical Thinking ECO2023/ Principles of Economics - Micro	Math
Other Health Impairment	0			

How many requests for course substitutions were made and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.) Please indicate "0" if no substitutions were requested or granted.

Semester	Number of Substitutions Requested	Number of Substitutions Granted
Fall 2019	8	5
Spring 2020	16	12
Summer 2020	2	2
Total	26	19

Review of Part V: Course Substitutions
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Did the college submit the Course Substitution Report?	Select one.		

Part VI. Gender Equity in Athletics

The college offers athletic programs: **No** If no, move to the next section. If yes, complete this section.

Review of Part VI: Gender Equity in Athletics
(Completed by Division of Florida Colleges)

Requirement	Response	Comments	Action
Does the report include the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2020?	Select one.		
Does the equity report reflect updates or new information related to: sports offerings; participation, availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions, or other considerations by the college to continue efforts to achieve gender equity?	Select one.		
Is the percentage of female athletes greater than (or at least within five percentage points of) the percent of female students enrolled?	Select one.		
Does the report include any of the following to ensure compliance with Title IX?	Select one.		
Accommodation of interests and abilities	Select one.		
Substantial proportionality	Select one.		
History and practice of expansion of sports	Select one.		
If there were any disparities in sections A or B, or if the percentage of female participants was not substantially proportionate to the percentage of female enrollments, did the college submit a corrective action plan?	Select one.		

FLORIDA EDUCATIONAL EQUITY ACT
2020-21 Annual EQUITY UPDATE REPORT
Signature Page

Valencia College

The college ensures that section 1000.05, F.S., section 1006.71, F.S., and section 1012.86, F.S., and implementing Rules 6A-6A-10.041 and 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, color, ethnicity, national origin, gender, pregnancy, 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 section 1007.264 and section 1007.465, F.S., and for implementing Section 504 of the Rehabilitation Act of 1973.

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.)

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

EQUITY OFFICER	DATE

COLLEGE PRESIDENT	DATE

CHAIR OF DISTRICT BOARD OF TRUSTEES	DATE

This concludes the **2020-21** Annual Equity Update Report, which must be submitted, as a Word document, to FCSInfo@fldoe.org by **April 30, 2021**. Colleges may attach additional files (PDF or Word) as appendices.

Valencia College Appendices for the 2020-2021 Equity Report

Appendix 1
Source List for Recruitment Strategies

Source list for Recruitment strategies

Higher Education large job boards & HE Diversity job Boards:

- HigherEdjobs
- The Chronicle of higher Education
- LatinosinHigherEd - Latino Higher education
- HBCUConnect – Historically Black Colleges and Universities
- JBHE- The Journal of Blacks in Higher Education
- Adjunct Jobs.com
- Community College Jobs
- WIHE – Women in Higher Education
- WIA – Women in Academia
- SACNAS - Society for Advancement of Chicanos/Hispanics and Native Americans in Science
- Inside Higher Education (Diversity Matters Newsletter)
- Hispanics in Higher Education
- Hispanic Outlook of Education
- HERC- Higher Education Recruitment Consortium
- Hire a Hero - http://www.hireahero.org/
- JOFDAV - https://www.jofdav.com/
- RecruitABILITY - http://www.recruit-ability.com/index2.html

Association/Organization Diversity & Higher education focus:
- National Black MBA Association
- Association of Black Psychologists
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers
- Blacks in Technology.net
- American Association of Community Colleges
- HACU – Hispanic Association of Colleges and Universities
- SACNAS.org – Advancing Chicanos/Hispanics & Native American in Science
- AABHE - American Association of Blacks in Higher Education
- AAHHE - American Association of Hispanic in Higher Education
- Central Florida Black Nurses Associate of Orlando
- WIA – Women in Academia
- NSBE – National society of black engineers
- AWM –Association for women in Mathematics
- SWE – Society of Women Engineers

General Job boards:
- Indeed
- Linked In
- Glassdoor
- Zip Recruiter
- CareerBuilder
- Neuvoo

Social Media Platforms:
- Twitter
- Facebook
- Linked In
- Various professional FB groups

Local Outreach:
- CareerSources ((Central Florida, Brevard, Polk, Flager Volusia, Pasco Hernando counties, multiple locations)
- Employ Florida (50 miles from each work location)
- Job Link (Orange and Brevard Counties)
- CFEC – Central Florida Employment Council
- Association of Fundraising Professionals – Orlando Chapter
- Hispanic Chamber of Commerce of Metro Orlando
- GOSHRM – Greater Orlando Society for HR Chapter

Association/Organization Professional/Discipline Specific Job Boards

We presently work with 260+ groups and professional associations on a regular basis for faculty recruitment and professional positions, to mention a few:

- AIR – Association for Institutional Research Association
- AIGA – the professional association for design
- Audio Engineer Society
- Cloudy Jobs.com (IT)
- KD Nuggets
- FNA- Florida Nurses Association
- ASEE – American Society of engineering education
- ALA – American Library Association
- FRID -Florida Registry of Interpreters of Deaf
- CLAM - Clinical Laboratory Management Association
- ANA- American Nurses Association
- AMS – American Mathematical Society
- MAA - Mathematical Association of America
- NSTA – National Science Teacher Association
- Health Careers – Allied health and Nursing
- Linked RN
- Nursing Faculty Jobs
- SLA – Special Libraries Association
- AAPT - American Association of Physics Teachers
- FWE – Florida Women in Energy
- Florida Educational Facilities Planner's Association
- FFLA – Florida Foreign Languages Association
- Non Profit Careers
- Edyth Bush Philanthropy Center at Rollins
- FMA – Florida Manufacturing Association
- NACUBO

- Refrigeration Engineer Society
- HVCA Jobs
- ADHA – American Dental Hygienist Association
- ADA – American Dental Association
- Florida Fire Chief's Association
- Central Florida Fire Chief's Association
- Hire Horticulture
- Work for Good
- The chronicle of Philanthropy
- ITC - Instructional Technology Council
- UFVA – University and Film &Video Association
- TESOL – English of speakers of other languages
- American Association for the Advancement of Science
- Science Jobs
- Institute of Electrical and Electronics Engineering
- Sigma Thera Tau Honor Society - Nursing
- Alliance of Cardiovascular Professionals
- HealthECareers
- Health Job Connect
- Grant Professional Association
- Association for Information Science and Technology
- StudentAffairs.com
- Educase
- ChemistryJobs.com
- H-Net Humanities
- American Society for Nutrition
- American Speech Language Association
- Electrical and Computer Engineering Department Head Association
- American Mathematical Association
- National Communication Association
- ALA Job List – American Library Association and the Association of College & Research Libraries
- National Association for Business Economics
- National Science Teachers Association
- American Chemical Society
- Association for Education in Journalism and Mass Communication
- CASE
- Network and Systems Professionals Association
- Florida Library Jobs
- Listserv (various)
- Society for non-profits
- National Association of teacher of Mathematics

Colleges/ Universities Career sites
Handshake – School Network totaling **1100** Colleges and Universities and growing. Handshake is the fast and powerful recruiting platform for sourcing students and alumni. It usescutting edge technology to better connect employers with qualified candidates. We use Handshake to post job and register for career fairs, advertise our events, and connect with studentsand alumni.

Appendix 2
Demographic Work Team Recommendations

In late fall 2020, the Demographic Data and Use Team was commissioned by the Valencia College senior team with the following charge:

> *Research and recommend a consistent set of demographic choices in applications for students and employees that allow individuals to more accurately describe their identity, enable the College to more effectively disaggregate and describe our data, and allow the College to remain compliant with state and other reporting of demographic information. In addition, the team will recommend a set of demographic data use guidelines to allow consistent and appropriate use of the data for internal and external needs.*

This document will serve as the basis for the research and recommendations made by this college-wide - functional work team regarding expanding data collection and use in relationship categories of race, ethnicity, and gender.

I. Background and Purpose

Demographic data collection is necessary to identify and track students and employees as members of the Valencia community. Students notify the institution of their name, address, date of birth, and several other demographic data characteristics, including but not limited to race, ethnicity, and gender at the time they apply to Valencia College. Employees are also asked to provide this same information in their application for employment and required to do so at the start of their employment (time of hire). There is no consistent set of options provided to students and employees, making it difficult for the College to compare and evaluate the two sets of data from a common set of characteristics.

Additionally, the College collects and stores demographic data on race, ethnicity, and gender. Various departments respond to multiple requests for this data within the College, based on state and federal reporting requirements, as well as third-party requests. Internally, reports are often generated and provided to various departments upon request without a consistent format, structure, or articulated philosophy by the College on how this data is used or shared.

For purposes of this document, although they have yet to be accepted, individuals who are applying to become students will be referred to as "student applicants" and in a similar way, individuals who are applying to become employees will be referred to as "employee applicants."

Demonstrating Inclusion Through Data Collection

Valencia College's commitment to diversity, equity and inclusion should be reflected in all our work, documents, and forms, including how we collect our data.

The initial interaction with our applicants is an important one as it set clear expectations regarding our institutional values. Prospective students and employees researching Valencia College as an institution of higher education are exposed to a significant amount of information allowing them to form their opinions about the College and their likely experience should they choose to become a member of our community. The submission of their formal application indicates their sincere interest in being a member of the community and an implicit recognition of our values.

As part of this formal step, the applicant must respond to a series of questions that best describe their identities by selecting options from a series of pre-existing categories offered to them by the College.[1] The list of categories that appear on these applications clearly articulates the College's commitment to inclusion. Therefore, an applicant can assess how the College will acknowledge their multiple identities upon their acceptance as a student or employee.

Applicants who are required to comply with a rigid set of categories or available choices may not have a chance to accurately or adequately indicate their identities nor acknowledge the intersectionality of their identities. For applicants, this is a clear demonstration of the College's commitment (or lack thereof) to inclusion and belonging and serves as an indicator of how they may experience the College should they choose to engage further. We know that there is power in cultivating a sense of inclusion and belonging. Collecting data using expanded categories of race, ethnicity, and gender will allow the College to identify ways to more fully support students and employees based on their multiple identities.

Lastly, a significant way for the College to demonstrate this commitment to inclusion is to acknowledge and affirm that we expect someone with multiple identities to be part of the community. A limited set of categories may require an individual to select "other" or a similar option. Individuals applying to be part of the College community should have the opportunity to choose categories that closely align with how they see themselves. A variety of options, acknowledging the many possibilities of race, ethnicity, and gender, indicate that individuals are welcome and included. Expanded options also reinforce the College's commitment to equity, diversity, and inclusion.

Demonstrating Inclusion Through Data Use

The collection of demographic data must be a deliberate inclusive act. It is also essential that data should be indicative of the College's value of equity and inclusion. A consistent set of data categories allow for a consistent review across populations and the consistent disaggregation of data in a meaningful way, in addition to enhancing an individual's feeling of belonging. This data set also allows the College to accurately identify the College's students and employees' population and pinpoint structures, systems, or initiatives that lack inclusivity.

The use of the data should inform the College's work to develop targeted offerings, programs, and services to meet our diverse student and employee population needs. Specific demographic data collected allows the College to identify and serve individuals and provides the space to conduct appropriate outreach and support to all populations, with a particular emphasis on minoritized groups.

Demographic data should be shared and used in a consistent manner across the college. A uniform set of categories across the College will allow for consistent messaging while sharing information in clear and meaningful ways. Doing so minimizes any potential confusion or uncertainty caused by various data collected among groups. For example, credit and continuing education students self-identify using a different set of racial, ethnic, and gender options compared to other applications at the College. The College can more effectively use this data from a shared set of categories when the options are consistent.

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[1]   This list has been developed over the years based on state and federal agency requirements and used to provide information that is required to be reported to these agencies.

Finally, this data can help with outreach and recruitment of minoritized groups as the College continues to seek diversity in applicants for admission and employment. The College can use this data to tell our story, highlighting successes and identifying growth opportunities. Consistent use of this data promotes a sense of inclusion and equity among our college community and allows us to provide details to the narrative.

In the following pages, you will find a description of current demographic data categories (race, ethnicity, and gender) among students and employees, as well as recommendations for enhanced and more thoughtful data collection. You will also find suggestions for the future use of this data in a deliberate manner.

II. Data Collection

Currently within the three application processes reviewed, which include credit student admission application, continuing education (CE) student application, and employee application we are collecting data that allow individuals to identify their ethnicity, race and gender. In addition, the College collects data from employees at the time of their hire that may be duplicative of data collected at the time of application for employment. It is the data collected at time of hire that is included in the Banner software that is used to provide demographic data for employees. Employee application data is also important as it provides information about the demographics of our applicants, applicant pools, and progression through the application processes. These two collection points will be listed separately in the tables below.

Below is a detail list of what is currently collected, recommendations and the impact and consideration related to these recommendations:

Ethnicity and Race

Fig. 1

Ethnicity and Race					
	Current Information			**Future Information**	
	Ethnicity	**Race**	**Notes**	**Recommendation**	**Impact/Considerations**
Credit Student Application	• Hispanic/Non-Hispanic	• White; • Black/African American; • Asian • American; Indian/Alaskan Native; • Native Hawaiian/Pacific Islander	These fields are not required and can be left blank on application Currently only one can be selected	• Development of a third set of options after applicants are asked to provide their ethnicity and race indicating "we invite you to tell us more." • Selecting Hispanic when asked about Ethnicity should not preclude an applicant from also being asked to indicate race. • Allow for applicants to select multiple options for ethnicity and race as appropriate	Impact: • Working with OIT/Student Affairs to implement • How would selecting more than one race/ethnicity impact state reporting requirements Considerations: • Where would the additional data be stored in Banner. • How would we backfill this data for current students.

	Current Information			Future Information	
	• Ethnicity	• Race	Notes	Recommendation	Impact/Considerations
CE Student Application	• Hispanic/Non-Hispanic	• White/Caucasian; • Black/African American; • Asian • American; Indian/Alaskan Native; • Native Hawaiian/Pacific Islander; • Hispanic/Non-Hispanic	Currently this information is all asked in one set of questions asking about ethnicity and race Currently only one can be selected	• Development of a third set of options after applicants are asked to provide their ethnicity and race indicating "we invite you to tell us more." • Allow for applicants to select multiple options for ethnicity and race as appropriate	Impact: • Working with OIT/Student Affairs to implement • How would selecting more than one race/ethnicity impact state reporting requirements Considerations: • Where would the additional data be stored in Banner. • How would we backfill this data for current students.
Employee Application	• Hispanic/Non-Hispanic	• White • Black/African American • Asian • American Indian/Alaskan Native • Native Hawaiian/Pacific Islander • Do Not Wish to Disclose • Other Race Categories	These fields are not required and can be left blank on application Currently only one can be selected	• Development of a third set of options after applicants are asked to provide their ethnicity and race indicating "we invite you to tell us more." • Update application process to either give an option to select "do not wish to disclose" or to remain blank. • Update "Other Race Categories" to be consistent with student application prompts • Allow for applicants to select multiple options for ethnicity and race as appropriate	Impact: • Working with OIT/ODHR to implement • Determine if new ATS can allow for additional options as a third category (Tell us More) • How would selecting more than one race/ethnicity impact state reporting requirements Considerations: • Where would the additional data be stored in Banner. • How would we backfill this data for previous employee applicants.
Employee at time of hire	• Hispanic/Non-Hispanic	• White • Black/African American • Asian • American Indian/Alaskan Native • Native Hawaiian/Pacific Islander	These fields are required. Employees may only choose one.	• Development of a third set of options after applicants are asked to provide their ethnicity and race indicating "we invite you to tell us more." • Allow for employees to select multiple options for ethnicity and race as appropriate	Impact: • Working with OIT/ODHR & Student Affairs to implement • How would selecting more than one race/ethnicity impact state reporting requirements Considerations: • Where would the additional data be stored in Banner. • How would we backfill this data for current employees.

It is the recommendation of this work group that the College create a single set of prompts for all applicants as well as employees at the time of hire with regards to ethnicity and race with the categories listed above. Each applicant and employee at the time of hire should be offered an opportunity to select more than one ethnicity and race, highlighting the diversity of identities of our applicants, students, and employees.

Additionally, the work group recommends the development of a third set of options provided to all applicants as well as employees at the time of hire that invites applicants and employees to "Tell us More About Yourself." This option would allow for individuals to select from a variety of races and ethnicities, as well as select more than one. This additional data collected would not be in lieu of the first two prompts and therefore would not impact any state reporting requirements. This additional option would not only demonstrate our inclusion of all individuals but also would allow the College to gather and use this data to best serve our diversity of students and employees.

Individuals will have the following options in the third prompt, asking for individuals to self identify with regards to their race and ethnicity by "telling us more about yourself." Individuals will have the option to select all that apply:

African	Hispanic
African American	IndigenousIndian
Alaskan Native	Latinx
American Indian	Middle Easterner
Asian	Native Hawaiian
Asian American	North African
Asian Indian (Subcontinent)	North American
Black	Pacific Islander
Caribbean Islander	South American
Central American	Southeast Asian
European	White
Far East Asian	

There may be conflict with this recommendation as it relates to state reporting requirements, that may limit students and employees to selecting one race or ethnicity. This work team encourages the College to also engage with conversations at the state level to develop systems that are more inclusive and acknowledge the multiple identities of our community members. In the meantime, the additional list of options available to applicants and employees at the time of hire will allow us to still meet state reporting requirments while affording individuals an opportunity to provide more detailed information about their identities.

Gender and Sex

In our society, Gender and Sex are two different terms that are often misused interchangeably. Gender is defined by the College as "An individual's socially-constructed status based on the behavioral, cultural, or psychological traits typically associated with societal attribution of masculinity and femininity…" while Sex is defined as "An individual's biological status of male or female…" It is important to note these significant differences in the terms as we are discussing the data reported by applicants as well as employes at the time of their hire. The following table reflects the current data collected, as well as the recommendations for future collection.

Fig. 2

Gender*					
	Current Information			**Future Information**	
	Data Collected	**Required**	**Notes**	**Recommendation**	**Impact/Consideration**
Credit Student Application	• Female • Male • No Response	Yes	State Requires Female Male Not Reported as options for state reporting	• Develop a third option of "non-binary" listed prior to the "no response" option provided	Impact: • Working with OIT/Student Affairs to get this implemented. Banner has fields allowing for both sex and gender. The College has not set up use of the "Gender" code. Sex, which is currently used, does not offer a non-Binary option, however, Gender does. • How might we report those who select non-binary as an option in state reporting to ensure that they are accounted for Considerations: • How might this impact programs e.g. Perkins programs serving non-traditional students in terms of enrollment and option to select "non-binary"
CE Student Application	• Female • Male	No		• Develop a third option of "non-binary" listed prior and a fourth option allowing for "no response"	
Employee Application	• Female • Male	Yes		• Develop a third option of "non-binary" listed prior and a fourth option allowing for "no response"	
Employees at time of hire	• Female • Male	Yes		• Develop a third option of "non-binary" listed prior and a fourth option allowing for "no response"	

*The current field in Banner is listed as "Sex." Banner 9 may allow the College to update this field to be titled "Gender."

It is the recommendation of this work team that all applicants as well as employees at the time of their hire are provided with the option of selecting from one of four options: Female, Male, Non-Binary, or "No Response" when being prompted to indicate their Gender. These options demonstrate the College's commitment to inclusion of all individuals and will further allow the College to identify and provide necessary support to individuals who identify as non-binary. There are possible implications for this option as it relates to state reporting requirements and this work team recommends that the college engage with state level partners to develop reporting requirements that acknowledge that gender is non

binary. As we are currently required to report the number of individuals who identify as male or female or "not reported" we would anticipate that there would be an increase in the "not reported" amount of individuals reported to the state as they would also include a non-binary option. At this time, we do not have data that would predict how many indivduals this may include since the question has not previously been asked.

Throughout the work group conversation, we discussed creating two separate categories, one for gender and one for sex. State reporting data indicates that we are to collect gender data and there may not be a need to also therefore collect Sex (biological sex) data. If the College determines that demographic data regrading an individual's Sex should also be collected, this work group makes the recommendation to create a separate field in Banner and that this data is collected separately from Gender in a way that informs the applicant or employee at the time of hire of the difference between these two terms.

Pronouns

The use of pronouns (sometimes called "preferred pronouns") is an area that we recommend to be further explored by work commissioned through senior team. There is an opportunity through the Banner 9 self service upgrade to collect pronoun data that is entered by the applicant or employee at the time of hire. Currently, we do not ask for this information at the time of application or upon hire.

The ability to indicate a pronoun may profoundly impact the student experience when utilizing college services such as the Answer Center or Advising Center. Typically, students must sign-in to systems within our Advising Centers and Answer Centers before receiving support. Historically, these tools do not allow a student indicate their preferred pronouns. Therefore, the employee risks misgendering a student based upon their assumptions or understanding of gender. Many advisors and Answer Center specialists will review the student's record to gather information about previous visits before calling upon the student. The ability for students and employees to indicate their pronouns in Banner can become part of this research and help prevent misgendering applicants and members of our College community.

As we acknowledge the fluidity of gender and gender expression as non binary, there are opportunities for the college to demonstrate further inclusion by allowing individuals to notify the College of their pronoun, which would appear on items such as class rosters. Since this data is not currently collected, and therefore not part of the current charge of this work team, we encourage the senior team or other team within the College's shared governance process to review and possibly commission future work for this team or another work team to determine how we might best include pronouns in any data collection in the future.

III. Data Use

Through examination of the data about demographics currently captured by the College, we have learned there is greater potential to enrich our understanding of our employees and students. We know we are still working on creating the right conditions for learning as is evident in our student achievement goals and outcomes for each race/ethnicity. Having additional demographic information will better position the College to address students, applicants and employees in a more equitable manner and to cultivate an environment that respects all individuals. Knowing more about our students and employees will create opportunities to better serve them, especially when we have not yet created the right conditions for learning and success. Currently our demographic categorization assumes that applicants belong to one

race and one ethnicity group, however, some people see themselves as being part of multiple ethnicity groups.

Current Uses of Student and Employee Data

Currently, the College uses demographic data collected from applicants and employees at the time of hire for various purposes. Most notably, this data is used to report out to the state in a variety of required reports (student recruitment, retention, etc.). Additionally, this data has been used internally within the college to track student success disaggregated by race and ethnicity, and as a tool for the college to note areas of opportunity in developing programmatic and systemic ways to address inequities. Employee data is also reviewed and shared with regards to talent acquisition, compensation, and talent retention.

Opportunities for Uses of Student Data

Identifying who students are and having additional data on their racial and ethnic makeup would help us identify specific sub-groups, where previously, we relied on anecdotal evidence to highlight an opportunity at the College. Areas where more accurate race and ethnicity data will have the greatest impact for students include the enrollment and registration process as well as in the classrooms.

Creating opportunities for students to identify their race, ethnicity, and intersectionaliites of these would allow for improved experiences for students in the overall learning environment. Examples of this would include providing macro-level demographic data to faculty to allow for enhancement of cultural wealth and developing content, lessons and materials that are inclusive of the many identities of students. Additionally, this data would allow for the College to connect more strongly with students who are part of affinity groups, extending more unique programming that speaks to their identities, again in efforts to enhance a sense of inclusion and belonging. in advising and in the classroom. Additionally, there is a cultural evolution happening around gender pronouns in society, which creates a more urgent space for acknowledging correct use of preferred pronouns and titles in communications.

With anticipated technological upgrades, the data on race, ethnicity, and gender would help with culturally-focused event planning, the development of affinity group lists, and targeted communication/marketing that speaks to individual students (i.e. the availability of scholarships). More specification in the data would allow us to apply for funding/grants to better serve distinct or intersectional populations.

The additional race and gender data would reveal trends and patterns of new and current student demographics as a signal of arriving at more equity-minded approaches as a college. On the macro-level, we will more accurately map our population of students who bring cultural wealth from a multi-faceted identity and then can better align our hiring goals to represent this broader map. We might also use this data on the micro-level in classroom practices and in student services (e.g. counseling). Faculty could begin to track disparities within ethnic groups or racialized patterns previously unnoticed due to categorization as "other." Use of college services and resources can be associated with demographic groups, allowing us to look for patterns in our institutional behaviors that have limited access or policies that have created disparities. College practices around allocating and promoting resources, recruiting, and partnering with

local schools would be strengthened by a more composite measure of our current and future student population.

Opportunities for Uses of Employee Data

A greater understanding of the employee demographics information would reveal trends and current patterns of who is applying and has been employed by the college and would provide a pulse check of our efforts to diversify our employees and speak to our commitment to equity and inclusion. Areas where more accurate race and ethnicity data will have the greatest impact for employees include hiring, equity within job classifications, and composition of teams across the college.

We expect improved experiences for potential employees in first impression interactions and current employees, especially those on the front line interacting with students, when we create opportunities to identify with any combination of specific races or ethnicities. With anticipated technological upgrades, the data on race, ethnicity, and gender would help with culturally focused strategic planning, intentional employee and faculty development, job postings, and equity goals. More specification in the data will allow for tracking changes in employee demographics overtime, by team and employee class.

Fig. 3

Things to consider as a result of capturing additional data from students and employees

Procedural changes and concerns in response to the recommendations	Steps to guide these changes
The collection of personal data may require us to inform students and employees--at the time of data collection--of the potential uses of the data	Targeted communication (timed with anticipated software upgrades) sharing how data will be used when it pertains to student and employee information including gender, ethnic group or race, age, program/degree, and modality (e.g. online courses).
To maintain data integrity there is a need to develop criteria for the release of data	Current directory information, as the college defines it, excludes race and ethnicity; it is the recommendation of the committee that any new demographic data collected as part of this initiative remain consistent with current practice Make information available upon request only, while continuing to be good stewards of the data and not releasing it for illegitimate or unnecessary purposes (unless request is made through a formal public records request)

Ensure data is gathered for <u>all</u> employees and students (both current and new) to ensure a more complete picture	Create a strategy for timely updates to all records to reduce potential burden of ongoing updates
The option of including pronouns on their application cannot be just a checkbox. The use of gender pronouns would need to be incorporated into our work at the college, as the expectation will be that students and employees will be addressed as they have specified in their application. Implementation of gender pronouns would require education for faculty and staff to prepare.	Preparing for an institutional behavior change which could invite backlash (based on what's happened at other institutions like University of Minnesota and University of Michigan) could require a refocusing on existing language in the current student Code of Conduct and employee Ethical Conduct and Performance Policy 3e 05.2 that in general would address the concerns if they arise.
In communications to and about students and employees, the gender-neutral use of a singular "they" is unfamiliar to many people and can result in overly awkward or clumsy language. The need to possibly rephrase sentences to avoid gender references may, at times, make it challenging to draft appropriate communications.	Further discussion would be necessary to guide a phased in approach to eventual standard practices.

IV. Conclusion

The work team asks that the Senior Team consider these recommendations for further development and implementation as appropriate.

1. Develop a single set of demographic data options for all student applicants, employee applicants, and employees at the time of hire. This includes "Ethnicity" (Hispanic, non-Hispanic), "Race" (Black/African American, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, White)

2. Allow all applicants (students, and employee), and employees at the time of hire, to select more than one option for race and ethnicity as part of their application or employee time of hire paperwork.

3. A third "tell us more about yourself" option offered to all student applicants (credit and Continuing Education), all employee applicants, and all employees at the time of hire. This option will invite individuals to further acknowledge their multiple identities (with regards to race and ethnicity) to the College and by including this in addition to the current race and ethnicity prompts, will allow the College to still meet our state reporting requirements.

4. Be deliberate in using the term "gender" instead of "sex" with regards to demographic data.

5. Include a non-binary option for all applicants and employees at the time of hire when completing the request for "gender" in applicants and employee time of hire paperwork.

6. Be intentional in what limited circumstances we should use the term "other" when gathering demographic data. We recommend using terms such as "not listed" instead of "other" when this option is absolutely necessary in gathering demographic data.

7. Develop language prompts that applicants (students and employees) and employees at the time of hire that explains the importance of collecting accurate demographic data to allow the college to learn more about our college community and to promote an equitable environment.

8. Develop language for applicants (students and employees) and employees at the time of hire to indicate how their data may be used by the college (i.e. disaggregated recruitment and retention based on demographic data, outreach for specific programs and events).

9. Develop a specific set of procedures for those who maintain the data to respond to internal requests for data to be used as outlined in number 7 above.

10. Develop internal systems to allow current students and employees to provide updated demographic data to align with applicants and new employee data that is collected.

11. Develop a communication strategy to current students and employees about the demographic data collection, opportunities for updates, how data may be used, and demonstrate the College's continued commitment to equity and inclusion.

The need to demonstrate a commitment to inclusivity while at the same time allowing the College to provide mandatory state reporting options are not mutually exclusive.

Additionally, the work team recommends that the College establish and make available college-wide procedures that articulate how demographic data is collected and will be used. These procedures will further demonstrate our commitment to equity and will also provide users with guidelines for how demographic data will be shared both internally and in external reporting.

Respectfully submitted,

Demographic Data and Use Work Team

Work Team Members

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Ryan Kane, AVP Equity & Access (co-chair)

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Attachment 3
Linked-In Learning Course Completion Data
for Equity, Diversity, and Inclusion Courses

Linked-In Learning course completion

Course	Completions	Hours Viewed	Unique Viewers	Course Language	Course ID
Diversity, Inclusion, and Belonging	114	89.5075	141	English	2819028
Confronting Racism, with Robin DiAngelo	54	53.3042	75	English	2996651
Inclusive Mindset	47	43.2025	61	English	2825698
Unconscious Bias	39	17.0953	55	English	515183
Inclusive Leadership	33	33.9519	50	English	645013
Fighting Gender Bias at Work	26	3.6269	28	English	5040392
Developing Cross-Cultural Intelligence	24	12.1306	27	English	373788
Confronting Bias: Thriving Across Our Differences	22	13.3858	24	English	704110
Driving Change and Anti-Racism	21	5.6789	26	English	2864030
Difficult Conversations: Talking about Race at Work	20	6.9153	26	English	2848321
Skills for Inclusive Conversations	18	15.1758	32	English	5025098
Communicating Across Cultures	14	6.2178	16	English	746261
Communicating about Culturally Sensitive Issues	13	10.6717	22	English	664802
Body Language and Women at Work	11	5.8339	16	English	693071
Bystander Training: From Bystander to Upstander	10	5.2036	11	English	5028612
Inclusive Mindset for Committed Allies	10	4.6814	11	English	2848272
Advocating for Change in Your Organization	8	3.5517	13	English	2848273
Creating Psychological Safety for Diverse Teams	7	3.1303	13	English	2848247
Cultivating Cultural Competence and Inclusion	7	5.2933	11	English	779733
Diversity and Inclusion in a Global Enterprise	7	4.7158	10	English	664811
Inclusion During Difficult Times	6	3.4408	12	English	2841554
Adding Value through Diversity	5	3.8769	7	English	2860033
Managing a Diverse Team	4	1.6375	4	English	656779
Developing a Diversity, Inclusion, and Belonging Program	3	1.3633	8	English	2819137
Supporting the Whole Self at Work, a Diversity and Inclus	3	1.2772	7	English	2848250
Diversity Recruiting	2	5.185	21	English	2818079
Becoming a Male Ally at Work	1	0.6797	2	English	5002835
Diversity: The Best Resource for Achieving Business Goals	1	0.1122	2	English	2802469
Proven Success Strategies for Women at Work	1	1.5014	1	English	625918
Women Helping Women Succeed in the Workplace	1	0.3994	1	English	2804657

Appendix 4
Grove Article: Equity Minded Practice Series

Learn About the Equity-minded Practice Series on New
Webpage

Wednesday, November 18, 2020

Faculty Development, which recently launched the new Equity-Minded Practice Series, has released a new Equity-minded Practice Series webpage. On this page, view all of the current and upcoming courses offered as part of this ongoing and ever-evolving work. Whether you're interested in enhancing your practice, developing new and innovative strategies, or improving your students' learning, there are courses on the webpage for you.

To view the courses, visit the webpage, click on the link of the course that interests you to register for any of the following sessions. If a session isn't available yet, click on "Notify Me."

You may also access the webpage through Atlas by:

1. Logging in to ATLAS;
2. Selecting the Faculty Tab;
3. Clicking on the Faculty Development website link;
4. Selecting the Certifications and Programs tab at the top of the page; and
5. Clicking on Equity-minded Practice Series tab in sidebar.

Currently, you'll find the following courses on the page:

1. **INDV3121: Implicit Bias and Microaggressions in the Online Environment** 5 PD Hours
In this course, explore implicit bias and how it manifests itself through microaggressions. Reflect on our own implicit biases and how they might influence our attitudes and behaviors. Additionally, through the use of discussions, scenario-based activities and other online resources, identify and explore how microaggressions can occur in the classroom. Participants will leave this course with strategies to make a more inclusive online learning environment.

2. **INDV3127: Antiracist Language & Linguistic Justice** 10 PD Hours

Issues of literacy and language diversity inform nearly everything we do in our college courses. Faculty are constantly communicating spoken and written communication standards to our students, both explicitly and implicitly. But where do those expectations come from, why do we or don't we enforce them, and can they be harmful? In this course, the facilitators, will explore these questions. Participants will learn about the links between language and identity and explore their own linguistic identities; examine "Standard Written English" myths and code-meshing practices; and investigate the racist ideologies and power structures underlying language standardization. The course will intermingle short presentations about key concepts in literacy and language diversity with more hands-on portions in which participants will scrutinize their own courses to identify the unique ways in which these concepts play out in their disciplines and syllabi. The facilitators will work closely with each attendee to identify the best way to approach these issues in their classes.

Upcoming topics in the series will include:

- Inclusive Syllabi
- Inclusive Learning Environments
- LGBT+ Intersectionalities: Awareness & Allyship
- Equity-minded Assessment: Introduction to "A New Decade" Reading Circle
- Preparing to be an Equity-minded Practitioner
- Culturally Responsive Pedagogies and Curricula
- Building Trust Across Difference
- Creating Equity-minded Curricula
- Racialized Classroom Patterns

If you have any questions about the Equity-minded Practice Series, please reach out to your directors of Faculty Development:

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Appendix 5
Grove Article: Transparent Assessments

Teaching for Equity: Introduction to Transparent Assessment

Thursday, October 29, 2020

A Message from Wendi Dew, Assistant Vice President, Teaching and Learning and Isis Artze-Vega, Vice President, Academic Affairs

Teaching for Equity: Introduction to Transparent Assessments

Last month, we launched this new series of communications by describing some of the fall term collegewide efforts associated with equity-minded teaching and learning. Since then, we have heard about many regional and discipline-based equity efforts, and we look forward to featuring your insights in future editions. This communication features transparent assessment design, a practical equity-minded teaching practice with a strong evidence base that benefits both students and faculty. We hope it helps with putting the finishing touches on upcoming fall assessments, and that you'll consider revisiting the transparency resources when refining your spring assessments. In spring, we will invite you to a new course in the Equity-minded Practice Series, Equity-minded Assessment: Transparent Assessment, and before winter break you can explore transparency within the Equity-minded Assessment: Introduction to "A New Decade" Reading Circle.

What does transparent assessment entail?

Essentially, transparent assessment design entails making the implicit explicit in your assessment guidelines. Transparency has been recently popularized by the Transparency in Learning and Teaching in Higher Education project (TILT), an award-winning national educational development and research project. Lead by Mary-Ann Winkelmes, executive director of the Center for Teaching and Learning at Brandeis University, a core feature of the TILT project is the Transparent Assignment Template, a framework for developing, explaining, and discussing in- and out-of-class activities and assignments in any course modality. The template consists of three parts: purpose, task, and criteria, as described in the table below.

Purpose

What is the instructional purpose of this assignment? What knowledge and skills will students gain from doing it?

Why complete it at this point in the course? How does it relate to other coursework and assessments?

How are the knowledge and skills gained significant beyond the course: in later courses, a career, or in life?

Task

What exactly do you want students to do, perform, or create?

Will students understand your description of the task? What concepts or processes need to be defined?

What is the process for completing the task? When and how should students complete each step? What support or resources might they need to do so?

Criteria

What does successful performance look like?

What are the characteristics of an excellent final product?

Where can students find annotated examples? How can they analyze and evaluate examples themselves?

This summer, during a just-in-time course on transparent assessment design, our faculty affirmed that transparency is even more critical in an online learning environment. "In many regards you must/should be hyper transparent in an online course, more so than the face-to-face mode requires," shared Meg Curtiss, professor, graphic design, and West Campus program chair of graphic and interactive design. In a face-to-face class, "you can qualify things more easily," whereas online, "students aren't able to ask questions as readily — or don't — therefore, clarity/transparency is paramount to success and to outcomes being reached," she added.

The principles of transparency also apply to tests and exams. As the University of Waterloo Centre for Teaching Excellence advises, informing students of the purpose and parameters of an exam is an important part of test preparation. "Being aware of why we are testing students and what exactly we want to test can help make students' and instructors' experience of exams more useful." They provide helpful suggestions for communicating your goals for any test, helping students study effectively, and anticipating student questions about the test content, form, and how you will mark it (award/deduct points, etc.).

If transparency sounds like a reduction in rigor, consider instead its effect on motivation. Of course, we want our courses to be challenging and level-appropriate, and high expectations are central to student motivation (Ambrose et al., 2010). However, we don't want the challenge of a project or test to be in deciphering the instructions, as this results in flawed measurement. Instead, an assignment or test's level of rigor should represent the challenging cognitive tasks you are assessing.

How do we know transparency works?

In courses where students perceived more transparently designed assignments, they reported gains in three areas that are important predictors of success: academic confidence, sense of belonging, and mastery of the skills that employers value most when hiring. For first-generation, low-income, and underrepresented students, those benefits were larger. First-generation students and multi-racial students experienced medium-to-large effect size differences in all three domains (academic confidence, belongingness, and mastery of the skills employers value) (Winkelmes et al., 2016).

One reason for these successes is that, as experts in our fields, certain tasks have become second nature to us, and we fail to notice their complexity. We sometimes forget that what seems perfectly clear to us may be confusing for our students. Deciphering what professors want and why they want it can be frustrating for them, and can have a cascading impact on students' self-efficacy and motivation. Thus, clearly communicating our expectations helps them learn and creates a more equitable learning environment.

Faculty also benefit from transparent assessment design. It can make grading easier, describes Kasey Christopher, Ph.D., teaching assistant professor, genetics, development, and science education, Department of Biological Sciences, Duquesne University, as more students submit work well-aligned with faculty expectations. She notes additional indirect gains: "First, by removing the confusion about basic requirements, I find that students worry less about what their assignment should look like, focusing more energy on content … Additionally, putting the purpose into writing forces me to think carefully about designing assignments that truly help students meet learning objectives. Creating specific criteria for success helps me anticipate common problems, thinking preemptively about what constitutes an [effective] response."

How/where can I learn more?

The TILT project website includes templates and sample assignments from varied disciplines. To learn more about the project and transparency, please visit the following web resources, including a resource guide developed this summer by the Teaching and Learning team and faculty facilitators:

- ASMT2910 Transparency in Assessment Resource Guide
- Unwritten Rules for College Success, 39-second video

Again, please stay tuned for details on a new course in the Equity-minded Practice Series, Equity-minded Assessment: Transparent Assessment, to be offered in the spring. This term, you can explore transparency within equity-minded assessment by engaging in the Equity-minded Assessment: Introduction to "A New Decade" Reading Circle, or explore other essential equity-minded practices in the INDV3121 Implicit Bias/Microaggressions course (there are only seven seats available in the course that starts on Monday, November 9, 2020.). Please watch the Valencia EDGE and the Faculty Insight for updates.

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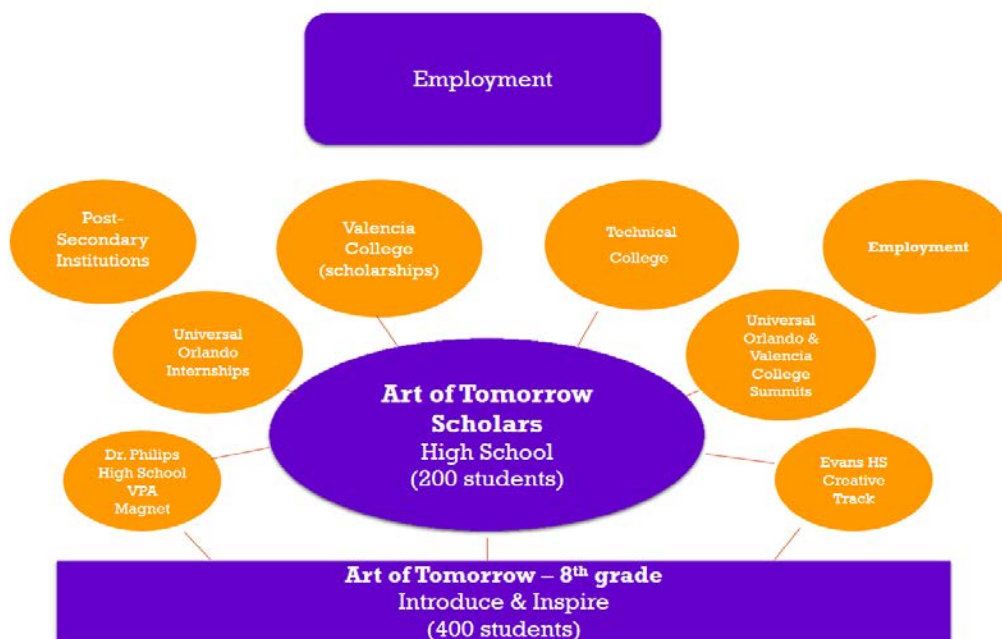
Appendix 6
The Art of Tomorrow Scholars

The Art of Tomorrow Scholars Program

The Art of Tomorrow Scholars program is a collaboration between the Universal Orlando Foundation, Valencia College, and Orange County Public Schools. The program offers education in Arts and Entertainments Careers to High School students while motivating them to stay in school. The program also provides scholarships to Valencia College to students and opportunities to earn college credit from Valencia through Career Pathways.

Program Overview

The Art of Tomorrow Scholars program is a continuation of the 8th Grade Art of Tomorrow Program. The program brings Valencia College into the collaborative endeavor.

The Art of Tomorrow Program is a collaboration between Orange County Public Schools, Universal Orlando Community/Diversity relations and Universal Orlando Entertainment. It provides 8th Grade students and teachers a broad curriculum-based opportunity to explore the many related careers that exist in the Arts and Entertainment industry. Its primary goal is to keep students in school by engaging them in compelling hands-on experiences at Universal Orlando Resort.

Fifty students (rising freshmen) from the Art of Tomorrow program can apply to continue the learning experience in the Scholars program through their high school years. Art of Tomorrow Scholars visit the Valencia campus or the Universal Orlando Resort each Fall and Spring, and complete online curriculum to gain college credits. They continue their Scholars journey at Universal Orlando and Valencia during a week in July. The Art of Tomorrow Scholars Summer Summit introduces students to more in depth options to consider for their future.

Following the students' senior year they have the opportunity of applying to be an intern at Universal Orlando with the Art of Tomorrow Scholars Internship. The Internship is an extension of the Scholars program. It offers four seniors the chance to interview to become interns for several weeks in the summer after graduation. Entertainment's Art & Design department administers the intern program and guides these individuals on their first steps into the professional Arts & Entertainment industry.

The students will also be able to apply for scholarships to Valencia College. A scholarship program was established by the UO Foundation and Valencia College to assist deserving students with financial support as they pursue their higher education goals and career development.

CURRICULUM

The curriculum in the program is based on the TPA1380 (Survey of Entertainment Technology) course taught in the Entertainment Design and Technology program at Valencia College. TPA1380 is course designed for all incoming first time in college students at Valencia. It is an Entertainment Industry specific version of Valencia's "New Student Experience". Valencia's New Student Experience is a research-based course built around 5 big ideas that contribute to student retention and success through education and career. The five big ideas are Purpose, Pathway, Plan, Preparation, Personal Connection and Place.

The Art of Tomorrow Scholars are to complete the TPA 1380 course over the 4 years that they are in high school in an online class format. They also meet once each semester face to face with Valencia Faculty to reinforce the content in the course through workshops and hands-on activities.

The TPA 1380 course is structured in a storyline format, which follows the following structure: Self Discovery, Connecting Self to Careers in the Arts, Exploring Careers in the Arts, and Planning for Success.

If the students complete all of the assignments in the course with a passing grade or higher, they can get college credit for Valencia's TPA 1380 course. Credit is awarded through Valencia's Career Pathways program and after students meet with an academic advisor to review a program of study.

Appendix 7
Valencia College Impact Plan

December 16, 2020

TO:　　　THE DISTRICT BOARD OF TRUSTEES
　　　　　　OF VALENCIA COLLEGE

FROM:　　SANFORD C. SHUGART
　　　　　　President

RE:　　　VALENCIA'S STRATEGIC IMPACT PLAN

Valencia College's 2030 Strategic Impact Plan is designed to describe the importance of major goal areas (the "why" of our work) and articulate aspirational targets for each (the "what"). The 2030 Strategic Impact Plan builds upon Valencia's foundation as a learning-centered college and uses equity and opportunity as a lens through which the college will examine its success in all areas.

The 2030 Strategic Impact Plan will provide a coherent framework to support the development of institutional and campus plans that will describe the specific strategies and tactics (the "how") designed to move the college toward meeting its ambitious goals.

The "Why?" of our Work

Much has changed in central Florida in the past ten months, as we navigated a global pandemic and sought to keep our students engaged and our community safe. A worldwide interruption of tourism, entertainment, and hospitality industries has had an immense, if temporary impact, disrupting the employment and prosperity of tens of thousands of families. Under this duress, the challenges our community has long faced have been revealed in even bolder relief.

If the region is to return to prosperity and make itself less vulnerable, many more central Floridians must find their way into family sustaining employment, and the opportunity that postsecondary education conveys on graduates must be extended to those who have been historically underserved. Valencia College, as the dominant mode of access to higher education for local residents, must play a leading role.

Building on more than twenty years of innovation and reform, Valencia's focus remains on those we serve, rather than ourselves. For our communities to flourish, the educational attainment and level of developed talent in our region must be raised. This is the rate-determining step for individuals and their families to experience real opportunity and economic mobility as well as for growing high-value, knowledge-based jobs in our regional economy.

The four goal areas elaborated in this plan connect directly to this logic. Many more central Floridians can and should prepare for, pursue, and succeed in postsecondary studies. In partnership with others in the regional education ecosystem, we have developed a bold agenda for realizing this vision, with goals for access, graduation, transfer, and qualifying for prosperous careers. Each is described below and will require creative and accountable action plans to be completed and implemented in the months to come. Valencia is already a national leader in these areas, and we have much more to achieve.

Undergirding all of these goals, and running through each of them, is a further core commitment. Valencia is one of America's "Opportunity Colleges," created to extend genuine opportunity to everyone. This is clearly an unfinished agenda. In recent years, students of all races and ethnicities have achieved increasing levels of success at Valencia, yet demonstrable inequities persist in access, student success, transfer to high value bachelor's degrees, completion of degrees, and progression into rewarding professions. No institution is better positioned to address these systemic inequities. With this plan, the college will hold itself accountable for achieving equity at a level not yet reached by other open access institutions.

Proposed Goal Areas for 2030 Strategic Impact Plan

The four major goal areas and metrics proposed for the 2030 Strategic Impact Plan are as follows:

- **College Access** – Valencia College will work with community partners to ensure that, by 2030, 80% of Orange and Osceola County high school graduates of each race and ethnicity will attend a post-secondary institution – including vocational or technical school, college or university – in the year following high school graduation.

- **Graduation** – By 2030, the five-year graduation rates for degree-seeking students of each race and ethnicity will exceed 50%, so that more than half of all degree-seeking students of each race and ethnicity who enroll at Valencia College in the 2025-26 academic year will complete an associate degree from Valencia by summer of 2030.

- **Transfer Success** – By 2030, 65% of students of each race and ethnicity who earn an A.A. or A.S. degree from Valencia College and enroll in a baccalaureate degree program at the University of Central Florida or Valencia College will earn their bachelor's degree within four years of starting a baccalaureate degree program.

- **Career Credentials** - By 2030, Valencia College students will earn 12,000 high-quality workforce credentials each year. These credentials will include A.S., B.A.S., and B.S. degree completions, accelerated skills training and postsecondary adult vocational certificate (PSAV) completions, and qualifying technical certificate completions. To move toward equity in educational attainment and factoring in expected changes in demographics, we would expect at least 50% of these credentials to be awarded to Hispanic students and at least 25% to be awarded to Black students.

Leading Indicators for Each Goal Area

Given the long-term nature of each of the four major goals included in Valencia's 2030 Strategic Impact Plan, it is important to establish leading indicators to measure the college's progress in each goal area. The proposed leading indicators are as follows:

- **College Access**
  - Percentage of high schools in Orange and Osceola counties with an 80% college-going rate of its graduates
  - Percentage of previous-year high school graduates from Orange and Osceola counties enrolled at Valencia in Fall and Spring semesters

- **Graduation**
  - Percentage of students earning an A, B, or C in all five of their first five classes
  - Percentage of students reaching 15 college-level credit milestone within two years of declaring an intent to earn an associate degree from Valencia

- **Transfer Success**
  - Average cumulative grade point average of Valencia graduates at time of entry into baccalaureate program
  - Average percentage of courses detailed on degree pathways completed by Valencia graduates at time of entry into baccalaureate program
  - Percentage of students with a first semester grade point average not significantly below cumulative grade point average at time of baccalaureate program entry

- **Career Credentials**
  - Annual enrollment in accelerated skills training, PSAV, technical certificate, A.S. degree, and baccalaureate degree programs at Valencia
  - Number of accelerated skills training and PSAV credentials, technical certificates, A.S. degrees, and baccalaureate degrees awarded annually

The College plans to share annual updates with the Board of Trustees on the progress made toward each of the major goal areas. These updates will also be reflected on a Strategic Impact Plan website; a preview of the architecture of the website is available at http://www.valenciacollege.edu/strategicplan2030

RECOMMENDED ACTION:

The President recommends that the District Board of Trustees of Valencia College approve Valencia's 2030 Strategic Impact Plan, as presented.
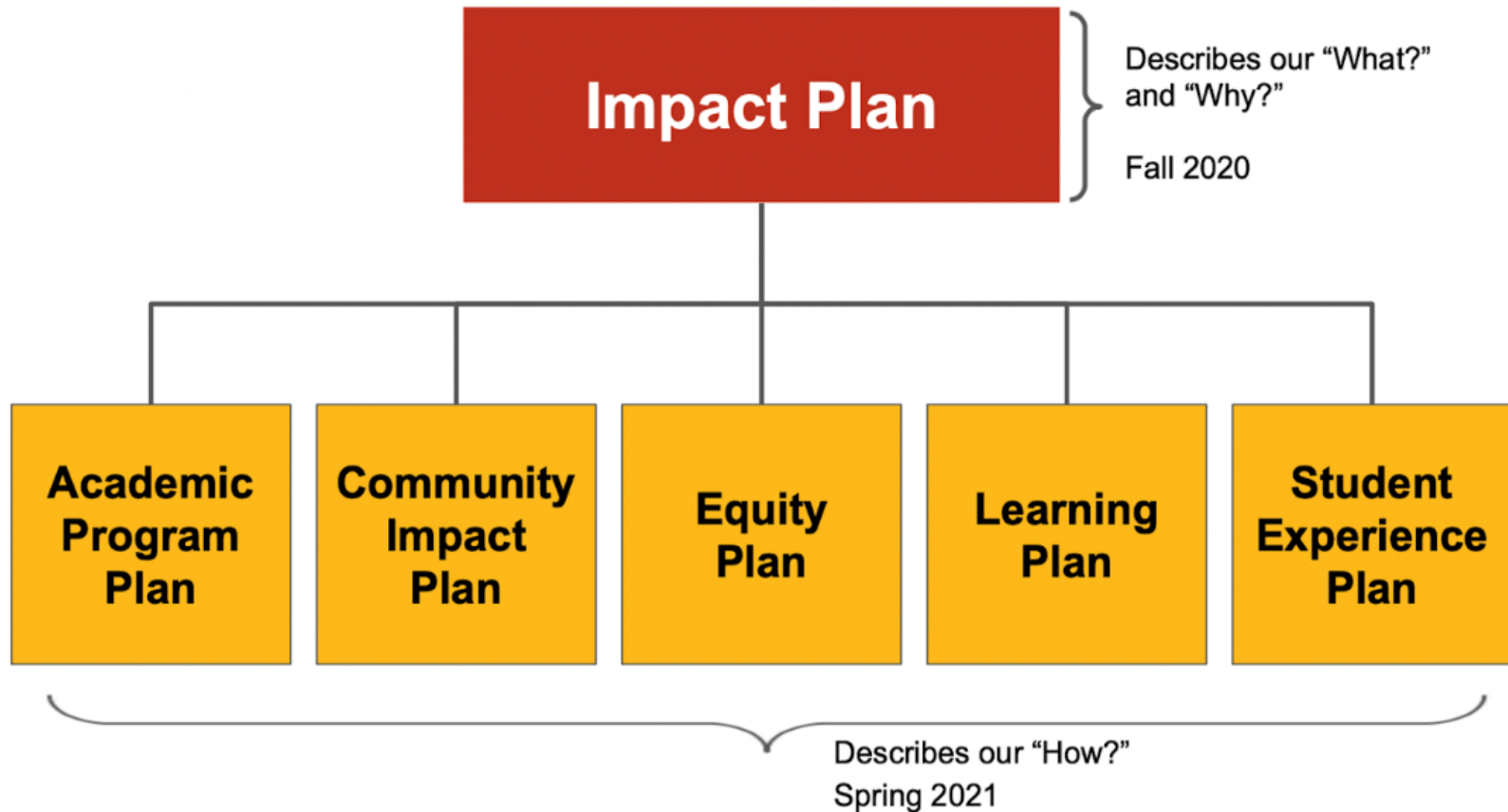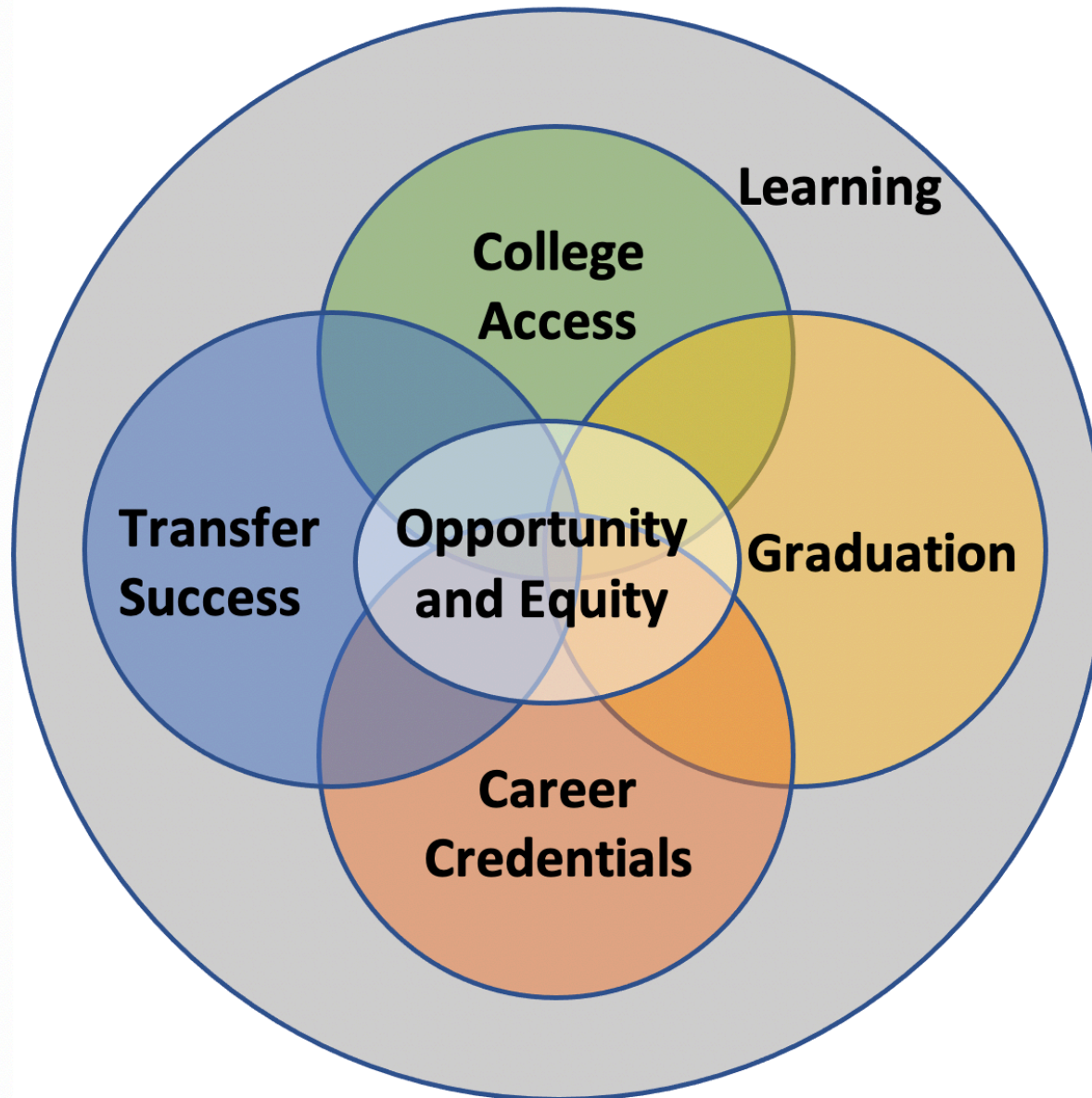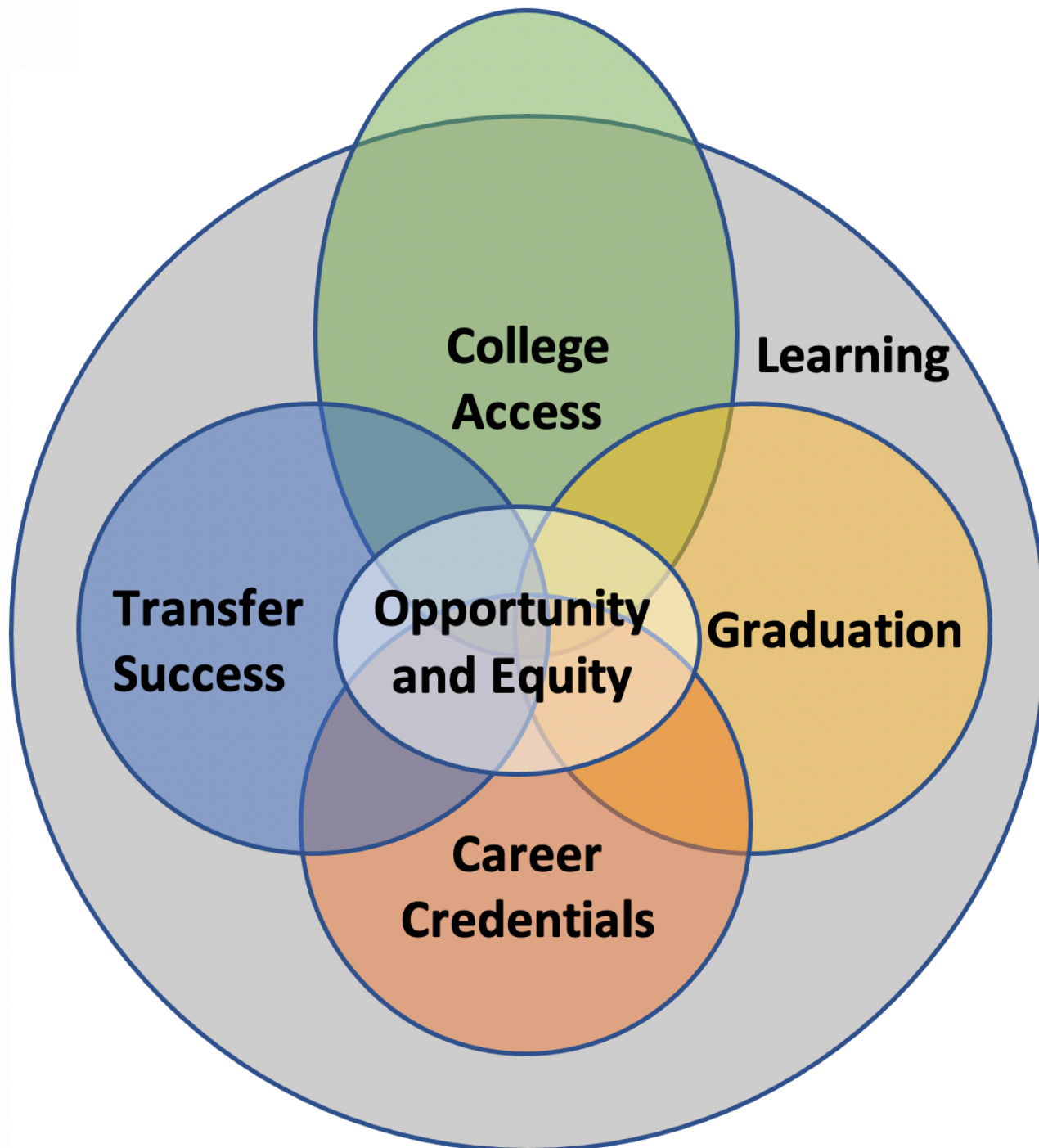
President

2030 Strategic Impact Plan

Board of Trustees Meeting

December 16, 2020

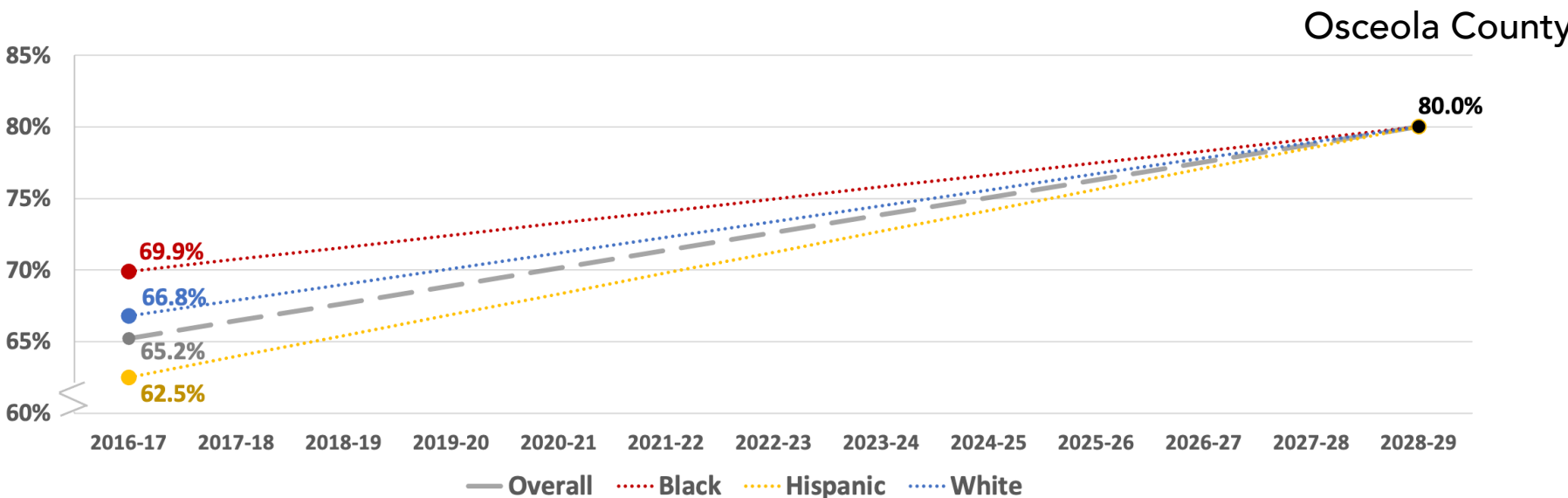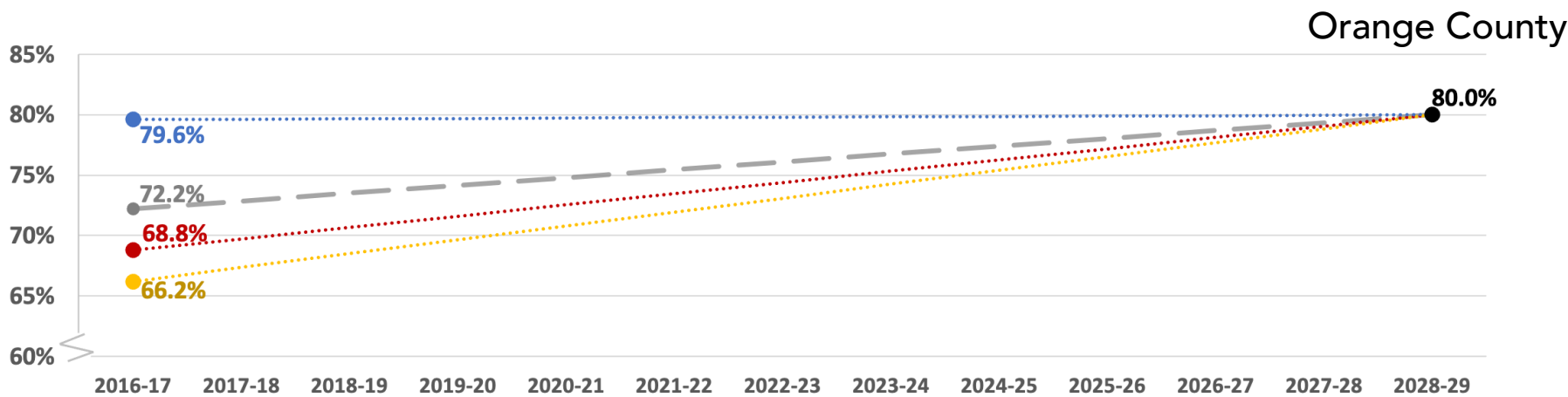# Planning Architecture

2030 Strategic Impact Plan: Goal Areas

College Access Goal

Valencia College will work with community partners to ensure that, by 2030, 80% of Orange and Osceola County high school graduates of each race and ethnicity will attend a post-secondary institution – including vocational or technical school, college or university – in the year following high school graduation.

College Access Goal: Visualization

Percentage of Students Enrolled in Postsecondary Institution
in Year Following High School Graduation

Orange County

- 79.6%
- 72.2%
- 68.8%
- 66.2%
- 80.0%

Osceola County

- 69.9%
- 66.8%
- 65.2%
- 62.5%
- 80.0%

—— Overall   ‧‧‧ Black   ‧‧‧ Hispanic   ‧‧‧ White

College Access Goal

Leading Indicators:

❑ Percentage of high schools in Orange and Osceola counties with an 80% college-going rate of its graduates

❑ Percentage of previous-year high school graduates from Orange and Osceola counties enrolled at Valencia in Fall and Spring semesters

Goal: Valencia College will work with community partners to ensure that, by 2030, 80% of Orange and Osceola County high school graduates of each race and ethnicity will attend a post-secondary institution – including vocational or technical school, college or university – in the year following high school graduation.

Learning

College Access

Transfer Success

Opportunity and Equity

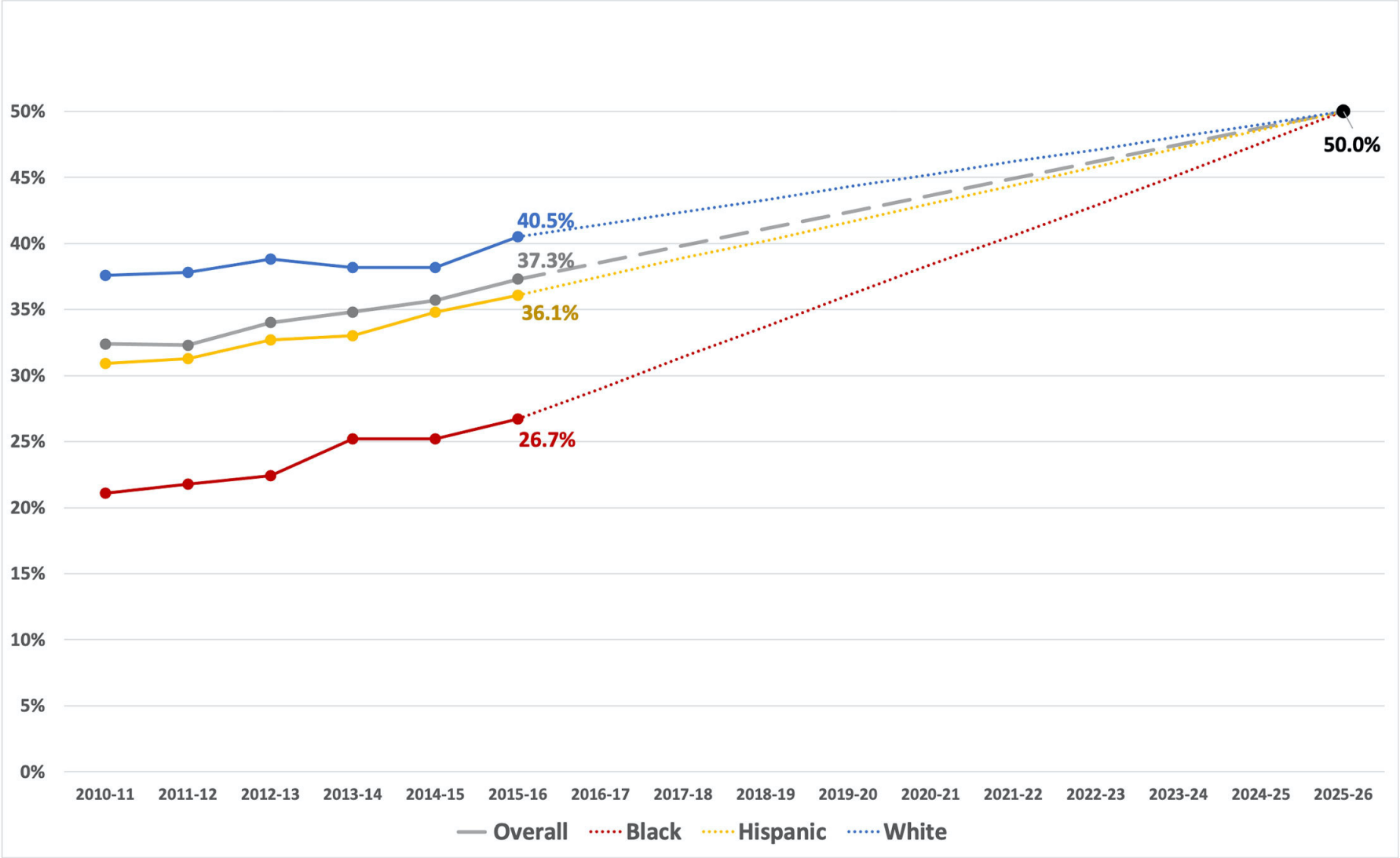Graduation

Career Credentials
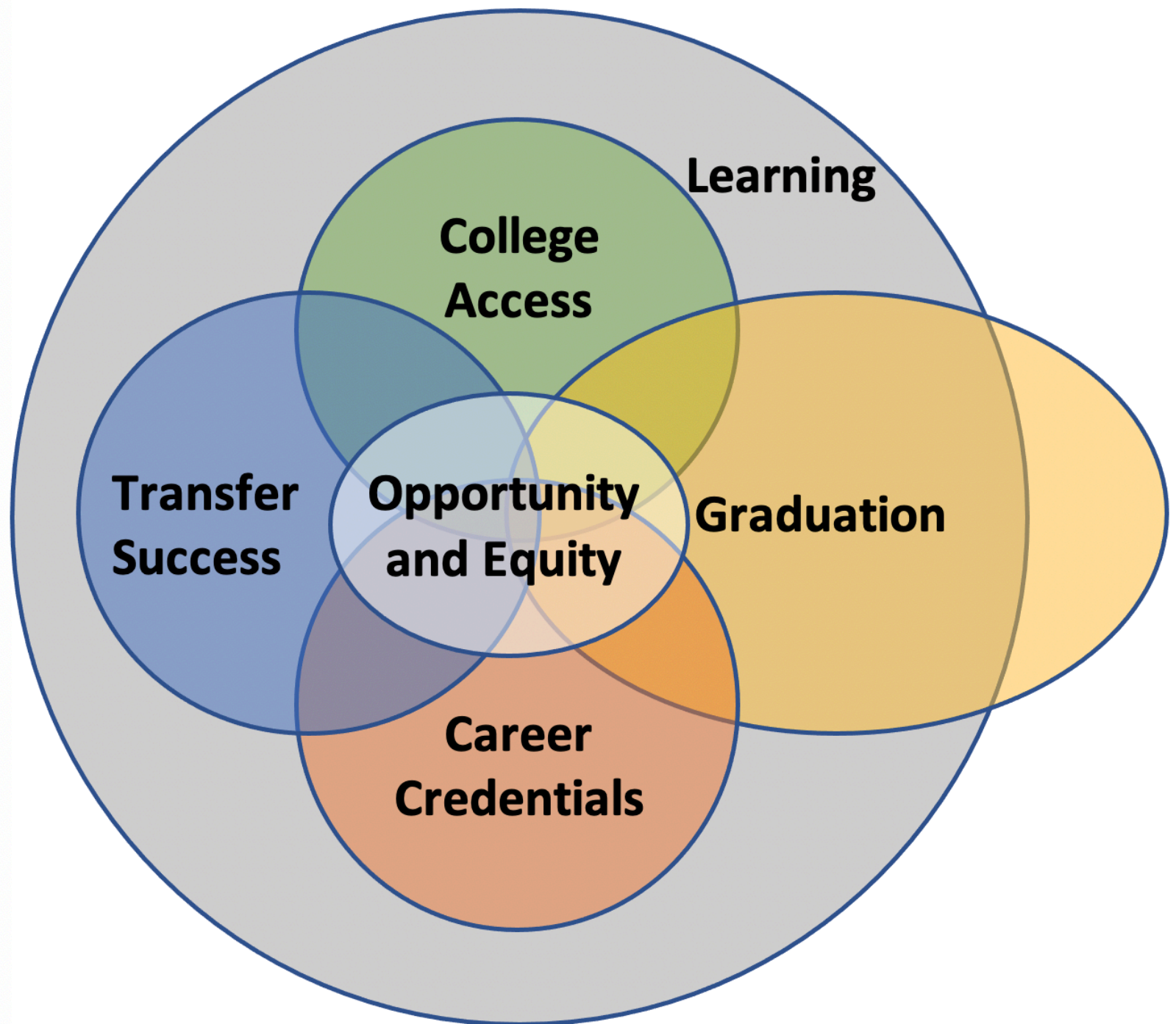
Graduation Goal

By 2030, the five-year graduation rates for degree-seeking students of each race and ethnicity will exceed 50%, so that more than half of all degree-seeking students of each race and ethnicity who enroll at Valencia College in the 2025-26 academic year will complete an associate degree from Valencia by summer of 2030.

Graduation Goal: Visualization

Percentage of Degree-Seeking Students Who Complete
an Associate Degree within Five Years

Graduation Goal

Leading Indicators:

❑ Percentage of students earning an A, B, or C in all five of their first five classes

❑ Percentage of students reaching 15 college-level credit milestone within two years of declaring an intent to earn an associate degree from Valencia

Goal: By 2030, the five-year graduation rates for degree-seeking students of each race and ethnicity will exceed 50%, so that more than half of all degree-seeking students of each race and ethnicity who enroll at Valencia College in the 2025-26 academic year will complete an associate degree from Valencia by summer of 2030.
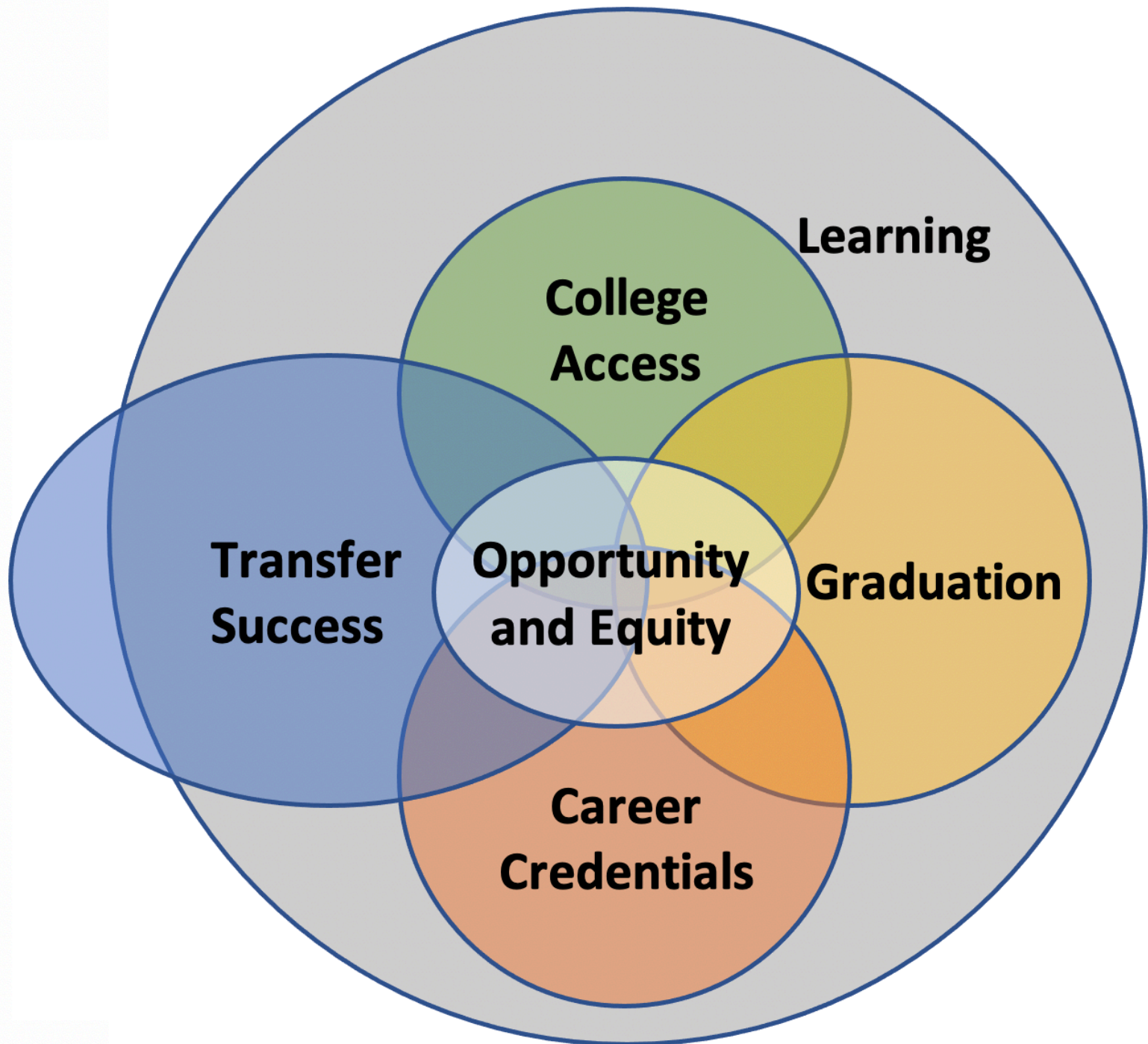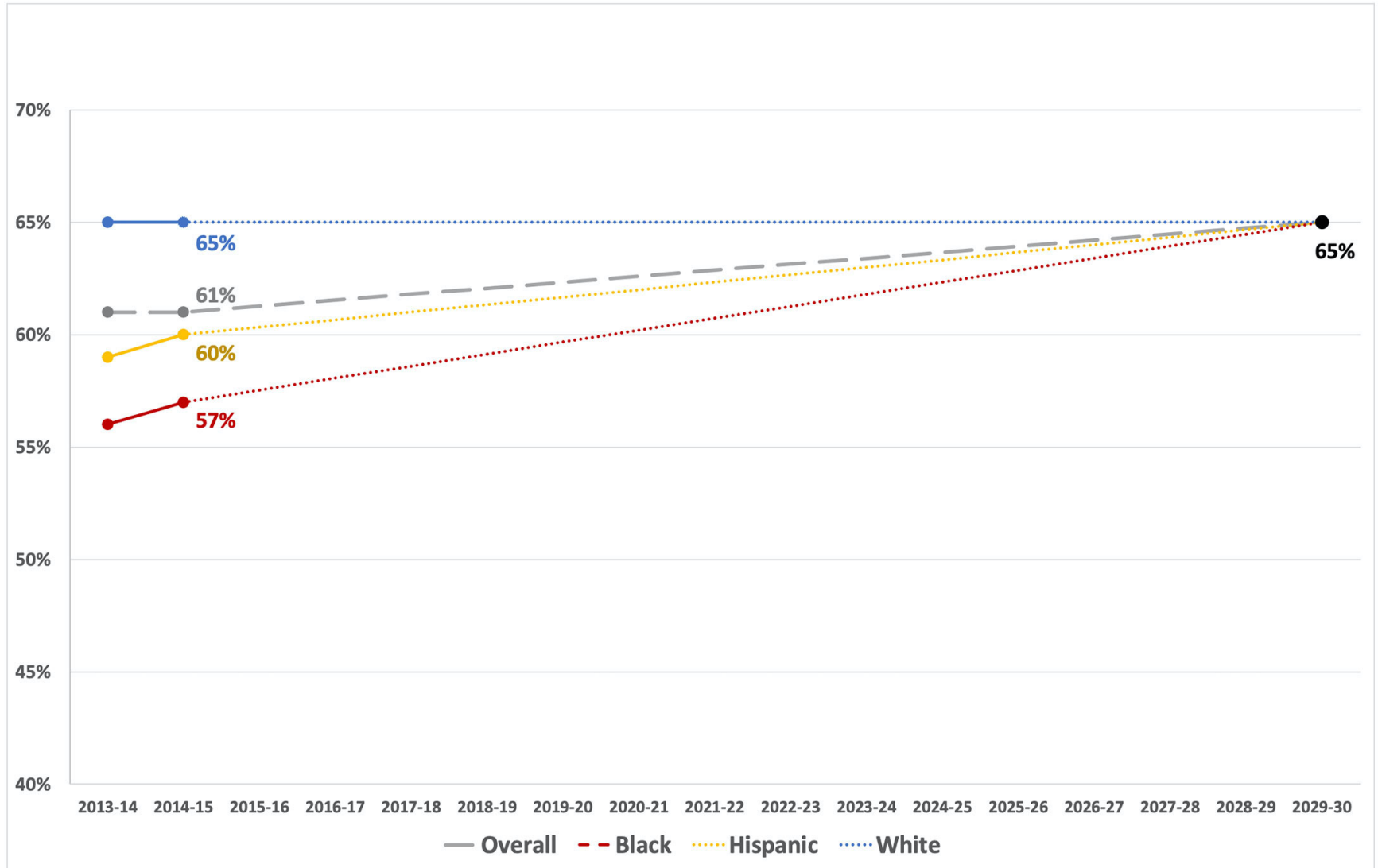
Transfer Success Goal

By 2030, 65% of students of each race and ethnicity who earn an A.A. or A.S. degree from Valencia College and enroll in a baccalaureate degree program at the University of Central Florida or Valencia College will earn their bachelor's degree within four years of starting a baccalaureate degree program.

Transfer Success Goal: Visualization

Percentage of Students Completing UCF or Valencia Baccalaureate Degree within Four Years of Matriculating After Completing A.A. or A.S. at Valencia

Transfer Success Goal

Leading Indicators:

❑ Average cumulative grade point average of Valencia graduates at time of entry into baccalaureate program

❑ Average percentage of courses detailed on degree pathways completed by Valencia graduates at time of entry into baccalaureate program

❑ Percentage of students with a first semester grade point average not significantly below cumulative grade point average at time of baccalaureate program entry

Goal: By 2030, 65% of students of each race and ethnicity who earn an A.A. or A.S. degree from Valencia College and enroll in a baccalaureate degree program at the University of Central Florida or Valencia College will earn their bachelor's degree within four years of starting a baccalaureate degree program.
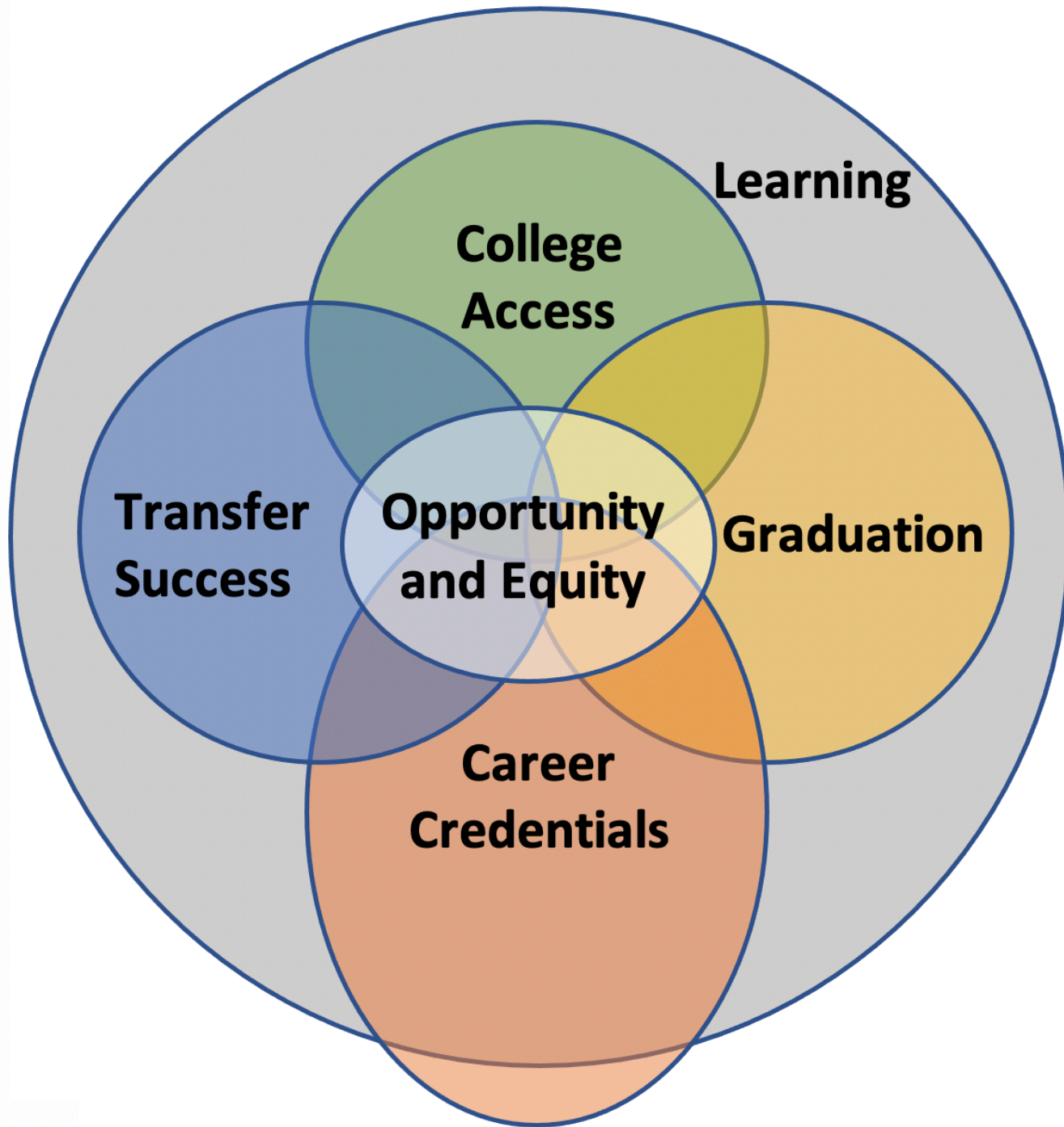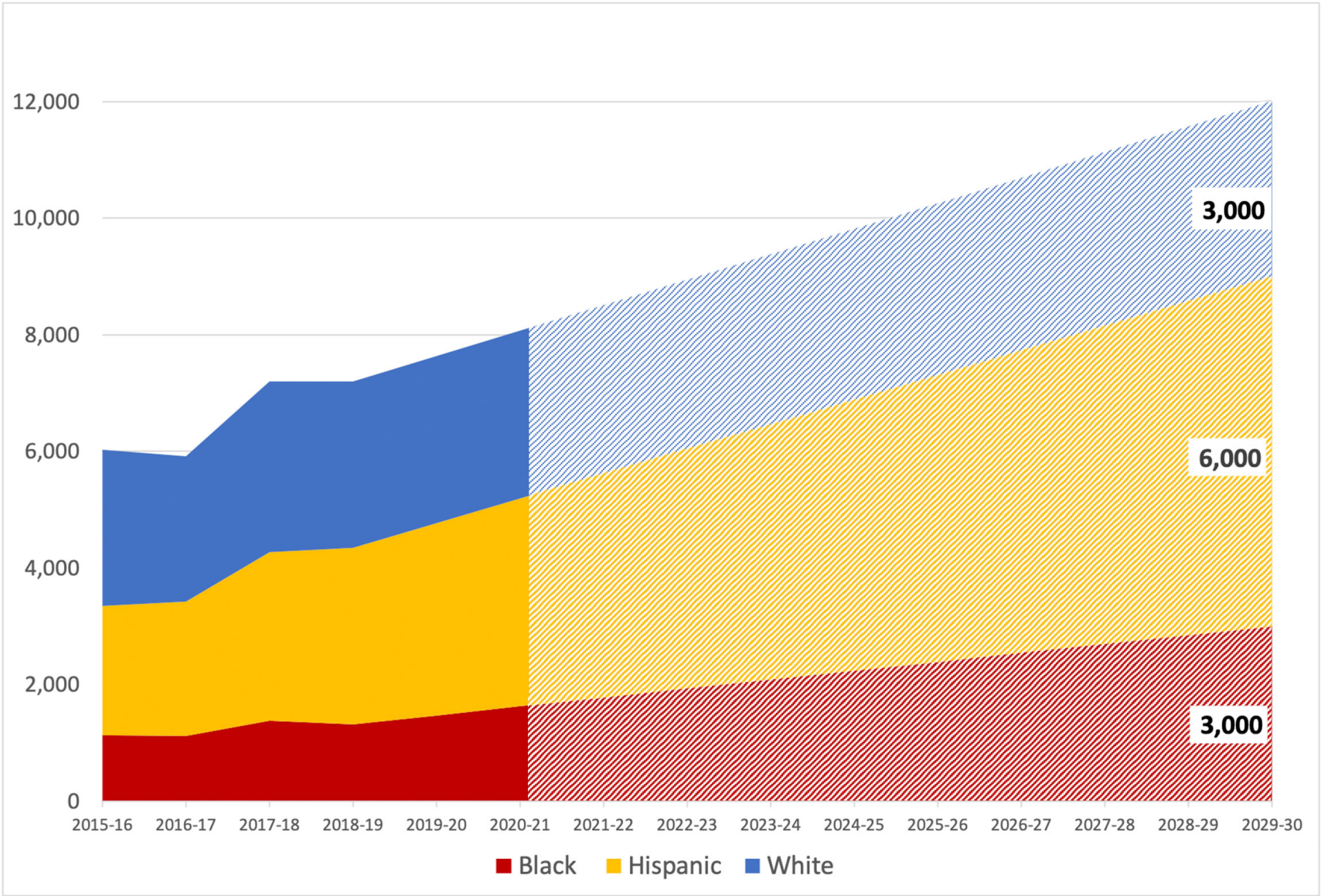
Career Credentials Goal

By 2030, Valencia College students will earn 12,000 high-quality workforce credentials each year. These credentials will include A.S., B.A.S., and B.S. degree completions, accelerated skills training and postsecondary adult vocational certificate (PSAV) completions, and qualifying technical certificate completions. To move toward equity in educational attainment and factoring in expected changes in demographics, we would expect at least 50% of these credentials to be awarded to Hispanic students and at least 25% to be awarded to Black students.

Career Credentials Goal: Visualization

Number of High-Quality Credentials Earned Annually by Valencia Students

Career Credentials Goal

Leading Indicators:

❑ Annual enrollment in accelerated skills training, PSAV, technical certificate, A.S. degree, and baccalaureate degree programs at Valencia

❑ Number of accelerated skills training and PSAV credentials, technical certificates, A.S. degrees, and baccalaureate degrees awarded annually

Goal: By 2030, Valencia College students will earn 12,000 high-quality workforce credentials each year. These credentials will include A.S., B.A.S., and B.S. degree completions, accelerated skills training and postsecondary adult vocational certificate (PSAV) completions, and qualifying technical certificate completions. To move toward equity in educational attainment and factoring in expected changes in demographics, we would expect at least 50% of these credentials to be awarded to Hispanic students and at least 25% to be awarded to Black students.

2030 Strategic Impact Plan
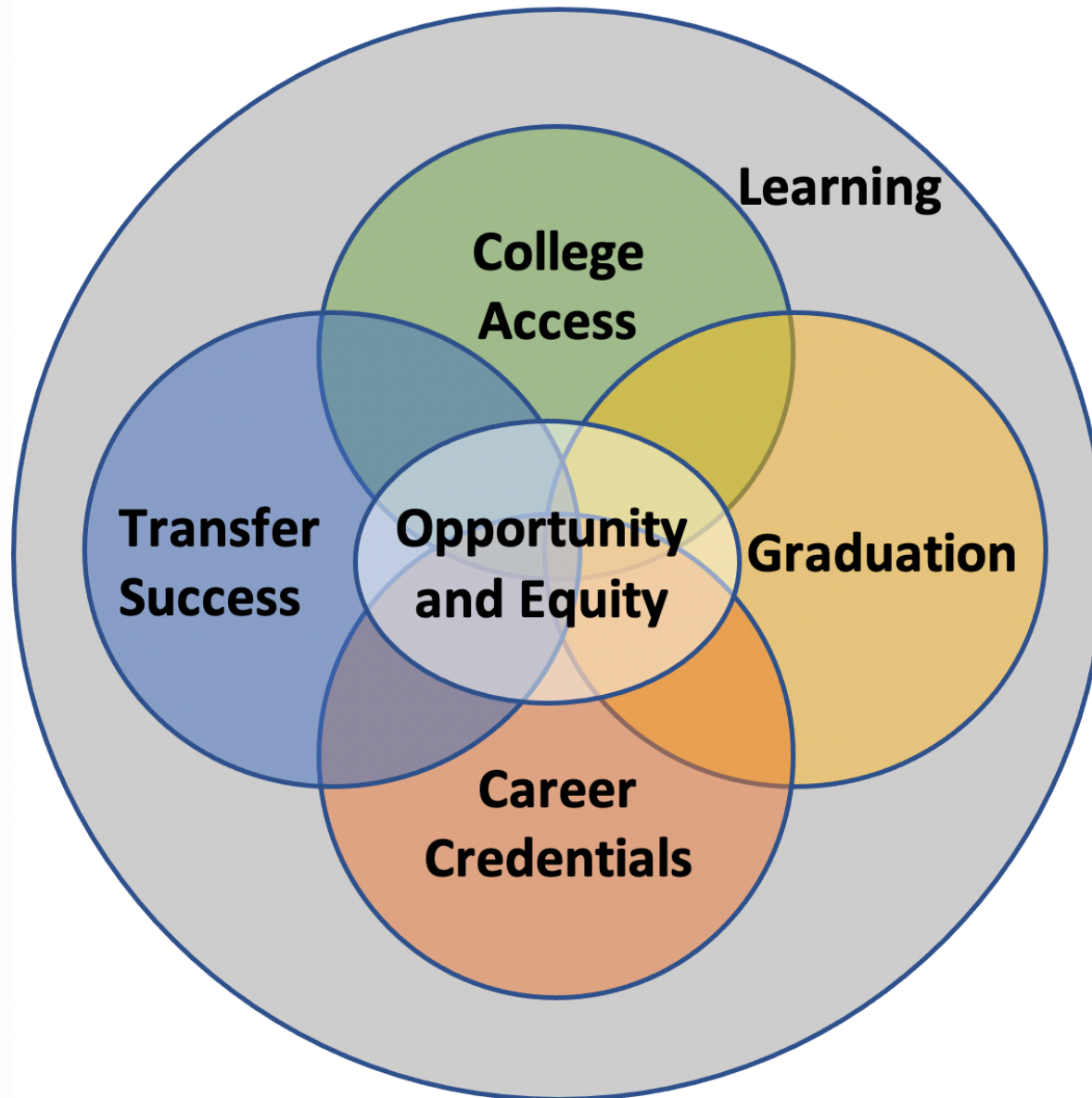
Appendix 8
Course Substitution Lists

Mathematics Course Substitution List Proposal

2018-2019 Math Course Substitutions

COURSE TITLE	MATH or QUANTITATIVE COMPONENT	COB STATUS
ACG 2021C Principles of Financial Accounting	YES	COMPLETED
ACG 2071C Principles of Managerial Accounting	YES	COMPLETED
APA 1111 Basic Accounting	YES	COMPLETED
BSC 1005 Biological Science	YES	COMPLETED
BSC 1010C Fundamentals of Biology I	YES	COMPLETED
BSC 1011C Fundamentals of Biology II	YES	COMPLETED
BSC 1026 Biology of Human Sexuality	YES	COMPLETED
EVR 1001 Introduction to Environmental Science	YES	COMPLETED
CGS 2100C Computer Fundamentals and Applications	YES	COMPLETED
CGS 2510C Spreadsheet Applications	YES	COMPLETED
ECO 2013 Principles of Economics-Macro	YES	COMPLETED
ECO 2023 Principles of Economics-Micro	YES	COMPLETED
EME 2040 Technology for Educators	YES	COMPLETED
GEB 1011 Introduction to Business	YES	COMPLETED
MCB 2010C Microbiology	YES	COMPLETED
MGF 1106 College Mathematics	YES	COMPLETED
MGF 1107 Mathematics for the Liberal Arts	YES	COMPLETED
OCE 1001 Introduction to Oceanography	YES	COMPLETED
PHI 2600 Ethics and Critical Thinking	YES	COMPLETED
SBM 1000 Small Business Management	YES	COMPLETED
STA 1001C Introduction to Statistical Reasoning	YES	COMPLETED

2018-2019 Foreign Lanugage Course Substitutions

COURSE TITLE		CULTURAL COMPONENT	CIM STATUS
ANT 2000	Introductory Anthropology	YES	COMPLETED
ARH 2050	Introduction to Art History I	YES	COMPLETED
ARH 2051	Introduction to Art History II	YES	COMPLETED
ASL 2510	Deaf Culture	YES	COMPLETED
EDF 2085	Intro to Diversity for Educators	YES	COMPLETED
EUH 2000	Western Civilization I	YES	COMPLETED
GEB 1350	Intro to International Business	YES	COMPLETED
HUM 2220	Greek and Roman Humanities	YES	COMPLETED
HUM 2223	Late Roman and Medieval Humanities	YES	COMPLETED
HUM 2232	Renaissance and Baroque	YES	COMPLETED
HUM 2234	Enlightenment and Romanticism	YES	COMPLETED
HUM 2250	Humanities 20th Century	YES	COMPLETED
HUM 2310	Mythology in Art and Literature	YES	COMPLETED
HUM 2403	Middle Eastern Humanities	YES	COMPLETED
HUM 2410	Asian Humanities	YES	COMPLETED
HUM 2454	African American Humanities	YES	COMPLETED
HUM 2461	Latin American Humanities	YES	COMPLETED
LIT 1000	Introduction to Literarature	YES	COMPLETED
INR 2002	International Politics	YES	COMPLETED
REL 2300	Understanding Religious Traditions	YES	COMPLETED
THE 1100	Introduction to Theater History	YES	COMPLETED