



Florida Educational Equity Act Report 2013 – 2014 Annual Update

Edison State College is committed to providing an educational and working environment free from discrimination and harassment. All programs, activities, employment, and facilities of the College are available to all on a non-discriminatory basis, without regard to race, sex, age, color, religion, national origin, ethnicity, disability, sexual orientation, marital status, genetic information or veteran status. The College is an equal access/equal opportunity institution. Questions pertaining to educational equity, equal opportunity, or equal access should be addressed to the College's Equity Officer. The College's Equity Officer/ADA and Title IX Coordinator is Ronald A. Dente, Jr., Director, Human Resources, Royal Palm Hall, N-120 – Lee Campus, 8099 College Parkway SW, Fort Myers, FL 33919 (239) 489-9293.

**The Florida College System
Annual Equity Update Report
Guidelines for 2013/2014**

For

Edison State College

Produced by:

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



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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. Annual updates to college equity reports meet requirements under the following Florida Statutes and implementing State Board of Education Rules in the Florida Administrative Code (FAC):

- Section (§) 1000.05, Florida Statutes (F.S.), Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act"
- Implementing Rule 6A-19.010, Florida Administrative Code (FAC), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, FAC, Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, FAC, Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Implementing Rules 6A-.001 – 6A-19.010, FAC, not previously mentioned and that address educational equity

Additionally, the Annual College Equity Update Report serves to document efforts by each college in the Florida College System to meet federal laws related to civil rights and nondiscrimination in the treatment and admission of students and employees. Applicable federal laws and regulations enforced by the U.S. Department of Education, U. S. Department of Justice and the Equal Employment Opportunity Commission include the following:

- Sections IV through VIII of The Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin and Handicap (referred hereafter as, "Guidelines")
- Title VI of the Civil Rights Act of 1964 and implementing regulations under 34 Code of Federal Regulations (C.F.R.) Part 100
- Title IX of the Education Amendments of 1972 and implementing regulations under 34 C.F.R. Part 106
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations under 34 C.F.R. Part 104
- Age Discrimination Act of 1975
- Title II of the Americans with Disabilities Amendments Act of 2008 and implementing regulations under 28 C.F.R. Part 35
- Genetic Information Nondiscrimination Act of 2008

The Report should be prepared according to the following parts:

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
- Part V. College Employment Equity Accountability Plan
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- Appropriate Appendices

Each part has instructions for completion along with appropriate legal citations. Each college is encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One ***bound*** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2014. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I

Description of Plan Development

The college should provide the following as required under State Board Rule 6A-19.010, FAC. Use space as needed.

Description of plan development:

The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

Edison State College's Annual Equity Update Report was prepared after a review of all applicable policies and procedures, statistical information, and a review of the College's 2012-2013 Equity Update Report. The Report was then submitted to other team members for review.

The Annual Equity Update Report was prepared by several employees of the College including the following staff members:

- *Ronald Dente, Director, Human Resources/Equity Officer*
- *Dr. Theo Koupelis, Dean, Pure and Applied Sciences*
- *Angela Hartsell, Director, Adaptive Services*
- *Abby Willcox, Director, Institutional Research*
- *Laura Antczak, Interim Assistant Vice President, Enrollment and Student Success*
- *Whitney Rhyne, Director, New Student Programs*
- *Dr. Eileen DeLuca, Dean, College and Career Readiness*
- *Amber McCown, Associate Director, Admissions*
- *Crystal Maldonado, Coordinator, Student Leadership and Civic Engagement*
- *Catherine Morgan, Director, Student Financial Aid*

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

This report was adopted by the Edison State College Board of Trustees at a public meeting on April 22, 2014.

PART II

Policies and Procedures that Prohibit Discrimination

A. Policy and Procedure Review Process:

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

It is the responsibility of the President to present new board policies and proposed board policy revisions to the Board of Trustees for approval. These policies and procedures are developed by the functional department in collaboration with other affected departments, and reviewed by the applicable Vice President. The Board of Trustees approves these policies by majority vote at a public meeting. College Operating Procedures are approved by the President after consultation with his Cabinet and do not require Board approval.

B. Policy of Nondiscrimination:

Provide the college's policy/policies of nondiscrimination adopted by the college's governing board. This may be inserted as Appendix 1.

Please indicate the most recent date of revision: *June 26, 2012*

C. Regular Notification: Rule 6A-19.010(f), FAC:

Describe procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units and the general public of this policy. Use space as needed.

- *The College provides the following statement at the bottom of all of its online web pages, publications, and brochures to inform students, employees, applicants, and members of the public of this policy:*

Edison State College is committed to providing an educational and working environment free from discrimination and harassment. All programs, activities, employment and facilities of Edison State College are available to all on a non-discriminatory basis, without regard to race, sex, age, color, religion, national origin, ethnicity, disability, sexual orientation, marital status, genetic information or veteran's status. The College is an equal access/equal opportunity institution. Questions pertaining to educational equity, equal access, or equal opportunity should be addressed to the College's Equity Officer. The College's Equity Officer/ADA and Title IX Coordinator is: Ronald A. Dente, Jr., Director, Human Resources, Royal Palm Hall, N-120-Lee Campus, 8099 College Parkway SW, Fort Myers, FL 33919, (239) 489-9293.

- *The College discusses this policy during our student and employee orientation.*
- *The College's continuous Notice of Non-Discrimination is prominently displayed in Human Resources and in other offices/areas throughout the College.*
- *The College discusses this policy with employees/supervisors as part of our ongoing training program. These training programs which are set on all campuses along with*

online training modules demonstrate the College's commitment to provide annual training in these areas.

- *The College includes a statement of non-discrimination in employment postings.*

D. Equity Officer/Coordinator:

- a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.001 through 6A-19.010, FAC; Title IX; Section 504; and Title II. Use more space as needed.

- Name: Ronald A. Dente, Jr.
Title: Director, Human Resources
Phone Number: (239) 985-3457
Address: 8099 College Parkway, Fort Myers, FL 33919

- Name: _____
Title: _____
Phone Number: _____
Address: _____

- b. Does the regular notice of nondiscrimination include the name, address and telephone number of the person or persons designated to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures? Yes

Note: A copy of the regular notice of nondiscrimination is not required in this year's report; however, it must be included in all promotional and recruitment materials related to programs, activities and employment. The notice should always be accessible from the college's website's homepage.

E. Grievance or Complaint Procedures: Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination. Please indicate the most recent date of revision(s): *October 28, 2013*

Under Rule 6A-19.010(2)(h), FAC, grievance or complaint procedures should address the following at a minimum:

1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

Please indicate the most recent date of revision: *October 28, 2013*

G. Revised Policies and Procedures

Submit as Appendix 3, any policies and procedures related to the following civil rights and grievance procedures for which revisions have been made since submission of the college's last Annual Equity Update Report. You do not need to re-submit the college's nondiscrimination policy or the college's grievance procedures, as long as the dates of the most recent approvals are posted on the policy or procedure.

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)
Revisions made: (yes) (no)
If yes, name of procedures(s) and date of approval of revision: *The College's non-discrimination and harassment grievance procedures were last revised on October 28, 2013.*
2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures
Revisions made: (yes) (no)
If yes, name of policy and date of approval of revision:

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

PART III

Strategies to Overcome Underrepresented Students

A. Student Enrollments

Colleges will continue to examine trends in the representation of students by race, gender, students with disabilities (DIS) (self-reported) and national origin minority students with limited English-language proficiency (LEP) skills for First-Time-In-College (FTIC) and for Overall Enrollment. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System

College: Edison

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	294	4,002	7.35	1,686	22,344	7.55
	2011-12	273	3,852	7.09	1,615	22,082	7.31
	2012-13	256	3,235	7.91	1,431	20,075	7.13
Male	2010-11	242	4,002	6.05	994	22,344	4.45
	2011-12	227	3,852	5.89	1,015	22,082	4.60
	2012-13	190	3,235	5.87	943	20,075	4.70
Total	2010-11	536	4,002	13.39	2,680	22,344	11.99
	2011-12	500	3,852	12.98	2,630	22,082	11.91
	2012-13	446	3,235	13.79	2,374	20,075	11.83

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicate Counts. FI. DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System
College: Edison
Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	634	4,002	15.84	3,016	22,344	13.50
	2011-12	621	3,852	16.12	3,161	22,082	14.31
	2012-13	534	3,235	16.51	2,956	20,075	14.72
Male	2010-11	467	4,002	11.67	1,805	22,344	8.08
	2011-12	509	3,852	13.21	1,919	22,082	8.69
	2012-13	418	3,235	12.92	1,897	20,075	9.45
Total	2010-11	1,101	4,002	27.51	4,821	22,344	21.58
	2011-12	1,130	3,852	29.34	5,080	22,082	23.01
	2012-13	952	3,235	29.43	4,853	20,075	24.17

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System
College: Edison
Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	57	4,002	1.42	366	22,344	1.64
	2011-12	67	3,852	1.74	367	22,082	1.66
	2012-13	68	3,235	2.10	398	20,075	1.98
Male	2010-11	62	4,002	1.55	250	22,344	1.12
	2011-12	67	3,852	1.74	296	22,082	1.34
	2012-13	69	3,235	2.13	314	20,075	1.56
Total	2010-11	119	4,002	2.97	616	22,344	2.76
	2011-12	134	3,852	3.48	663	22,082	3.00
	2012-13	137	3,235	4.23	712	20,075	3.55

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System
College: Edison
Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	1,263	4,002	31.56	8,652	22,344	38.72
	2011-12	1,151	3,852	29.88	8,365	22,082	37.88
	2012-13	905	3,235	27.98	7,366	20,075	36.69
Male	2010-11	983	4,002	24.56	5,575	22,344	24.95
	2011-12	937	3,852	24.33	5,344	22,082	24.20
	2012-13	795	3,235	24.57	4,770	20,075	23.76
Total	2010-11	2,246	4,002	56.12	14,227	22,344	63.67
	2011-12	2,088	3,852	54.21	13,709	22,082	62.08
	2012-13	1,700	3,235	52.55	12,136	20,075	60.45

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicated Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System
College: Edison
Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	2,248	4,002	56.17	13,720	22,344	61.40
	2011-12	2,112	3,852	54.83	13,508	22,082	61.17
	2012-13	1,763	3,235	54.50	12,151	20,075	60.53
Male	2010-11	1,754	4,002	43.83	8,624	22,344	38.60
	2011-12	1,740	3,852	45.17	8,574	22,082	38.83
	2012-13	1,472	3,235	45.50	7,924	20,075	39.47
Total	2010-11	4,002	4,002	100.00	22,344	22,344	100.00
	2011-12	3,852	3,852	100.00	22,082	22,082	100.00
	2012-13	3,235	3,235	100.00	20,075	20,075	100.00

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicated Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

Florida College System

College: Edison

Student Participation-Enrollments

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2010-11	1	3	26	53
	2011-12	1	6	21	60
	2012-13	0	8	19	123
Male	2010-11	0	0	8	45
	2011-12	0	10	6	56
	2012-13	0	29	6	143
Total (ALL)	Rpt Year				
	2010-11	1	3	34	98
	2011-12	1	16	27	116
	2012-13	0	37	25	266

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Source: Student Data Base (2010-11, 2011-12, AND 2012-13) Annual Unduplicated Counts. FL DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1. Program Analysis:

Provide a summary of the results of your three-year analyses of student enrollments by race, gender, DIS and LEP. Use space as needed.

Starting with the 2007-08 reporting year, the annual changes in the total overall enrollment have been as follows: +15.5%, -0.6%, +21.6%, -1.2%, and -9.1%. For comparative purposes, it is important to note that the overall enrollment of FTIC students has changed as follows: +7%, -21%, +36%, -3.7%, and -16%.

In summary, the changes in the number of FTIC enrollment for blacks, Hispanics, and females correlate with the changes in the FTIC overall enrollments, while their corresponding percentages remain above 2010 census data for our service area. The percentage enrollment figures (both total and FTIC) decreased for the above categories, following the overall decreases in enrollments for the institution. The number of students with disabilities and students with limited English proficiencies are too small to warrant any meaningful statistical analysis.

- *Black Students: The changes in the number of black FTIC male and female students correlate with the changes in the FTIC overall enrollments. For the three-year period covered by the report, the overall percentage of the FTIC population for black males has decreased slightly, for black females has increased slightly, and for the total FTIC enrollment of black students has remained approximately flat. This overall average percentage of black FTIC students is about 13.4% (up from 12.9% for the previous three-year period), which is higher than the corresponding 2010 census numbers for our service region (7.7%). The overall percentage of black students has consistently increased slightly for males and decreased slightly for females; the overall average percentage of black students is about 11.9% (same as for the previous three-year period), which is higher than the corresponding 2010 census numbers for our service region (7.7%).*
- *Hispanic Students: The changes in the number of Hispanic FTIC male and female students correlate with the changes in the FTIC overall enrollments. The overall percentage of the FTIC population for Hispanic students (male, female, and total enrollment) has increased for the period covered by the report. The overall average percentage of Hispanic FTIC students is about 28.8% (up from 27.5% for the previous three-year period), which is higher than the corresponding 2010 census numbers for our service region (19.8%). The overall percentage of Hispanic students has also increased for both males and females; the overall average percentage of Hispanic students is about 22.9% for the three-year period covered by the report (up from 21.1% for the previous three-year period), which is higher than the corresponding 2010 census numbers for our service region (19.8%).*
- *Other Minority Students: The number of other minority FTIC male and female students has increased for each year covered by the report. The overall numbers are too small to be statistically significant. The overall percentage of other minority students has also increased for both males and females; the overall percentage of other minority students is about 3.1% (up from 2.7% for the previous three-year period), which is above the 2010 census numbers for our service area (2.2%).*
- *Female Students: The changes in the number of female FTIC students correlate with the changes in the FTIC overall enrollments. The percentages of the FTIC population for females and the*

percentage of female students in the overall enrollment have decreased slightly and their three-year averages are at 55.2% and 61.0% respectively (compared to 56.2% and 61.54% for the previous three-year period); however, these percentages remain above the corresponding 2010 census numbers for our service region (50.6%).

- Students with Limited English Proficiencies and Students with Disabilities: The numbers for LEP and DIS students are too small to draw any reasonable conclusions based on the changes in the percentages during the period covered by the report.

Areas for Improvement:

- Retention of black and male students

Edison State College is successful in recruiting black and Hispanic FTIC students, as the overall average of the black and Hispanic FTIC student population (13.4% and 28.8%, respectively) is higher than the overall enrollment average of the black and Hispanic student population (11.9% and 22.9%, respectively). Also, the overall average for either the black or Hispanic FTIC student population is above the corresponding 2010 census number and is increasing.

Females comprise the majority of the FTIC (about 55.2%) and the overall enrollment (about 61.0%); these percentages are higher than the 2010 census percentage of 50.6% female and consistent with national numbers. While not the focus of this report, the low male enrollment remains a matter of concern. The discrepancy between females and males is more obvious when looking at the overall enrollment percentages, where the gap between females and males is about 22 percentage points (61.0% female vs. 39.0% male). We need to find ways to increase retention of male students in our institution.

2. Achievement of goals:

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved by race, gender, DIS and LEP; and set goals for 2013/2014. A table is provided to use as appropriate.

Our goal from the previous report was to increase retention of black and male students.

- Black Students: The three-year overall average of black FTIC students has increased for each three-year report cycle; it was 12.1% for the 2007-08 to 2009-10 report, 12.6% for the 2008-09 to 2010-11 report, 12.9% for the 2009-10 to 2011-12 report, and 13.4% for the 2010-11 to 2012-13 report. The corresponding percentages for the overall total enrollments for black students are 10.8%, 11.4%, 11.9%, and 11.9%. The corresponding 2010 census number for our region is 7.7%.
- Male Students: The three-year overall average of male FTIC students has remained approximately constant; it was 43.65% for the 2007-08 to 2009-10 report, 43.64% for the 2008-09 to 2010-11 report, 43.82% for the 2009-10 to 2011-12 report, and 44.83% for the 2010-11 to 2012-13 report. The corresponding percentages for the overall total enrollments for male students are 38.47%, 38.59%, 38.51%, and 39.0%.

The data suggest that retention for black students has been steadily increasing. Our goal is to continue this increase so that the percentage of black FTIC students is as close as possible to the percentage of the overall total enrollment of black students.

The retention of male students has remained approximately constant. Our goal is to increase the retention of male students so that the percentage of male FTIC students is as close as possible to the percentage of the overall total enrollment of male students.

3. Methods and Strategies

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

Edison State College is committed to increasing enrollments of underrepresented students. The following strategies have been employed to achieve this goal:

- *Developed outreach initiatives through targeted partnerships with non-profit and community agencies. For example, Literacy Council Gulf Coast in partnership with the Division of College and Career Readiness was awarded a \$30,000 grant in fall 2013 from the Southwest Florida Community Foundation for a program providing trained tutors for college students who are non-native speakers of English or students with remedial needs. The program was implemented on the Lee Campus in January 2014. Baseline data is currently being collected. Other grant applications have been submitted as part of this collaboration.*
- *Increased scholarship opportunities and continued to promote existing scholarship and high school outreach efforts targeted to first generation college students.*
 - *In 2013, the college established the Presidential Scholarship Program. This is a merit-based scholarship program. The program is designed to provide outstanding high school seniors who have excelled in the areas of academics, leadership, involvement and community service with an opportunity to pursue a degree at Edison State College. This scholarship program has been established for high-achieving students who demonstrate civic and cultural leadership, and who come from diverse intellectual, social, racial and economic backgrounds, including those from families in which few or no members have attended college. The Presidential Scholarship is funded at \$424,000 for 2014/15 to support up to 94 students.*
 - *In 2013, the college established the Students of Promise Scholarship Program. This is a residential scholarship program awarded on the basis of academic performance and financial need. The scholarship program provides support for first time in college students living on the Lee Campus of Edison State College and is designed to reward, encourage and assist students in pursuing academic excellence. The Students of Promise Scholarship is funded at \$232,000 for 2014/15 to support up to 116 new and current students.*
 - *The Student Support Services (SSS) program at Edison State College is funded by the U.S. Department of Education (TRIO program). The program is designed for first generation in*

college students and whose family income may hinder them from remaining in college without financial assistance (or to students with a documented disability on file at Edison State College). Student Support Services provides assistance to selected and qualified participants with program services that may enhance their college experience at no cost to them. All students who have been admitted to Edison State College, who are planning to complete a bachelor's degree and who have a need for academic support services are encouraged to apply. The program is federally funded to annually serve 200 eligible students with recruitment opportunities during the summer semesters for students that have yet to earn college credits. The College provides additional financial support to SSS with up to 20 tuition fee exceptions as well as \$70,000 in scholarship funding for the five-year grant term (2009-2014).

- Reorganized and centralized the recruitment function within the Office of Admissions, which allows for additional presence and enhanced in-school partnerships with local K-12 systems to include public and charter schools, and special centers.
- Expanded new student recruitment initiatives to include locations outside the college's five county service area, which has increased access to minority and first generation college students in Florida counties such as, but not limited to, Broward, Dade and Hillsborough counties, along with selected, out-of-state metropolitan areas.
- Refined the College's approach to open houses and application fee waiver opportunities that had traditionally been executed under the annual "Go Higher, Get Accepted!" campaign. Recognizing application fees can be a barrier to enrollment for low-income students, the college adopted a week-long application fee waiver period, marketed largely to high school seniors. The online fee waiver opportunity also allows open house efforts and programming to be more targeted around facilitating program awareness, admissions and financial aid processes.
- Continued to identify opportunities for recruitment representatives to conduct presentations and host information tables at programs and college fairs targeted to underrepresented populations through organizations such as The Immokalee Foundation, Infinite Scholars and Take Stock in Children.
- Developed outreach efforts and participation in community and/or non-profit events, workshops and programs to increase awareness of college access. Continue to cultivate partnerships with non-profit and community agencies such as Boys and Girls Club, Southwest Florida Community Foundation, Goodwill Industries, The Heights Foundation, local youth centers and other organizations within and outside of Southwest Florida.
- Enhanced opportunities to host on- and off-campus events, college fairs and information sessions for middle and high school students participating in AVID, Upward Bound, CROP and similar school based programs for low-income, first-generation college students.
- Developed and implemented a communication campaign to recruit the new cohort of Student Support Services (SSS) students.
- Continued development of on-campus information sessions and financial aid workshops to support students seeking assistance with the application process and funding for college. Offer on- and off-campus 'closer look' information sessions and college knowledge programs designed to increase awareness around academic programs and college access.

- *Maintained and enhanced the partnership with SWFL Works to increase awareness of state funding support available for displaced workers and low income new and returning students.*
- *Continued collaboration with Lee County's Adult and Career Education program to provide transition services for students completing General Equivalence Diplomas (GEDs) and for Adult ESOL students. Conduct regular cycle of information presentations covering general college knowledge subjects to include financial aid, the admissions process, programs of study and support services.*
- *Consolidated scholarship information in a central location on the College's web site and created related marketing materials, web banners and e-mail campaigns to educate current and prospective students on funding options available for college.*
- *Implemented a "Counselor Model" in the Office of Financial Aid. Students can now meet one-on-one with their counselor for assistance. Counseling services are available for Spanish-speaking families/students from two bilingual counselors.*

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2010/2011 to 2012/2013 by race, gender, DIS, and LEP skills of students achieving Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completions (Career Technology, Postsecondary Adult Vocational {PSAV}). Associate of Applied Science (AAS) Degrees are included in the data for AS Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2013/2014 through 2014/15.

Florida College System
College: Edison
Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	99	1,409	7.03	27	593	4.55	3	270	1.11
	2011-12	121	1,687	7.17	36	631	5.71	5	260	1.92
	2012-13	93	1,616	5.75	27	584	4.62	6	241	2.49
Male	2010-11	63	1,409	4.47	20	593	3.37	7	270	2.59
	2011-12	66	1,687	3.91	20	631	3.17	3	260	1.15
	2012-13	64	1,616	3.96	21	584	3.60	8	241	3.32
Total	2010-11	162	1,409	11.50	47	593	7.93	10	270	3.70
	2011-12	187	1,687	11.08	56	631	8.87	8	260	3.08
	2012-13	157	1,616	9.72	48	584	8.22	14	241	5.81

CCTCMIS = CCEE0192 12/20/2013 17:12:40 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

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

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Edison
Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	184	1,409	13.06	58	593	9.78	10	270	3.70
	2011-12	259	1,687	15.35	62	631	9.83	12	260	4.62
	2012-13	246	1,616	15.22	66	584	11.30	12	241	4.98
Male	2010-11	100	1,409	7.10	26	593	4.38	20	270	7.41
	2011-12	118	1,687	6.99	45	631	7.13	31	260	11.92
	2012-13	133	1,616	8.23	34	584	5.82	31	241	12.86
Total	2010-11	284	1,409	20.16	84	593	14.17	30	270	11.11
	2011-12	377	1,687	22.35	107	631	16.96	43	260	16.54
	2012-13	379	1,616	23.45	100	584	17.12	43	241	17.84

CCTCMIS = CCEE0192 12/20/2013 17:12:40 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).

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

2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Edison
Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	17	1,409	1.21	10	593	1.69	1	270	0.37
	2011-12	21	1,687	1.24	9	631	1.43	0	260	0.00
	2012-13	33	1,616	2.04	6	584	1.03	0	241	0.00
Male	2010-11	14	1,409	0.99	8	593	1.35	1	270	0.37
	2011-12	19	1,687	1.13	4	631	0.63	6	260	2.31
	2012-13	21	1,616	1.30	6	584	1.03	3	241	1.24
Total	2010-11	31	1,409	2.20	18	593	3.04	2	270	0.74
	2011-12	40	1,687	2.37	13	631	2.06	6	260	2.31
	2012-13	54	1,616	3.34	12	584	2.05	3	241	1.24

CCTCMIS = CCEE0192 12/20/2013 17:12:40 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Edison
Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	596	1,409	42.30	268	593	45.19	61	270	22.59
	2011-12	696	1,687	41.26	287	631	45.48	79	260	30.38
	2012-13	649	1,616	40.16	278	584	47.60	55	241	22.82
Male	2010-11	336	1,409	23.85	176	593	29.68	167	270	61.85
	2011-12	387	1,687	22.94	168	631	26.62	124	260	47.69
	2012-13	377	1,616	23.33	146	584	25.00	126	241	52.28
Total	2010-11	932	1,409	66.15	444	593	74.87	228	270	84.44
	2011-12	1,083	1,687	64.20	455	631	72.11	203	260	78.08
	2012-13	1,026	1,616	63.49	424	584	72.60	181	241	75.10

CCTCMIS = CCEE0192 12/20/2013 17:12:40 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Edison
Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	896	1,409	63.59	363	593	61.21	75	270	27.78
	2011-12	1,097	1,687	65.03	394	631	62.44	96	260	36.92
	2012-13	1,021	1,616	63.18	377	584	64.55	73	241	30.29
Male	2010-11	513	1,409	36.41	230	593	38.79	195	270	72.22
	2011-12	590	1,687	34.97	237	631	37.56	164	260	63.08
	2012-13	595	1,616	36.82	207	584	35.45	168	241	69.71
Total	2010-11	1,409	1,409	100.00	593	593	100.00	270	270	100.00
	2011-12	1,687	1,687	100.00	631	631	100.00	260	260	100.00
	2012-13	1,616	1,616	100.00	584	584	100.00	241	241	100.00

CCTCMIS = CCEE0192 12/20/2013 17:12:40 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System
College: Edison
Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2010-11	3	10	2	0	0	0
	2011-12	1	12	0	6	0	0
	2012-13	2	25	0	6	0	0
Male	2010-11	0	4	0	1	0	2
	2011-12	0	13	0	3	0	3
	2012-13	1	14	0	4	0	1
Total (ALL)	Rpt Year						
	2010-11	3	14	2	1	0	2
	2011-12	1	25	0	9	0	3
	2012-13	3	39	0	10	0	1

CCTCMIS = CCEE0192 12/20/2013 17:12:40 Source: AA1A2011, AA1A2012, AA1A2013

DOE collection years begin with the summer term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring of 2012).
 Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.
 2014 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

Identify areas of disproportionate program completions of students of a particular race, sex, DIS, or LEP. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances. Use space as needed.

For comparative purposes, the overall participation/completion rates for the period between 2010-11 and 2012-13 are as follows:

- *AA degrees -- increased by 14.7%;*
- *AS degrees – remained stable (no clear trend);*
- *Certificates – decreased by 10.7%.*
- *Total number of degrees (AA, AS, Certificates) – increased by 7.4%.*

Black: *The overall number of AA/AS degrees and certificates for black students shows no clear trend; it increased (by about 14.6%) from 2010-11 to 2011-12, and then decreased (by about 12.7%) from 2011-12 to 2012-13, returning to the original numbers at the start of the three-year period; their overall percentage for completions also shows no clear trend, initially increasing from 9.6% to 9.7%, and then decreasing to 9.0%; nevertheless, these numbers remained above the corresponding 2010 census number of 7.7% for our service region.*

Hispanic: *The overall number of AA/AS degrees and certificates for Hispanic students has greatly increased from 2010-11 to 2012-13 (by about 31%); their overall percentage for completions has also increased (from 17.5% to 21.4%), exceeding the 2010 census number (19.8%) for our service region.*

Other Minority: *The overall number of AA/AS degrees and certificates for Other Minority students has increased from 2010-11 to 2012-13 (by about 35%); their overall percentage for completions has increased slightly (from 2.2% to 2.8%), exceeding the 2010 census number (2.2%) for our service region.*

Whites: *The overall number of AA/AS degrees and certificates for white students has slightly increased (by about 1.7%) from 2010-11 to 2012-13, first increasing by 8.5% and then decreasing by 6.3%; their overall percentage for completions has decreased (from about 70.6% to 66.8%), reaching below the level of the corresponding 2010 census number (70.3%) for our service region.*

Females: *The overall number of AA/AS degrees and certificates for female students has increased from 2010-11 to 2012-13 (by about 10%); their overall percentage for completions has also increased (from 58.7% to 60.3%), which is above the level of the corresponding 2010 census number (50.6%) for our service region.*

Students with Limited Proficiencies and Students with Disabilities: *The numbers for LEP and DIS students are too small to draw any reasonable conclusions based on the changes in the percentages during the period covered by the report.*

Overall, the changes in the number of degrees awarded are more “positive” than the changes in the overall enrollments; in the period covered by the report, the total number of degrees awarded has actually shown a net increase, while enrollments have decreased consistently. Between the first and third year covered in the reporting period, none of the groups (black students, Hispanic students, other

minorities, female students) had a decrease in the total number of degrees awarded. For black and Hispanic students, female students outnumber males by an average factor of about 1.6 in the total number of degrees, and this factor has remained approximately constant during the period covered by this report. The discrepancy worsens when one looks at the type of degrees; female students for all groups earn more AA and AS degrees than their male counterparts, the latter opting for certificates instead.

2. Achievement of goals:

The benchmark of an increasing trend for overall number of AA/AS and certificates was achieved for all categories; the completion percentage for whites has decreased due to the overall surge in total enrollment, while the completion percentage for females has increased. The benchmark of meeting the 2010 census has been achieved for all categories.

Goal: Although not required, the College will strive to continually improve all completion categories even though currently meeting benchmarks.

3. Methods and Strategies:

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

Edison State College is committed to increasing completion rates of underrepresented students. The following strategies have been employed to achieve this goal:

- *Established Academic Success Centers (ASC) and Peer Tutoring on all campuses in an effort to increase the support needed for course completion. Usage is tracked through Accutrack Software and reported each term. For example, 6,382 students utilized ASC services in fall 2013 across 34,548 sign-ins totaling 45,086 hours of support. Student Satisfaction surveys are sent to students each term with the majority of the students indicating satisfaction with services based on Likert Scale items. Correlation studies are conducted each term and demonstrate the significant positive effects of Academic Support Services usage on course grades.*
- *Established an Office of EAP Transitions in 2012 to provide support to NNS while they complete EAP courses and as they enter into college credit courses. Usage is tracked through Accutrack Software and reported each term. For example, in fall 2013, 38 nonnative speakers of English signed into EAP Transitions for 56 visits totaling 167 hours of support.*
- *Developed outreach initiatives through targeted partnerships with non-profit and community agencies. For example, Literacy Council Gulf Coast in partnership with the Division of College and Career Readiness was awarded a \$30,000 grant in fall 2013 from the Southwest Florida Community Foundation for a program providing trained tutors for college students who are non-native speakers of English or students with remedial needs. The program was implemented on the Lee Campus in January 2014. Baseline data is currently being collected. Other grant applications have been submitted as part of this collaboration.*

- *Assigned peer mentors to each section of the first-year experience course, SLS 1515: Cornerstone Experience. Mentors have office hours in the First Year Experience (FYE) office and put on workshops throughout the semester specifically geared towards supporting first year students' academic achievement. To date, 3,179 students have enrolled in the course and have been assigned a peer mentor.*
- *Established an Early Alert Committee in fall 2012 to ensure college wide consistency of Early Alert services. During fall 2013, the committee received 622 early alerts submitted by 150 different professors for 73 different courses. Early Alert Staff reach out to students to provide support and academic coaching. Faculty and student surveys regarding Early Alert services indicate the majority of users are satisfied and find the services effective as indicated on Likert Scale items.*
- *Engaged in Mathematics Re-design and visited other colleges who have implemented alternative modality models. In fall 2012, the Division of College and Career Readiness partnered with Florida State College at Jacksonville to implement Project Math Success. Positive results from the implementation have led to a curricular re-design of developmental math courses to use modularized teaching methodology.*
- *Continued the implementation of common course assessments. Since fall 2011, the Division of College and Career Readiness has implemented common course assessments in developmental curriculum and tracked achievement of Post-secondary Mathematics Standards for MAT 1033 and the Post-secondary Writing Standards for ENC 1101. The college will continue implementation, data tracking, and analysis of data to inform improvement.*
- *Continued to engage in a College Readiness effort with the school districts we serve to create a seamless post-secondary transition and to reduce remedial placements. The Division of College and Career Readiness has hosted three successful College Readiness Conferences and is in the planning stage for the fourth conference. The next College Readiness conference is scheduled for fall 2014.*
- *Established Communities of Practice as a professional development mechanism and an opportunity for Developmental faculty to engage in conversations with credit course faculty about curriculum and pedagogy. Currently the Teaching and Learning Center hosts Community of Practice Sessions for Mathematics, Writing, Reading, Social Sciences, Natural Sciences and the First-Year Experience course (SLS 1515).*
- *Offered additional workshops in the Teaching and Learning Center to train teachers in "teaching to diverse learning styles." Workshops are delivered in fall, spring and through a summer training institute.*
- *Tracked FTIC Cohort data for students who test into one or more developmental courses as part of the College's Quality Enhancement Plan. The QEP Director and QEP Assessment committee have set benchmark degree and certificate completion goals for the five year QEP cycle.*
- *Reviewed and analyzed College Prep data (success rates, retention, and satisfaction). The Developmental Studies Advisory committee uses the data to inform programmatic and curricular improvements.*
- *Continued to implement a professional development program that focuses on learning needs of first-year students. As of January 2014, 602 faculty, staff or administrators have completed one or more of the Cornerstone (First-Year Course) Training modules.*
- *Held Service Saturday events each month which are open to students college-wide. To date in AY 2013-2014, 223 participants have volunteered 951.75 hours with First Year Experience's Service*

Saturday initiatives. 100% of surveyed students “Agree” or “Strongly agree” that they would volunteer again.

- *Established mandatory attendance at new student orientation.*
- *Initiated Career Services Departments on all campuses to increase awareness of career pathways.*
- *Implemented ongoing activities throughout the first year to support students’ successful transition to the College. The Office of New Student Programs recorded more than 3,000 sign-ins to first-year events college-wide during the fall 2013 semester.*
- *Continued to promote student engagement in out-of-class activities. The Office of New Student Programs provides a weekly recap marketing campaign to promote student engagement. Twenty-three weekly updates were sent in 2013-2014. Additionally, Blogger, YouTube, Pinterest and Facebook were employed with regular updates.*
- *Formed a collaboration among the FYE course, Orientation, intervention strategies, and Advising programs. A QEP Orientation, Advising and Registration committee was established in 2012 to facilitate this collaboration.*
- *Continued to encourage participation by College personnel in ethnic and cultural community activities. The Multicultural Task force hosts and markets events in fall and spring semesters to include the annual Diversity Celebration. For example, a spring 2014 diversity celebration had more than 300 student, faculty and staff participants. The event received high evaluations on a survey that included Likert Scale Responses.*
- *Provided support for staff to serve as collaborative leaders in the development and delivery of workshops, and mentoring. In 2012, a Coordinator for Professional Development and Community Outreach position was established. Additionally, a faculty member chairs the Professional Development Committee.*
- *Designed an Advising Plan in 2013-2014 that was submitted to the Florida Division of Colleges. The plan includes specific strategies for implementing changes to comply with Senate Bill 1720. A comprehensive advising process has been established. Upon admission students will complete a Type Focus Assessment, a Self-Appraisal and choose a Meta-Major. Additionally, each student’s selected meta-major will be used for advising, registration and as a mechanism for intrusive advising to keep students “on course.”*
- *Continued to provide an orientation session for nonnative speakers of English designed to meet this population’s needs.*

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2013/2014 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data are provided for full-time and part-time students by race and gender for two years' comparisons: Fall 2011/2012 FTIC students returning Fall 2012/2013 and Fall 2012/2013 FTIC students returning Fall 2013/2014.

Florida College System

College: Edison

Full-Time Student Retention (FTIC)2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	3	12	75	120	6	2	14	14	178	265	341	410	38	41	655	864	1,519
Num. Retained	2	11	44	72	4	1	8	10	99	190	197	240	20	18	374	542	916
% Retained	67	92	59	60	67	50	57	71	56	72	58	59	53	44	57	63	60

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Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Edison

Full-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	6	12	92	118	0	1	16	24	209	256	365	497	32	32	720	940	1,660
Num. Retained	4	8	47	75	0	0	13	19	122	160	213	299	18	26	417	587	1,004
% Retained	67	67	51	64	0	0	81	79	58	63	58	60	56	81	58	62	60

CCTCMIS - Retention 01/16/2014 9:46:43

Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Edison

Part-Time Student Retention (FTIC)2012-13 Fall Beginning-of-Term to 2013-14 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	6	11	61	74	0	2	9	6	149	130	258	311	21	28	504	562	1,066
Num. Retained	1	5	28	35	0	1	6	4	66	70	117	167	9	17	227	299	526
% Retained	17	45	46	47	0	50	67	67	44	54	45	54	43	61	45	53	49

CCTCMIS - Retention 01/16/2014 9:46:43

Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: Edison

Part-Time Student Retention (FTIC)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	8	7	57	72	1	0	6	5	145	187	306	358	23	19	546	648	1,194
Num. Retained	5	3	26	40	0	0	5	3	61	96	149	185	7	11	253	338	591
% Retained	63	43	46	56	0	0	83	60	42	51	49	52	30	58	46	52	49

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Preliminary Student Data Base 2011-12 Fall Beginning-of-Term - IPEDS Fall 2011 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall Enrollment

C. Student Retention by Race and Gender

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.

- a. Full-time students:

Comparing the retention rates for the 2011-12 to 2012-13 period to that for the 2012-13 to 2013-14 period, retention rates for full-time FTIC students have increased for all minority groups except Other minorities. For Hispanic students, the retention rate increased from 60.7% to 65.2%; in addition, Hispanic students have a higher overall retention rate than any other group since the 2007-08 period. For black students, the retention rate increased from 58.1% to 59.5%; for female students, the retention rate increased slightly from 62.4% to 62.7%, while for white students, the retention rate decreased from 59.4% to 58.2%. The overall retention rate for all students has remained approximately constant at 60%. The only decrease corresponds to Other minorities; their retention rate decreased from 71.5% to 56.9%.

For Hispanics, whites, blacks, and Other minorities, female students show higher retention rates than male students. The same is true for the retention rate of all female students as compared to that of all male students for both the 2011-12 to 2012-13 and 2012-13 to 2013-14 periods.

Goal: Even though the College has achieved its goal of having an overall increasing trend for retention rates, the College is committed to improving retention rates for all students. Therefore the goal will be to increase retention for each group by 1% each year for 2013-14 through 2015-16.

- b. Part-time students:

Comparing the retention rates for the 2011-12 to 2012-13 period to that for the 2012-13 to 2013-14 period, retention rates for part-time FTIC students have increased for females, Hispanics, and Other minorities, while they decreased for black and white students. For black students, the retention rate decreased from 51.2% to 46.7%. For female students, the retention rate increased from 52.2% to 53.2%; for white students, the retention rate decreased from 50.3% to 49.9%, while for Hispanic students, the retention rate increased from 47.3% to 48.8%. For Other minorities, the retention rate increased from 49.3% to 51.8%. The overall retention rate has remained approximately constant at 49%.

Overall, for all categories, female students show higher retention rates than male students for both the 2011-12 to 2012-13 and 2012-13 to 2013-14 periods.

Goal: The College is committed to improving retention rates for all students. Therefore the goal will be to increase retention for each group by 1% each year for 2013-14 through 2015-16.

2. Identify methods and strategies the college will implement in efforts to increase the retention rates. If methods and strategies differ between full-time and part-time students, please provide information accordingly. Use space as needed.

Edison State College is committed to increasing retention rates of underrepresented students. The following strategies have been employed to achieve this goal:

- *Developed a First-Year Experience Course (SLS 1515) that is built on four theoretical concepts: critical thinking, relevancy, applied learning, and success strategies.*
- *Submitted a plan to the Florida Division of Colleges that includes Developmental Strategies available to students to include modularized and compressed course structures. These revised course structures will be implemented in fall 2014 with the goal of reducing the amount of excess credits students must complete before connecting with their academic programs. Ultimately, the focus is to increase achievement and retention as supported by research from Complete College America and Jobs for the Future.*
- *Set goals for participation in and satisfaction with Academic Success Centers and reviews data to inform improvement of services. The results and use of results are reported in the Division of College and Career Readiness unit plans. Academic Success Centers (ASC) and Peer Tutoring were established on all campuses in an effort to increase the support needed for course completion. Usage is tracked through Accutrack Software and reported each term. For example, 6,382 students utilized ASC services in fall 2013 across 34,548 sign-ins totaling 45,086 hours of support. Student Satisfaction surveys are sent to students each term with the majority of the students indicating satisfaction with services based on Likert Scale items. Correlation studies are conducted each term and demonstrate the significant positive effects of Academic Support Services usage on course grades.*
- *Assigned peer mentors to each section of SLS 1515: Cornerstone Experience. Mentors have office hours in the First Year Experience (FYE) office and put on workshops throughout the semester specifically geared towards supporting first year students' academic achievement. To date, 3,179 students have enrolled in the course and been assigned a peer mentor.*
- *Continue to provide career and job placement services, internships and job search skills courses.*
- *Continued monthly Enrollment Management Committee meetings. The objective of the committee is to review College policies and procedures to ensure an effective and efficient enrollment process for all student populations and to increase the College's graduation rates.*
- *Monitored academic progress and provide early interventions to those falling below acceptable standards.*
- *Continued New Student Orientation sessions which are primarily facilitated by a team of student leaders who represent a variety of ages, degree programs, ethnicities, social classes, and personality types. Our goal is that every new student can see themselves in one of our student leaders.*
- *Continued to implement common course assessments in developmental curriculum and track achievement of Post-secondary Mathematics Standards for MAT 1033 and the Post-secondary Writing Standards for ENC 1101.*
- *Continued to explore Math Re-Design with faculty who review research on Mathematics re-design, attend re-design conferences and visit schools implementing alternative modality models.*

- *Continued to track FTIC Cohort Data for students who test into one or more developmental courses as part of the College's Quality Enhancement plan.*
- *Continued to hold Developmental Studies Advisory committee meeting to review and analyze Developmental Studies data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.*
- *Continued to hold QEP Advisory Committee meeting three times a year to review and analyze QEP data (success rates, retention, satisfaction), and to use the data to inform programmatic and curricular improvements.*

D. Student Success in Targeted Programs

The Florida Educational Equity Act, §1000.05(4), F.S., requires that, “Public schools and Florida College System Institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.”

Beginning with the 2014/2015 College Equity Update Report, colleges will examine success measures, beginning with student retention in programs and courses identified in this part of §1000.05, F.S.

Note: If your college does not collect data related to marital status, please note this in your report.

In preparation of this analysis, colleges should provide current and/or planned methods and strategies developed to increase the participation of any underrepresented students in these courses and programs. Please provide an overview of such methods and strategies. Use space as needed.

Edison State College is committed to increasing the participation of any underrepresented students in targeted courses and programs. The following strategies have been employed to achieve this goal:

- *Established three task force groups to design and implement a plan to comply with changes to Florida Statute 1008.30: Student Services, Mathematics, Writing and Reading. The task force groups worked together to submit a plan in February 2014 to the Florida Division of Colleges that provided strategies for*
 - *Implementing a comprehensive advising process. Upon admission, students will complete a Type Focus Assessment, a Self-Appraisal and choose a Meta-Major. Additionally, each student's chosen meta-major will be used for advising, registration and as a mechanism for intrusive advising to keep students “on course.”*
 - *Providing students with approved Developmental Education strategies in Mathematics, Writing and Reading (compressed course structures, modularized curriculum, and contextualized curriculum).*
 - *Developing a more comprehensive Academic Support Program to provide further support for students in both developmental and credit-level courses.*

- *Continued to identify opportunities for Recruitment Representatives to conduct presentations and host information tables at programs and college fairs targeted to underrepresented populations through organizations such as The Immokalee Foundation, Infinite Scholars and Take Stock in Children.*
- *Developed outreach efforts and participation in community and/or non-profit events, workshops and programs to increase awareness of college access. Continue to cultivate partnerships with non-profit and community agencies such as Boys and Girls Club, Southwest Florida Community Foundation, Goodwill Industries, The Heights Foundation, local youth centers and other organizations within and outside of Southwest Florida.*
- *Enhanced opportunities to host on and off-campus events, college fairs and information sessions for middle and high school students participating in AVID, Upward Bound, CROP and similar school based programs for low-income, first-generation college students.*
- *Developed and implemented a communication campaign to recruit the new cohort of Student Support Services (SSS) students.*
- *Continued development of on-campus information sessions and financial aid workshops to support students seeking assistance with the application process and funding for college. Offer on- and off-campus 'closer look' information sessions and college knowledge programs designed to increase awareness around academic programs and college access.*
- *Maintained and enhanced the partnership with SWFL Works to increase awareness of state funding support available for displaced workers and low income new and returning students.*
- *Continued collaboration with Lee County's Adult and Career Education program to provide transition services for students completing General Equivalence Diplomas (GEDs) and for Adult ESOL students. Conduct regular cycle of information presentations covering general college knowledge subjects to include financial aid, the admissions process, programs of study and support services.*
- *Consolidated scholarship information in a central location on the college's web site and created related marketing materials, web banners and e-mail campaigns to educate current and prospective students on funding options available for college.*

E. Student Success Rates in Gatekeeper Courses

The College 2013/2014 Equity Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAT1033, MAC1105, MGF1106, STA2023 and ENC1101) from 2010/2011 through 2012/2013. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports:

- Success is defined as grades of A, B, C and S.
- Courses with grades of X, P, P/ and Z are excluded from the data.
- In the Gap Comparison Table, a **negative gap** indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A **positive gap** indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2010-2011 through 2012/2013. Use space as needed.

MAT 1033: *There is a slight increase in the success rate for black students from 2010-11 through 2012-13, while the rate for white and Hispanic students has decreased slightly. The 2012-13 rates are in the range of 58.7% (for white students) to 61.5% (for black students). The overall trend for the black-white gap has improved (from -4.5 percentage points in 2010-11 to +2.8 percentage points in 2012-13), and so did the Hispanic-white gap (from -1.2 percentage points in 2010-11 to +1.2 in 2012-13).*

MAC 1105: *There is an overall flat trend for the success rate for all students from 2010-11 through 2012-13. The 2012-13 rates range between 62.3% (for white students) and 65.9% (for black students). The overall trend for the black-white gap has improved (from +1.1 percentage points in 2010-11 to +3.6 percentage points in 2012-13), while the Hispanic-white gap is positive for every year covered in the report.*

MGF 1106: *From 2010-11 through 2012-13, the success rate for white and Hispanic students has decreased slightly, but increased significantly for black students (from 63% in 2010-11 to 73% in 2012-13). The overall trend for the black-white gap has improved (from -19.1 percentage points in 2010-11 to -5.7 percentage points in 2012-13), while the Hispanic-white gap shows normal fluctuations around zero. Overall, the success rates for the three groups are rapidly converging.*

STA 2023: *Statistical Methods I has been added to the report effective 2011-12. As such, we only have numbers for two years; the success rates for white and Hispanic students have increased slightly, while for black students have decreased slightly. The numbers for all groups are in the small range between 67.0% (black students) and 73.7% (for white students), with Hispanic students at 68.1%.*

ENC 1101: *This course was added to the report for the first time but the data cover the 2010-11, 2011-12, and 2012-13 periods. The success rates for white students have declined slightly, those for Hispanic students have increased slightly, while those for black students show no clear trend. Overall, the numbers for all groups are in the small range between 68.7% (black students) and 69.5% (Hispanic students), with white students at 69.3%. The overall trend for the black-white gap has improved (from -5.7 percentage points in 2010-11 to -0.7 percentage points in 2012-13); the Hispanic-white gap has also improved (from -4.5 percentage points in 2010-11 to +0.1 percentage points in 2012-13).*

Overall: *Overall success rates for all math courses and ENC 1101 show a slight increasing trend for the period covered in the report. In addition, the gaps between success rates for the different groups are becoming narrower. These rates, however, can be misleading because the number of "W" grades count against the success rates and we do not as of yet have a clear process of delineating which percentage of these grades is related to an instructor's performance and which is for students' personal (or other) reasons. As such, these rates should be considered as being the lowest possible success rates.*

2. Continuous Improvement Process:

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

Edison State College is committed to monitoring and improving success rates and/or close the Black/White and Hispanic/White gaps in the success rates of gatekeeper courses. The following strategies have been employed to achieve this goal:

- *Continued to review State Accountability measures and disseminate in the Developmental Studies Advisory Committee meeting. The committee sets goals for course and program improvement.*
- *Developed a comprehensive assessment plan to comply with Senate Bill 1720. The plan was submitted to the Florida Division of Colleges in January 2014 and provides for an annual report of:*
 - *Common Course Assessment results disaggregated by developmental education strategy.*
 - *Mastery Exam results disaggregated by developmental education strategy.*
 - *Developmental course success rates disaggregated by developmental education strategy.*
 - *Success in gatekeeper courses (ENC 1101, MAC 1105, MGF 1106, MGF 1107, STA 2023) disaggregated by:*
 - *exempt / non-exempt status*
 - *developmental education strategy*
 - *FTIC Cohort graduation rates.*
 - *FTIC Cohort Term-to-term retention disaggregated by:*
 - *exempt / non-exempt status*
 - *developmental education strategy*
 - *FTIC Cohort Year-to-year retention disaggregated by:*
 - *exempt / non-exempt status*
 - *developmental education strategy*
 - *Average time to successful completion of developmental education disaggregated by strategy or option.*

- *For those who successfully complete developmental education, average time to completion of gateway course.*
- *FTIC average time to degree completion disaggregated by exempt and non-exempt status.*
- *Mean number of excess credits attained by FTIC degree and certificate completers disaggregated by:*
 - *exempt / non-exempt status*
 - *developmental education strategy*
- *Student self-report of satisfaction with developmental strategy as measured on Likert Scale items and open-ended responses.*
- *Student Instructional Report II (SIR II) Course Outcome Items.*

These data will be used to inform course and program improvement.

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

White	2010-11			2011-12			2012-13		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	564	897	62.88	559	899	62.18	458	780	58.72
ENC1101	966	1,325	72.91	826	1,186	69.65	687	991	69.32
MAC1105	481	765	62.88	415	676	61.39	383	615	62.28
MGF1106	226	274	82.48	204	262	77.86	203	258	78.68
STA2023	0	0	0.00	271	394	68.78	302	410	73.66

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Source: SDB2011 - SDB2013 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Black	2010-11			2011-12			2012-13		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	101	173	58.38	97	177	54.80	107	174	61.49
ENC1101	162	241	67.22	178	270	65.93	171	249	68.67
MAC1105	96	150	64.00	89	162	54.94	83	126	65.87
MGF1106	26	41	63.41	19	27	70.37	27	37	72.97
STA2023	0	0	0.00	54	78	69.23	61	91	67.03

CCTCMIS - Disparity Gap 12/20/2013 17:16:34

Source: SDB2011 - SDB2013 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Hispanic	2010-11			2011-12			2012-13		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	245	397	61.71	251	410	61.22	241	402	59.95
ENC1101	379	554	68.41	392	572	68.53	382	550	69.45
MAC1105	188	293	64.16	175	268	65.30	186	298	62.42
MGF1106	59	70	84.29	66	86	76.74	82	103	79.61
STA2023	0	0	0.00	110	165	66.67	126	185	68.11

CCTCMIS - Disparity Gap 12/20/2013 17:16:34

Source: SDB2011 - SDB2013 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Florida College System
Part III Student Participation
Gatekeeper Courses: Disparity Gaps

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

Course	2010-11		2011-12		2012-13	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	-4.50	-1.17	-7.38	-0.96	2.77	1.23
ENC1101	-5.69	-4.50	-3.72	-1.12	-0.65	0.13
MAC1105	1.12	1.28	-6.45	3.91	3.59	0.14
MGF1106	-19.07	1.81	-7.49	-1.12	-5.71	0.93
STA2023	0.00	0.00	0.45	-2.11	-6.63	-5.55

CCTCMIS - Disparity Gap 12/20/2013 17:16:34

Source: SDB2011 - SDB2013 Community College Office of Evaluation
 DOE collections years begin with the Summer Term. (Ex. 2011-12 includes Summer and Fall of 2011, Winter/Spring 2012).

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs.

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

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

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, Florida Statutes, Rule 6A-10.041, FAC.

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

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

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

- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability;
- A mechanism for making the designated substitutions known to affected persons;
- A mechanism for making substitution decisions on an individual basis; and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

Rule 6A-10.041(3), FAC, requires that the policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

Rule 6A-10.041(4), FAC, requires that the college have a provision for students who qualify for a course substitution which would allow such students to be exempt from the college preparatory requirements, as provided in State Board Rule 6A-10.0315, F.A.C., in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

- A. Rule 6A-10.041, FAC**, was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.
- B. Rule 6A-10.041(6), FAC**, states, "Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within the Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010."

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

Course Substitution Report, Form CSR01

List the number of students by disability who requested and received course substitutions. Include the required course for which a substitution was requested, the substituted course provided and the discipline area (i.e., mathematics) beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disabilities				
Orthopedic Impairment	1	Microcomputer Accounting Appl.	Financial Accounting II	Business
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	1	1
Spring	0	0
Summer	0	0

PART V EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

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

A. Data, Analysis and Benchmarks of Underrepresented Groups:

Employment Analysis

Data to evaluate employment trends for females and minorities in senior-level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff and continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years for 2009/2010 through 2013/2014.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2012/2013 with 2013/2014. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

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

Senior-Level Administrators (Executive/Administrative/Managerial Staff)

Florida College System

College: Edison

Historical Track Of College Full-Time Exec/Administrative/Managerial Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	1,107	1.2	468	0.9	6.60%	1	2.4	1	2.2	1	2.3	2	4.9	2	4.9	0	0.0%
	Male	605	0.6	379	0.7	4.31%	1	2.4	1	2.2	1	2.3	2	4.9	2	4.9	0	0.0%
	Total	1,712	1.8	847	1.6	10.9%	2	4.9	2	4.3	2	4.5	4	9.8	4	9.8	0	0.0%
Hispanic	Female	1,528	1.6	798	1.5	13.6%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	1,288	1.4	892	1.7	8.73%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	2,816	3.0	1,690	3.2	22.3%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.77%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.57%	0	0.0	0	0.0	0	0.0	1	2.4	0	0.0	-1	(100.0%)
	Total	0	0.0	0	0.0	1.33%	0	0.0	0	0.0	0	0.0	1	2.4	0	0.0	-1	(100.0%)
Other	Female	1,358	1.4	568	1.1	5.76%	0	0.0	0	0.0	0	0.0	1	2.4	0	0.0	-1	(100.0%)
	Male	1,223	1.3	796	1.5	4.16%	1	2.4	1	2.2	1	2.3	0	0.0	0	0.0	0	0.0%
	Total	2,581	2.7	1,364	2.6	9.92%	1	2.4	1	2.2	1	2.3	1	2.4	0	0.0	-1	(100.0%)
White	Female	40,955	43.3	20,447	38.6	33.6%	23	56.1	24	52.2	21	47.7	16	39.0	17	41.5	1	6.3%
	Male	46,629	49.2	28,673	54.1	21.9%	15	36.6	19	41.3	20	45.5	19	46.3	20	48.8	1	5.3%
	Total	87,584	92.5	49,120	92.6	55.5%	38	92.7	43	93.5	41	93.2	35	85.4	37	90.2	2	5.7%
Total	Female	44,948	47.5	22,281	42.0	60.4%	24	58.5	25	54.3	22	50.0	19	46.3	19	46.3	0	0.0%
	Male	49,745	52.5	30,740	58.0	39.6%	17	41.5	21	45.7	22	50.0	22	53.7	22	53.7	0	0.0%
	Total	94,693	100.0	53,021	100.0	100%	41	100.0	46	100.0	44	100.0	41	100.0	41	100.0	0	0.0%

CCTCMIS EQUITY 12/20/13 17:21:15 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

1. Senior-Level Administrators (Executive/Administrative/Managerial Staff):

- a. Describe the analysis of the employment of females and minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

Overall, the total number of EAM employees and the percentage of females and males remained unchanged. The College continues to exceed census benchmarks for our service area in hiring Black Males and Females in this category. Hispanic hiring continues to be a challenging aspect of our recruitment efforts however; the College continues to work toward greater recruitment and eventual employment of Hispanic Males and Females at the EAM level. The percentage of females in the EAM category continued to exceed census benchmarks for our service area. During the next year, the College will once again strive to hire two (2) additional EAM’s that will increase the racial, ethnic, or gender diversity. (See Appendix 7)

- b. Did the college achieve its goals as stated in last year’s report?

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (Graduate Degree and Higher %age)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black						
-female	4.9	4.9	0.9	Hire two additional EAM’s to increase, racial, ethnic, or gender diversity. Continue to exceed benchmark.	Yes.	See Below.
-male	4.9	4.9	0.7	See above. Continue to exceed benchmark.	Yes.	See Below.
Hispanic						
-female	0.0	0.0	1.5	See above. Exceed Benchmark	No.	See Below.
-male	0.0	0.0	1.7	See above. Exceed Benchmark	No.	See Below.
White						
-female	39	41.5	38.6	See above. Continue to exceed benchmark.	Yes.	See Below.
-male	46.3	48.8	54.1	See above. Progress toward benchmark.	Yes.	See Below.

Other Minority						
-female	2.4	0.0	1.1	See above. Exceed benchmark.	No.	See Below.
-male	0.0	0.0	1.5	See above. Working toward benchmark.	No.	See Below.
by Gender						
Female (total)	46.3	46.3	42.0	See above. Continue to exceed benchmarks	Yes.	See Below.
Male (total)	53.7	53.7	58.0	See above. Continue to make progress toward benchmark.	Yes.	See Below.

- c. List methods and strategies, new or continuous, that the college will implement in efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

The College continues to exhaust all efforts to attract females and minorities to EAM positions. These efforts include advertising in diverse publications that reach broad markets on a regional and national level in addition to traditional recruitment publications. The College continues to place a special emphasis on Hispanic recruitment through the use of recruiting publications that specifically target this group. During the time period of October 1, 2012 – September 30, 2013, an average of 36% of applicant pools consisted of minority applicants. Staffing Services continues to review applicant pools to insure diversity and to recommend the extension of recruitment efforts that are not sufficiently diverse.

The College has changed its strategy when utilizing recruitment publications and websites by entering into annual advertising contracts with a diverse group of companies. In the past year the number of minimally qualified applicants for a position as a percentage of the total applicant pool has increased by 8%. It is our hope that this new strategy will not only increase the number of qualified applicants for positions at the College but will also provide for broader and diverse recruitment efforts on a more consistent basis.

Over the past year Staffing Services has attended job fairs on the Lee and Collier campuses. Staffing Services has also attended job fairs that focus on Veterans. Finally, Staffing Services has participated in employer discussion panels on the Lee Campus along with other large employers in the area with the hope of not only helping our students with their career prospects but to also highlight employment opportunities here at the school.

- d. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

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

Full-time Instructional Staff

Florida College System

College: Edison

Historical Track Of College Full-Time Instructional Staff

Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

						Employment																
		Census				Stu Pop.		2009-10		2010-11		2011-12		2012-13		2013-14						
		Bach. Deg. and Higher		Grad. Deg. and Higher		%		# of total		# of total		# of total		# of total		# of total		# DIF 2012-13 2013-14		% DIF 2012-13 2013-14		
		#	%	#	%	%		#	%	#	%	#	%	#	%	#	%					
Black	Female	1,107	1.2	468	0.9	6.60%		3	2.4	4	2.9	4	2.5	5	3.0	5	3.0	0	0.0%			
	Male	605	0.6	379	0.7	4.31%		4	3.3	2	1.4	2	1.3	3	1.8	3	1.8	0	0.0%			
	Total	1,712	1.8	847	1.6	10.9%		7	5.7	6	4.3	6	3.8	8	4.8	8	4.8	0	0.0%			
Hispanic	Female	1,528	1.6	798	1.5	13.6%		1	0.8	1	0.7	2	1.3	2	1.2	1	0.6	-1	(50.0%)			
	Male	1,288	1.4	892	1.7	8.73%		2	1.6	2	1.4	3	1.9	4	2.4	4	2.4	0	0.0%			
	Total	2,816	3.0	1,690	3.2	22.3%		3	2.4	3	2.2	5	3.1	6	3.6	5	3.0	-1	(16.7%)			
Non-Resident Aliens	Female	0	0.0	0	0.0	0.77%		0	0.0	1	0.7	3	1.9	5	3.0	4	2.4	-1	(20.0%)			
	Male	0	0.0	0	0.0	0.57%		0	0.0	0	0.0	2	1.3	3	1.8	5	3.0	2	66.7%			
	Total	0	0.0	0	0.0	1.33%		0	0.0	1	0.7	5	3.1	8	4.8	9	5.4	1	12.5%			
Other	Female	1,358	1.4	568	1.1	5.76%		2	1.6	2	1.4	2	1.3	2	1.2	1	0.6	-1	(50.0%)			
	Male	1,223	1.3	796	1.5	4.16%		1	0.8	1	0.7	1	0.6	1	0.6	2	1.2	1	100.0%			
	Total	2,581	2.7	1,364	2.6	9.92%		3	2.4	3	2.2	3	1.9	3	1.8	3	1.8	0	0.0%			
White	Female	40,955	43.3	20,447	38.6	33.6%		66	53.7	71	51.1	85	53.1	82	49.1	82	49.1	0	0.0%			
	Male	46,629	49.2	28,673	54.1	21.9%		44	35.8	55	39.6	56	35.0	60	35.9	60	35.9	0	0.0%			
	Total	87,584	92.5	49,120	92.6	55.5%		110	89.4	126	90.6	141	88.1	142	85.0	142	85.0	0	0.0%			
Total	Female	44,948	47.5	22,281	42.0	60.4%		72	58.5	79	56.8	96	60.0	96	57.5	93	55.7	-3	(3.1%)			
	Male	49,745	52.5	30,740	58.0	39.6%		51	41.5	60	43.2	64	40.0	71	42.5	74	44.3	3	4.2%			
	Total	94,693	100.0	53,021	100.0	100%		123	100.0	139	100.0	160	100.0	167	100.0	167	100.0	167	100.0	0	0.0%	

CCTCMIS EQUITY 12/20/13 17:26:20 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

2. Full-time Instructional Staff:

- a) Describe the analysis of the employment of females and minorities, comparing the college’s data with the benchmark(s). If more than one benchmark is used, explain the analysis. Use space as needed.

After showing an increase in Black Female, Black Male, and Hispanic Male employment in the full time instructional staff category in 2012-2013, all three categories remained steady in 2013-2014 and all three categories continue to exceed U.S. Census benchmarks. Overall, the College continues to exceed U.S. Census benchmarks in many categories however, the College will continue to emphasize the recruitment and hiring of Hispanic Females. For the second year in a row the College also experienced a reduction in the numbers of total Females however this category continues to far exceed U.S. Census benchmarks and allows for progress toward the U.S. Census benchmark for total Males. (See Appendix 7)

- b) Did the college achieve its goals as stated in last year’s report?

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (Graduate Degree and Higher %age)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black						
-female	3.0	3.0	0.9	Hiring at least two additional faculty members that will increase the racial, ethnic, or gender diversity at the College. Continuing to exceed benchmark.	Yes.	See Below.
-male	1.8	1.8	0.7	See above. Continuing to exceed benchmark.	Yes.	See Below.
Hispanic						
-female	1.2	0.6	1.5	See above. Progress toward benchmark.	No.	See Below.
-male	2.4	2.4	1.7	See above. Continuing to exceed benchmark.	Yes.	See Below.
White						
-female	49.1	49.1	38.6	See above. Continuing to exceed	Yes.	See Below.

				benchmark.		
-male	35.9	35.9	54.1	See above. Continuing to exceed benchmark.	Yes.	See Below.
Other Minority						
-female	1.2	0.6	1.1	See above. Continuing to exceed benchmark.	No.	See Below.
-male	0.6	1.2	1.5	See above. Progress toward benchmark.	Yes.	See Below.
by Gender						
Female (total)	57.5	55.7	42.0	See above. Continuing to exceed benchmark.	Yes.	See Below.
Male (total)	42.5	44.3	58.0	See above. Progress toward benchmark.	Yes.	See Below.

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

The College continues to exhaust all efforts to attract females and minorities to full time instructional positions. These efforts include advertising in diverse publications that reach broad markets on a regional and national level in addition to traditional recruitment publications. The College continues to place a special emphasis on Hispanic recruitment through the use of recruiting publications that specifically target this group. During the time period of October 1, 2012 – September 30, 2013, an average of 36% of applicant pools consisted of minority applicants. While applicant pools continue to show a great amount of diversity, female and minority applicants still must compete for positions that are advertised worldwide and are highly competitive. Staffing Services continues to review applicant pools to insure diversity and to recommend the extension of recruitment efforts that are not sufficiently diverse.

The College has changed its strategy when utilizing recruitment publications and websites by entering into annual advertising contracts with a diverse group of companies. In the past year the percentage of minimally qualified applicants for a position in the total applicant pool has increased by 8%. It is our hope that this new strategy will not only increase the number of qualified applicants for positions at the College but will also provide for broader and diverse recruitment efforts on a more consistent basis. It is our hope that this new strategy will not only increase the number of qualified applicants for positions at the College but will also provide for broader and diverse recruitment efforts on a more consistent basis.

Over the past year Staffing Services has attended job fairs on the Lee and Collier campuses. Staffing Services has also attended job fairs that focus on Veterans. Finally, Staffing Services has participated in employer discussion panels on the Lee Campus along with other large employers

in the area with the hope of not only helping our students and the public with their career prospects but to also highlight employment opportunities here at the school.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

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

Full-time Continuing Contract Instructional Staff

Florida College System

College: Edison

Historical Track Of College Full-Time Continuing Contract Instructional Staff Employment Snap-Shot: First Pay Period in October (Fall Beginning-of-Term)

						Employment													
Census																			
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14				
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14	
Black	Female	1,107	1.2	468	0.9	6.60%	3	4.4	2	2.7	2	2.6	2	2.7	3	3.5	1	50.0%	
	Male	605	0.6	379	0.7	4.31%	3	4.4	2	2.7	1	1.3	0	0.0	0	0.0	0	0.0%	
	Total	1,712	1.8	847	1.6	10.9%	6	8.8	4	5.4	3	3.8	2	2.7	3	3.5	1	50.0%	
Hispanic	Female	1,528	1.6	798	1.5	13.6%	0	0.0	0	0.0	0	0.0	1	1.3	0	0.0	-1	(100.0%)	
	Male	1,288	1.4	892	1.7	8.73%	2	2.9	2	2.7	2	2.6	1	1.3	1	1.2	0	0.0%	
	Total	2,816	3.0	1,690	3.2	22.3%	2	2.9	2	2.7	2	2.6	2	2.7	1	1.2	-1	(50.0%)	
Non-Resident Aliens	Female	0	0.0	0	0.0	0.77%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.57%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	1.33%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	1,358	1.4	568	1.1	5.76%	1	1.5	1	1.4	1	1.3	1	1.3	1	1.2	0	0.0%	
	Male	1,223	1.3	796	1.5	4.16%	1	1.5	1	1.4	1	1.3	1	1.3	1	1.2	0	0.0%	
	Total	2,581	2.7	1,364	2.6	9.92%	2	2.9	2	2.7	2	2.6	2	2.7	2	2.3	0	0.0%	
White	Female	40,955	43.3	20,447	38.6	33.6%	32	47.1	35	47.3	39	50.0	42	56.0	46	53.5	4	9.5%	
	Male	46,629	49.2	28,673	54.1	21.9%	26	38.2	31	41.9	32	41.0	27	36.0	34	39.5	7	25.9%	
	Total	87,584	92.5	49,120	92.6	55.5%	58	85.3	66	89.2	71	91.0	69	92.0	80	93.0	11	15.9%	
Total	Female	44,948	47.5	22,281	42.0	60.4%	36	52.9	38	51.4	42	53.8	46	61.3	50	58.1	4	8.7%	
	Male	49,745	52.5	30,740	58.0	39.6%	32	47.1	36	48.6	36	46.2	29	38.7	36	41.9	7	24.1%	
	Total	94,693	100.0	53,021	100.0	100%	68	100.0	74	100.0	78	100.0	75	100.0	86	100.0	11	14.7%	

CCTCMIS EQUITY 12/20/13 17:47:29 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

3. Full-time Continuing Contract Instructional Staff:

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

The College extended continuing contracts to eligible faculty regardless of race, color, religion, age, ethnicity, gender, marital status, veteran's status, genetic information, sexual orientation, disability, or national origin. The College awarded a total of twelve (12) continuing contracts in 2013-2014 which included one (1) Black Female which was offset by the departure of one (1) Hispanic Female. The majority of the continuing contracts awarded for 2013-2014 were extended to male faculty members. This corresponds to an increase in hiring of male faculty members over the last three years and constitutes progress toward the overall male census benchmark. The College continues to meet or exceed U.S. Census benchmark percentages in most categories however; the College is still working toward an increase in the number of continuing contracts extended to Black Males, Hispanic Females, and Hispanic Males. (See Appendix 7)

- b) Did the college achieve its goals as stated in last year's report?

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (Graduate Degree or higher %age)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014/2015
Black						
-female	2.7	3.5	0.9	Continuing to encourage greater diversity in faculty hiring which will result in greater continuing contract opportunities. Continuing to exceed benchmark.	Yes.	See Below.
-male	0.0	0.0	0.7	See above. Progress toward benchmark.	Yes.	See Below.
Hispanic						
-female	1.3	0.0	1.5	See above. Progress toward benchmark.	No.	See Below.
-male	1.3	1.2	1.7	See above. Progress	Yes.	See Below.

				toward benchmark.		
White						
-female	56.0	53.5	38.6	See above. Continuing to exceed benchmark.	Yes.	See Below.
-male	36.0	39.5	54.1	See above. Progress toward benchmark.	Yes.	See Below.
Other Minority						
-female	1.3	1.2	1.1	See above. Progress toward benchmark.	Yes.	See Below.
-male	1.3	1.2	1.5	See above. Progress toward benchmark.	Yes.	See Below.
by Gender						
Female (total)	61.3	58.1	42.0	See above. Continuing to exceed benchmark.	Yes.	See Below.
Male (total)	38.7	41.9	58.0	See above. Progress toward benchmark.	Yes.	See Below.

- c) List methods and strategies, new or continuous, that the college will implement in its efforts to increase the employment of underrepresented females and/or minorities. Use space as needed.

The College will continue to encourage the hiring of additional faculty that bring greater diversity to the College, thereby providing greater opportunities to these individuals to achieve continuing contract status. As stated in the previous section regarding the hiring of full time instructional personnel, the College will continue to exhaust all efforts to increase minority recruitment through the use of targeted publications and an overall increase in the use of recruitment publications to increase Edison's name recognition in minority communities.

- d) Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities?

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

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

- 1) **The college should provide a summary of results as requested in §1012.86(3)(a), F.S., which provides that:**

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

The President or his designee conducts evaluations for selected staff between January and March. Evaluations include performance measures for equity accountability. In 2013-2014, all selected staff was rated satisfactory in achieving these goals. Remedial steps, if warranted, would include additional training and review of college philosophy as it relates to diversity.

- 2) **The college should provide a summary of results as requested in §1012.86(3)(b), F.S., which provides that:**

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

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

In May 2013, the Edison State College Board of Trustees completed the annual evaluation of President Dr. Jeffery S. Allbritten. The evaluation included a review of equity accountability to include progress made toward achieving the goals and objectives of the equity report. Dr. Allbritten received an excellent evaluation. The results of this evaluation were forwarded to the Chancellor.

C. Additional Requirements:

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

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Include below a brief description of

guidelines used for ensuring balanced and diverse membership on selection and review committees.

The Staffing Services Division of Human Resources reviews the gender and ethnic composition of hiring committees for each vacancy. In cases where there appears to be a lack of diversity among the participants the Staffing Services team member will contact the hiring manager and assist with making changes to the committee. If problems continue to persist the Staffing Services team member will contact the Human Resources Director to address the issue.

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

The Collective Negotiations Agreement states, "Faculty members will seek to qualify for and the Board may grant continuing contracts in accordance with the provisions of the State Board of Education Rule 6A-14.0411 and applicable policies of the Board of Trustees." The President recommends faculty member(s) to the Board of Trustees for approval. Faculty on annual contract status receive an evaluation every year. Faculty on continuing contract status will be evaluated every three (3) years unless the supervisor feels that a special evaluation is warranted due to problems or concerns regarding the faculty member's performance. Faculty members receive student evaluations at least once annually.

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

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

- 4) The college has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to §1012.86, F.S. Provide a summary description below of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner. Also, provide a description of how funds are used to increase the number of females and minorities receiving continuing contracts:

Through the budgeting process anticipated needs are identified college-wide. As a result of the budgeting process, the Office of Human Resources is provided with a budget for recruitment (advertising vacancies and travel expenses for candidates). As part of the recruitment budget the College continually reviews recruiting sites, has added sites that specifically target minorities, and has investigated ways to improve recruitment efforts while remaining cost efficient. Additionally, funding is

provided through a staff development plan for continuing professional development of faculty and staff to encourage retention of employees.

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

- 5) Salary Information: Include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications as required in §1012.86 (2)(b)(5), F.S. For comparison purposes, the following table may be used; however, the college may create a similar table that includes this information.

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 is not required; however, the college may choose to include additional information for purposes of diversity analysis.

Full Time Instructional Staff – *The salaries for full time instructional staff are governed by the Collective Negotiation Agreement between the College and the Faculty Federation Union. Newly hired full time faculty are employed at a minimum salary based on the degree which they hold and those rates are set forth by the Agreement. This ensures a new faculty member is not hired at a rate above an existing faculty member with the equivalent degree level. They may also increase their base salary by \$200.00 for each previous year of verifiable teaching experience up to a maximum of 10 years.*

Full Time Executive/Administrative/Managerial Staff – *The College has established operating policies that govern the salary administration for all college employees. Executive positions are compensated commensurate with the responsibilities of the position, qualifications of the incumbent in relation to market compensation levels for similar positions. Administrative and staff positions must be paid at least the published minimum salary for job classification.*

Salary for hiring, promotion, or demotion is established consistent with the following factors:

- 1. Individual credentials and experience will be compared to those in similar positions in the College and relevant competitive market.*
- 2. The individual's expected level of performance.*
- 3. The available budget of the employing department.*

The salary for the Administrator (Assistant Vice President) hired during this cycle was \$90,000.00. Existing Administrators within the same position types have comparable degrees and experience as this new employee. Current salaries for existing employees in the same job classification range from \$81,481.40 to \$105,000.00.

The salary for the new Managerial Staff (Director) hired during this cycle was \$73,000.00. The new employee has a comparable degree and experience to those already employed in the same position types. Current salaries for existing employees in the same job classification range from \$73,000.00 to \$84,955.28.

Business and Financial Operations Occupations – *The onboarding salary ranges for the two (2) new employees hired in this category during this cycle was \$37,464.58 to \$42,500.00. Both employees have comparable degrees and experience to those already employed in the same position types. Current salaries for existing employees in the same job classifications range from \$37,464.58 to \$42,500.00.*

Community Service, Legal, Arts, and Media Occupations – *There were three (3) new employees in this classification holding two (2) position types. The new employees who were hired in the same position type had salaries ranging from \$29,354.48 to \$30,000.00 and have comparable degrees and experience to those already employed in the position type. One (1) new hire is in a single incumbent position type hired at a salary of \$70,000.00. There are no comparisons for salary and degree/experience for this position type.*

Non-Postsecondary Occupations – *There were two (2) new employees in this classification holding two (2) position types. Each position type is a single incumbent position types. The new hires hold comparable degrees and experience to those already employed in those position types. The new employees were hired at salaries ranging from \$33,981.48 to \$35,680.55.*

Service Occupations – *There was one (1) new employee hired in this classification. The new employee was hired at a salary of \$33,981.48.*

Office and Administrative Support Occupations – *There were eleven (11) new employees in this classification, holding six (6) position types. The new hires hold comparable degrees and experience to those already employed in those position types. The new employees were hired at salaries ranging from \$22,000.00 to \$27,956.64. Existing employees in the same position types range in salary from \$22,000.00 to \$36,258.70.*

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	# of New Hires*	Salary Range	# of Existing Employee(s) with Comparable Experience	Salary Range
FT Instructional Staff	3	\$55,964.25- \$57,964.25	170	\$45,243.66- \$79,875.04
FT Administrators	2	\$73,000.00- \$90,000.00	4	\$73,000.00- \$105,000.00
Business and Financial Operations Occupations	2	\$37,464.58- \$42,500.00	1	\$37,464.58
Community Service, Legal, Arts, and Media Occupations	3	\$29,354.48- \$70,000.00	13	\$29,354.48- \$49,822.77
Non-Post-Secondary Occupations	2	\$33,981.48- \$35,680.55	0	
Service Occupations	1	\$33,981.48	1	\$33,981.48
Office and Administrative Support Occupations	11	\$22,000.00- \$27,956.64	41	\$22,000.00- \$36,258.70

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2013 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, 2013.”

APPENDIX 1

College Policy of Non Discrimination

TITLE: DISCRIMINATION AND HARASSMENT POLICY

AUTHORITY: Florida Statute 1000.05; 1001.64 (18); 1001.65 (3)

POLICY:

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

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

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

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

TITLE: DISCRIMINATION AND HARASSMENT POLICY

unreasonably interfering with an individual's work performance or academic or professional performance or creating an intimidating, hostile or offensive working or educational environment.

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

If an employee or student becomes aware of any behavior that may constitute discrimination or harassment, it is the responsibility of that person to report such conduct. Discrimination or harassment complaints or concerns may be reported to the designated Equity Officer. Additionally, employees should notify their immediate supervisor, the District Director of Human Resources at (239) 489-9495 or the District Vice President, Legal Affairs and General Counsel at (239) 432-5235. Students should notify either the District Vice President, Student Services at (239) 433-6950 or the District Director, Human Resources at (239) 489-9495.

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

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

made against a student may be referred to the student disciplinary committee. Results of the hearing may lead to suspension or expulsion.

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

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

The Assistant General Counsel has been appointed as the Equity Officer. Questions pertaining to discrimination or harassment should be addressed to the Assistant General Counsel at (239) 489-9495, or 8099 College Parkway, Fort Myers, FL 33919.

TITLE: EQUAL ACCESS/EQUAL EMPLOYMENT OPPORTUNITY

AUTHORITY: Florida Statute 1001.64 (18); 1001.65 (3)

POLICY:

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

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

The Assistant General Counsel has been appointed as the Equity Officer. Questions pertaining to educational equity, equal opportunity or equal access should be addressed to the Assistant General Counsel at (239) 489-9495 or 8099 College Parkway, Fort Myers, FL 33919.

APPENDIX 2

Copy of Grievance Procedures



College Operating Procedures (COP)

Procedure Title:	Discrimination and Harassment Complaint Procedure
Procedure Number:	05-0107
Originating Department:	Office of Human Resources
<u>Specific Authority:</u>	
Board Policy	6Hx6:2.03
Florida Statute	1001.65
Florida Administrative Code	n/a
Procedure Actions:	Adopted: 4/1/10; 11/1/10; 4/16/12; 10/28/2013
Purpose Statement:	To provide complaint procedures for students, employees and members of the College community for alleged violation of the District Board of Trustees Discrimination and Harassment Policy 6xH6.2.03.

Guidelines:

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

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

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

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

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

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

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

Procedures

1. Informal Complaint Resolution

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

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

2. Formal Complaint Resolution

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

- d. Complaint Processing:
- i. In the case of a student complaint the Assistant Vice President, Student Affairs will notify the Equity Officer of any formal complaints received immediately after conducting the intake interview.
 - ii. The Equity Officer , in consultation with the College's General Counsel, will determine who will conduct the investigation if an outside investigator is needed otherwise, the Equity Officer or his/her designee will conduct the investigation.
 - iii. The investigator(s) will file a written report with the Equity Officer within 30 business days of the filing of the formal complaint. If the Equity Officer serves as the investigator then he/she will file a written report with the College's General Counsel within 30 business days of the filing of the formal complaint. This time frame may be extended with notice to the complainant and the accused.
 - iv. The investigator's report will outline the investigative findings and indicate whether there is reasonable cause to believe that harassment or discrimination has occurred based on the evidence obtained. The report may recommend appropriate action to be taken by the College.
 - v. Within ten (10) business days of receiving the report, the Equity Officer will set forth a written decision as to whether the College is in agreement with the findings of the investigator and whether any further action is needed. If the investigation has been conducted by the Equity Officer then the General Counsel will set forth a written decision as to whether the College is in agreement with the findings of the investigator and whether any further action is needed. The Equity Officer or the General Counsel, if applicable, has the right to accept, reject, or request further investigation when reviewing the investigator's report.
 - vi. The Equity Officer along with the designated investigator will provide the complainant and the accused with the opportunity to meet separately to discuss the investigative findings. After being advised of the decision as described above in d(v.), the complainant and the accused will be deemed to have accepted the College's decision, and the formal complaint resolution process concluded, unless at least one of them chooses to appeal the decision.
- e. Appeals: The issues raised on appeal shall be limited to those issues raised during the investigation. Any issues not raised during the investigation or new issues that could have been raised but were not, shall be precluded on appeal.
- i. If the complainant or the accused wishes to file an appeal the appeal must be submitted in writing to the Director, Human Resources within seven (7) calendar days after receiving the decision of the College as stated above in (5)(v.) .

- ii. Within thirty (30) business days of the filing of the appeal, the Vice President, Student Affairs & Enrollment Management (for student issues) or the Vice President, Administrative Services (for employment issues or other community issues) will review the investigation reports and the appeal documents and render a decision supporting or over-turning the initial recommendation.
- iii. Within seven (7) calendars days after receiving the decision on the appeal as stated above in (e)(ii), either the complainant or the accused may further appeal the decision of the Vice President, Student Affairs & Enrollment Management or the Vice President, Administrative Services to the President or designee. This second appeal must be submitted to the Director, Human Resources and must be in writing. The President will review the investigation reports and the appeal documents and render a decision supporting or over-turning the decision. The President may assign a final appeal review to his designee. The decision of the President or designee is final and must be rendered within five (5) business days of the filing of this last appeal.

The President *may* direct all actions necessary to protect the health, safety, and welfare of the College.

APPENDIX 3

Revised Policies and Procedures

TITLE: PROHIBITION AGAINST HAZING

AUTHORITY: Florida Statute, Sections 1001.64 and 1006.63

POLICY:

Hazing is prohibited at Edison State College pursuant to §1006.63, Florida Statute. All persons associated with Edison State College including student organizations and students are prohibited from engaging in any form of hazing either on campus or off campus. Edison State College does not condone hazing in any form and defines hazing to include:

1. Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purposes including but not limited to: of initiation or admission into or affiliation with any organization operating under the sanction of Edison State College. Such term includes, but is not limited to, pressuring or coercing the student into violating any state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity which could adversely affect the physical health or safety of the student, and also includes any activity which would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or other forced activity which could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.
2. Section 1006.63, Florida Statute, further states that a person who commits hazing either intentionally or recklessly that results in serious bodily injury or death of another person will have committed a third degree felony, punishable as prohibited in Sections 775.082 or 775.083, Florida Statute. A person who commits hazing either intentionally or recklessly that creates a substantial risk of physical injury or death to another person will have committed a first degree misdemeanor, punishable as prohibited in Sections 775.082 or 775.083, Florida Statutes.

Penalties for violation of this policy shall be administered in accordance with Edison State College policies and procedures related to student disciplinary actions; subject, however, to any limitations or additional penalties contained in Section 1006.63(8)(a)-(c), Florida Statutes:

1. Such penalties at Edison State College may include the imposition of fines; the withholding of diplomas or transcripts pending compliance with the rules or pending payment of fines; and the imposition of probation, suspension, or expulsion from the college.

TITLE: PROHIBITION AGAINST HAZING

2. In the case of an organization/club at Edison State College which authorizes hazing in blatant disregard of such rules, penalties may also include rescission of permission for that organization to operate on campus property or to otherwise operate under the sanction of the institution.
3. All penalties imposed under the authority of this subsection shall be in addition to any penalty imposed for violation of any of the criminal laws of this state or for violation of any other rule of the institution to which the violator may be subject.
4. It is not a defense to a charge of hazing that the consent of the victim had been obtained, the conduct or activity was not part of an official organizational event or was not otherwise sanctioned or approved by the organization, or the conduct or activity was not done as a condition of membership.

This policy by its inclusion in the Student Handbook is provided to each student enrolled in the institution and is included in the bylaws of each club/organization operating under the sanction of Edison State College pursuant to Section 1006.63(10), Florida Statute.



College Operating Procedures (COP)

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

Specific Authority:

Board Policy 6Hx6:5.02
Florida Statute 1001.64, 1001.65
Florida Administrative Code n/a

Procedure Actions: Adopted: 4/23/92; 7/1/00; 11/3/04; 12/2/08; 2/16/10; 11/1/10;
4/16/12; 11/4/13

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

Guidelines:

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

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

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



College Operating Procedures (COP)

Procedure Title:	Designation and Notification of Equity Officer
Procedure Number:	05-0102
Originating Department:	Office of Human Resources
<u>Specific Authority:</u>	
Board Policy	6Hx6:2.05
Florida Statute	1001.64 (4) (b); 1001.65 (3)
Florida Administrative Code	n/a
Procedure Actions:	Adopted: 1/15/10; 02/16/10; 11/1/10; 4/16/12; 11/4/13
Purpose Statement:	To designate College Equity Officer and identify responsible department official for insuring notification of Equity Officer.

Guidelines:

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

Contacts: Discrimination or harassment complaints or concerns may be reported to Ronald Dente, Equity Officer at Edison State College, 8099 College Pkwy., Ft. Myers, FL, 33919, 239.489.9293 or ronald.dente@edison.edu.

Student equity concerns should be reported to the Assistant Vice President, Student Affairs/Dean of Students at 239.433.6950 and the Director, Human Resources/Equity Officer at 239.489.9293.

Employee or community equity concerns should be reported to the Director, Human Resources/Equity Officer at 239.489.9293.

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

1. Director, Human Resources for placement of notices on campus, new employee orientation, Human Resources website, employment recruitment, etc.
2. Coordinators, Marketing and College Relations, and Director, Communications and Marketing for inclusion in appropriate student, staff and general publications.

The Assistant Vice President, Student Affairs/Dean of Students or designee for inclusion in appropriate student publications such as the College catalog, student services websites, student recruitment materials, etc.



College Operating Procedures (COP)

Procedure Title:	Harassment
Procedure Number:	05-0103
Originating Department:	Office of Human Resources
<u>Specific Authority:</u>	
Board Policy	6Hx6:2.03
Florida Statute	1001.64, 1001.65
Florida Administrative Code	n/a
Procedure Actions:	Adopted: 4/23/92; 7/1/00; 11/3/04; 12/2/08; 02/16/10; 11/1/10; 4/16/12; 11/4/13
Purpose Statement:	To provide College employees and students with policy and information about all types of harassment and procedures to follow.

Guidelines:

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

For the purposes of this Rule, "harassment" includes, but is not limited to, verbal, physical, sexual violence, assault, and visual conduct that create an intimidating, offensive, or hostile working or educational environment or that interferes with work performance or educational opportunities. Examples of harassment include racial slurs, ethnic jokes, posting of offensive statements, posters, or other similar conduct.

Sexual harassment is a form of unwelcome misconduct that undermines the individual's integrity and human dignity. There are two types of educational/workplace sexual harassment:

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

This rule applies to consensual or non-consensual supervisor/instructor-staff and staff-staff romantic and/or sexual relationships where the supervisor or staff member is in a position to affect a staff member's career advancement or working conditions. These types of relationships are unprofessional and undermine the essential atmosphere necessary in the workplace. This type of unprofessional behavior is subject to discipline.

This rule also applies to consensual or non-consensual instructor/staff-student romantic and/or sexual relationships where the instructor or staff member is in a position to determine a student's grade or otherwise effect a student's academic progress or environment. Since the instructor/staff-student relationship is one of professional and client, the above inappropriate form is unacceptable in a college because it is a form of unprofessional behavior which seriously undermines the atmosphere of trust essential to the academic setting and is subject to discipline.

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

Procedures

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

- Employees should notify their immediate supervisor and, the Director, Human Resources/Equity Officer at 239.489.9293.
- Students should notify the Assistant Vice President, Student Affairs/Dean of Students at 239.433.6950 and the Director, Human Resources/Equity Officer at 239.489.9293.

Any report of alleged harassment will be fully investigated by the individual contacted above or their designee pursuant to College Operating Procedure 05-0107. Appropriate disciplinary action will be taken against any employee/student who violates this policy against harassment or against anyone who knowingly files false claims of harassment. Based on the seriousness of the offense, disciplinary action may include a verbal or written reprimand, suspension, or termination. Certain disciplinary actions, as determined by the President, may require action by the District Board of Trustees, depending upon the nature of the offenses and the resulting severity of the action to be taken. In such cases, the President will recommend appropriate action to the Board following the completion of the investigation and the communication of the President's position to the individuals involved. Claims of harassment made against a student may be referred to the student disciplinary committee. Results of the hearing may lead to suspension or expulsion.

Retaliatory action against anyone filing a valid complaint of any type of harassment will not be tolerated. Any claims of retaliatory behavior will be investigated pursuant to College Operating Procedure 05-0107. Appropriate disciplinary action will be taken against any individual that engages in retaliatory conduct.

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



College Operating Procedures (COP)

Procedure Title:	Americans with Disabilities Act
Procedure Number:	05-0104
Originating Department:	Office of Human Resources
<u>Specific Authority:</u>	
Board Policy	6Hx6:5.02
Florida Statute	
Florida Administrative Code	n/a
Procedure Actions:	Adopted: n/a; Revised: 4/00;11/3/04; 02/16/10; 11/1/10; 4/16/12; 11/14/13
Purpose Statement:	It is the policy of Edison State College that discrimination against qualified individuals with disabilities is prohibited.

Guidelines:

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

Policy Guidelines

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

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

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

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

Procedures:

1. Request for Accommodation

It is the obligation of the individual with a disability to request a reasonable accommodation. Students should submit their request on the official request form which can be found on the Office of Adaptive Services webpage at www.edison.edu/adaptiveservices. Enrolled students must submit any request for accommodations to the Office of Adaptive Services on the Lee Campus or to the contact person for the Office of Adaptive Services on the Charlotte and Collier campuses and the Hendry-Glades Center which can be found on the adaptive services webpage for consideration. Applicants and/or employees must submit any request for accommodations to the Office of Human Resources. Individuals with a disability must provide recent documentation from a qualified professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs and will be reviewed and processed in order of receipt. The appropriate party will provide a written response.

2. Complaint Resolution

a. Informal Resolution

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

b. Grievance Procedure

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

subjected to discrimination” in programs or activities sponsored by a public entity.

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

All applicant/employee ADA complaints, excluding those filed against the ADA Coordinator, should be addressed to ADA Coordinator/ Director, Human Resources, 8099 College Parkway, Ft. Myers, Florida 33919 or by calling 239.489.9293 or call through the Florida Relay Service at 1.800.955.8771 (TTY).

All student ADA complaints should be addressed to the Assistant Vice President, Student Affairs/Dean of Students, 8099 College Parkway, Ft. Myers, Florida, 33919 or by calling 239.433.6950 or call through the Florida Relay Service at 1.800.955.8771 (TTY).

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

APPENDIX 4
Policies and Procedures for
Program Admissions and/or Course
Substitution Waivers for Eligible
Students with Disabilities

TITLE: SUBSTITUTION POLICY FOR STUDENTS WITH DISABILITIES

AUTHORITY:

Florida Statute 1007.264; 1007.265

POLICY:

1. Eligibility Persons who are hearing impaired, visually impaired, have a specific learning disability, orthopedic impairment, speech/language impairment, emotional or behavioral disability, autism spectrum disorder, traumatic brain injury, or other health impairment are eligible for reasonable substitution for any requirement(s) where it can be documented that the student's failure to meet the requirement(s) is related to the disability. Substitutions shall be provided in the areas of admission to college, admission to a program of study, or graduation where the substitution does not constitute a fundamental alteration in the nature of the program.

2. Documentation Documentation that is no more than three years old, substantiating the nature of the disability shall be provided by the student concurrent with his or her request for reasonable substitution for admission to a program of study, or graduation. Such documentation shall be provided by a medical doctor, psychologist, or other specialist recognized to treat the specific disability.

3. Review Policy Students with disabilities requesting course substitutions must submit an academic petition to the Office of the Registrar. The petition at a minimum shall identify the substitution desired and the justification for the substitution, and shall contain the documentation described in paragraph 2 above. The District Registrar, in consultation with the appropriate academic dean and the Coordinator for Students with Disabilities, will consider reasonable substitutions appropriate for each individual student.

4. Substitution Decision The decision will be communicated in writing by the District Registrar to the student and the Coordinator for Students with Disabilities.

5. Articulation Edison State College will recognize any substitution previously granted to a transfer student by a Florida State postsecondary institution. In accordance with FAC 6A-10.041(3), substitutions granted by Edison State College will be honored at

TITLE: SUBSTITUTION POLICY FOR STUDENTS WITH DISABILITIES

any public Florida State postsecondary institution. The College will assist the student in contacting the out-of-state or private institution receiving the course substitution(s) to determine how the substitution(s) will be treated in the program of study he/she is pursuing. The student will be advised accordingly.

6. Student Appeal A student may appeal a denial of the substitution request(s) or determination of ineligibility in writing to the District Vice President for Student Services, who shall make the final decision. The appeal must be filed within 21 days of receipt of the written denial by the District Registrar. Any decision of the District Vice President for Student Services is subject to the right of any person whose substantial interests are determined to request a hearing pursuant to Title X, Chapter 120, Florida Statutes.

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

APPENDIX 5

Fall Staff Report

**Florida College System
2014 IPEDS Human Resources Survey Reporting Year 2013-14
College: 6 Edison**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender and Race/Ethnicity**

Tenured

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	1	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	1	1
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	34	34
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	1	1
	Total		0	0	0	0	0	37
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	1	1
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	3	3
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	46	46
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total		0	0	0	0	0	50	50
Total		0	0	0	0	0	87	87

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**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status, Academic Rank, Gender and Race/Ethnicity**

On Tenure Track

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	5	5
	Hispanic/Latino	0	0	0	0	0	2	2
	American Indian or Alaska Native	0	0	0	0	0	1	1
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	3	3
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	25	25
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	2	2
	Total		0	0	0	0	0	38
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	4	4
	Hispanic/Latino	0	0	0	0	0	1	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	2	2
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	35	35
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total		0	0	0	0	0	42	42
Total		0	0	0	0	0	80	80

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**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff
By Tenure Status and Function**

	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Function							
Instructional Exclusively credit	85	78	0	3	0	0	166
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	2	2	0	0	0	0	4
Instruction/research/public service	0	0	0	0	0	0	0
Total	87	80	0	3	0	0	170

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**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Instructional Staff	Research	Public Service
Gender	Race/Ethnicity			
Men	Nonresident Alien	5	0	0
	Hispanic/Latino	4	0	0
	American Indian or Alaska Native	1	0	0
	Asian	1	0	0
	Black or African American	3	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	60	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	3	0	0
	Total	77	0	0
Women	Race/Ethnicity			
	Nonresident Alien	4	0	0
	Hispanic/Latino	1	0	0
	American Indian or Alaska Native	1	0	0
	Asian	0	0	0
	Black or African American	5	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	82	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	0	0	0
Total	93	0	0	
Total	170	0	0	

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**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Archivists, Curators, and Museum Technicians Librarians	Librarians	Library Technicians	Other Teachers and Instructional Support Staff
Gender	Race/Ethnicity				
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	1
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	3	0	11
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
	Total		0	3	0
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	1
	Hispanic/Latino	0	0	0	2
	American Indian or Alaska Native	0	0	0	1
	Asian	0	0	0	0
	Black or African American	0	0	0	2
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	3	0	25
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	0
Total		0	3	0	31
Total		0	6	0	43

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**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	1	0	0	0
	Hispanic/Latino	0	1	5	2	1
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	2	0	4	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	20	6	15	5	8
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	22	8	24	8	9
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	2	0	1	0
	American Indian or Alaska Native	0	0	0	1	0
	Asian	0	1	0	0	0
	Black or African American	2	2	2	3	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	17	29	9	21	14
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	19	34	11	26	14	
Total	41	42	35	34	23	

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**Part B - Full-Time Non-Instructional Staff
Number of Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	2	0	4	2	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	2	0	0
	Black or African American	1	0	2	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	18	0	9	4	0
	Two or more races	0	0	1	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	21	0	18	6	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	8	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	3	0	0
	Black or African American	2	0	3	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	4	0	65	0	0
	Two or more races	0	0	1	0	0
	Race and ethnicity unknown	0	0	1	0	0
Total	6	0	81	0	0	
Total		27	0	99	6	0

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Part C - Full-Time Summary Non-Medical
Summary of Full-Time, Non-Medical School Staff
By Tenure Status and Occupational Category

	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Occupational Category							
Instructional Exclusively credit	85	78	0	3	0	0	166
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	2	2	0	0	0	0	4
Instruction/research/public service	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Public Service	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians Librarians	0	0	0	0	0	0	0
Librarians	4	2	0	0	0	0	6
Library Technicians	0	0	0	0	0	0	0
Other Teachers and Instructional Support Staff	0	0	0	0	0	43	43
Management Occupations	0	0	0	0	0	41	41
Business and Financial Operations Occupations	0	0	0	0	0	42	42
Computer, Engineering, and Science Occupations	0	0	0	0	0	35	35
Community Service, Legal, Arts, and Media Occupations	0	0	0	0	0	34	34
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	23	23
Service Occupations	0	0	0	0	0	27	27
Sales and Related Occupations	0	0	0	0	0	0	0
Office and Administrative Support Occupations	0	0	0	0	0	99	99
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	6	6
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	0	0
Total	91	82	0	3	0	350	526

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**Part G– Salary Outlays for Full-Time Instructional Staff
Salary Outlays for Full-Time Instructional Staff
By Gender and Academic Rank**

		Total Employees for Salary Reporting	Total Number of Months	Salary Outlays
Gender	Academic Rank			
Men	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	77	693	4,362,295
	Total	77	693	4,362,295
Women	Academic Rank			
	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	0	0	0
	Lecturers	0	0	0
	No academic rank	93	837	5,185,815
Total	93	837	5,185,815	
Total		170	1,530	9,548,110

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**Part G – Salary Outlays for Full-Time Non-Instructional Staff
Salary Outlays for Full-Time Non-Instructional Staff
By Occupational Category**

	Total Salary Outlays
Occupational Category	
Postsecondary Teachers - Research	0
Postsecondary Teachers - Public Service	0
Library and Other Teaching Occupations	1,979,198
Management Occupations	4,316,525
Business and Financial Occupations	1,776,745
Computer, Engineering, and Science Occupations	1,849,765
Community Service, Legal, Arts and Media Occupations	1,322,104
Healthcare Practitioners and Technical Occupations	1,293,239
Service Occupations	861,253
Sales and Related Occupations	0
Office and Administrative Support Occupations	3,013,910
Natural Resources, Construction, and Maintenance Occupations	241,527
Production, Transportation, and Material Moving Occupations	0

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**Part H – New Hires - Full-Time Instructional Staff
Number of Newly Hired Full-Time Permanent Instructional Staff
By Tenure Status, Gender and Race/Ethnicity**

		Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	1	0	0	0	0	1
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	0
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	1	0	0	0	0	1
	Total	0	2	0	0	0	0	2
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	1	0	0	0	0	1
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total	0	1	0	0	0	0	1	
Total	0	3	0	0	0	0	3	

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**Part H – New Hires – Full-Time Staff
Number of Newly Hired Full-Time Staff
By Occupational Category, Gender and Race/Ethnicity**

		Instructional Staff	Research	Public Service	Library and Other Teaching Occupations
Gender	Race/Ethnicity				
Men	Nonresident Alien	1	0	0	0
	Hispanic/Latino	0	0	0	0
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	0	0	0
	Two or more races	0	0	0	0
	Race and ethnicity unknown	1	0	0	0
	Total	2	0	0	0
	Women	Race/Ethnicity			
Nonresident Alien		0	0	0	0
Hispanic/Latino		0	0	0	0
American Indian or Alaska Native		0	0	0	0
Asian		0	0	0	0
Black or African American		0	0	0	0
Native Hawaiian or Other Pacific Islander		0	0	0	0
White		1	0	0	2
Two or more races		0	0	0	0
Race and ethnicity unknown		0	0	0	0
Total		1	0	0	2
Total	3	0	0	2	

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**Part H – New Hires – Full-Time Non-Instructional Staff
Number of Newly Hired Full-Time Non-Instructional Staff
By Occupational Category, Gender and Race/Ethnicity**

		Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	1	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	2	0	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	2	2	0	0	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	0	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	1	0	0	2	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	1	0	0	3	0	
Total		3	2	0	3	0

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**Part H – New Hires – Full-Time Non- Instructional Staff
Number of Newly Hired Full-Time Non-Instructional
By Occupational Category, Gender and Race/Ethnicity**

		Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	0	1	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	0	0	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	1	0	1	0	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	4	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	1	0	0
	Black or African American	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	0	0	4	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	1	0	0
Total	0	0	10	0	0	
Total		1	0	11	0	0

**Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
College: 6 Edison**

**Part H - New Hires - Full-Time Non-Instructional Staff
Total Number of Newly Hired Full-Time Non-Instructional Staff
By Gender and Race/Ethnicity**

		Total
Gender	Race/Ethnicity	
Men	Nonresident Alien	1
	Hispanic/Latino	1
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	2
	Native Hawaiian or Other Pacific Islander	0
	White	3
	Two or more races	0
	Race and ethnicity unknown	1
	Total	8
	Women	Race/Ethnicity
Nonresident Alien		0
Hispanic/Latino		4
American Indian or Alaska Native		0
Asian		1
Black or African American		1
Native Hawaiian or Other Pacific Islander		0
White		10
Two or more races		0
Race and ethnicity unknown		1
Total		17
Total		25

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 6 Edison**

		Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Non-Resident Male	Unknown Male	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range											
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	1	0	1
	Above 75,000	0	1	0	0	0	0	0	0	0	0	0
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	1	0	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Community Service, Legal, Arts and Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	1	1
	30,000 To 35,000	0	0	1	0	0	0	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	1	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 6 Edison**

		Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Non-Resident Male	Unknown Male	Unknown Female	White Male	White Female	Total
Instruction	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	1	1	0	0	1	3
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 6 Edison**

		Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female	Non-Resident Male	Unknown Male	Unknown Female	White Male	White Female	Total
Occupation Category	Salary Range											
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	1	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	1	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	1	0	0	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	1	1	0	0	0	0	0	1	0	1	4
	25,000 To 30,000	0	0	0	0	4	0	0	0	0	3	7
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0
Total		1	2	1	1	4	1	1	1	3	10	25

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 6 Edison**

**Full-Time Faculty
Salary Ranges By Terms, Employed, Ethnicity and Gender**

		Asian		Black		Hispanic		Indian		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Terms Employed	Salary Range															
9-10 Month	45,000 To 55,000	0	0	1	1	0	1	1	1	0	0	41	21	0	1	68
	55,000 To 65,000	0	1	3	2	1	2	0	0	4	5	35	33	0	2	88
	65,000 To 75,000	0	0	1	0	0	1	0	0	0	0	4	4	0	0	10
	Above 75,000	0	0	0	0	0	0	0	0	0	0	2	2	0	0	4
Total		0	1	5	3	1	4	1	1	4	5	82	60	0	3	170

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 6 Edison**

**Other Full-Time Employees
Salary Ranges By Ethnicity and Gender**

		Asian		Black		Hispanic		Indian		Multi-Racial		Non-		White		Unknown		Total	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		
Occupation Activity	Salary Range																		
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	55,000 To 65,000	0	0	0	1	0	0	0	0	0	0	0	0	0	3	0	0	0	4
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	4
	Above 75,000	0	0	2	1	0	0	0	0	0	0	0	0	0	11	18	0	0	32
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	
	30,000 To 35,000	0	0	1	0	0	0	0	0	0	0	0	0	8	3	0	0	12	
	35,000 To 40,000	1	0	0	0	1	0	0	0	0	0	0	0	4	1	0	0	7	
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	1	5	1	0	0	7	
	45,000 To 55,000	0	0	1	0	0	0	0	0	0	0	0	0	3	0	0	0	4	
	55,000 To 65,000	0	0	0	0	0	1	0	0	0	0	0	0	4	1	0	0	6	
	65,000 To 75,000	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	25,000 To 30,000	0	0	0	1	0	3	0	0	0	0	0	0	0	3	0	0	7	
	30,000 To 35,000	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3	
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3	
	45,000 To 55,000	0	0	1	1	0	0	0	0	0	0	0	0	2	2	0	0	6	
	55,000 To 65,000	0	0	0	0	0	1	0	0	0	0	0	0	2	4	0	0	7	
	65,000 To 75,000	0	0	0	0	0	1	0	0	0	0	0	0	1	2	0	0	4	
	Above 75,000	0	0	1	1	0	0	0	0	0	0	0	0	0	2	0	0	4	

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 6 Edison**

**Other Full-Time Employees
Salary Ranges By Ethnicity and Gender**

		Asian		Black		Hispanic		Indian		Multi-		Non-		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Occupation Activity	Salary Range																	
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	6	2	0	0	8
	30,000 To 35,000	0	0	1	0	0	1	0	0	0	0	0	0	3	1	0	0	6
	35,000 To 40,000	0	0	1	0	1	0	0	0	0	0	0	0	3	1	0	0	6
	40,000 To 45,000	0	0	0	1	0	1	0	0	0	0	0	0	4	0	0	0	6
	45,000 To 55,000	0	0	1	0	0	0	1	0	0	0	0	0	3	1	0	0	6
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	4
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	2	1	1	0	0	0	1	0	8	6	0	0	19
	30,000 To 35,000	0	0	2	0	0	0	0	0	0	0	0	0	3	1	0	0	6
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	4
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	5
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 6 Edison**

**Other Full-Time Employees
Salary Ranges By Ethnicity and Gender**

		Asian		Black		Hispanic		Indian		Multi-		Non-		White		Unknow		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M			
Occupation Activity	Salary Range																	
Healthcare Practitioners And Technical	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	2
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	7
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	5
Service Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	1	1	0	1	0	0	0	0	0	0	1	8	0	0	12
	30,000 To 35,000	0	0	1	0	0	1	0	0	0	0	0	0	2	4	0	0	8
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	1	5	0	0	6
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	1	0	0	1	0	1	0	0	0	0	0	0	3	1	1	0	8
	25,000 To 30,000	2	2	3	1	6	3	0	0	0	0	0	0	35	5	0	0	57
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	1	0	0	18	0	0	0	19
	35,000 To 40,000	0	0	0	0	2	0	0	0	1	0	0	0	3	1	0	0	7
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	5
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 6 Edison**

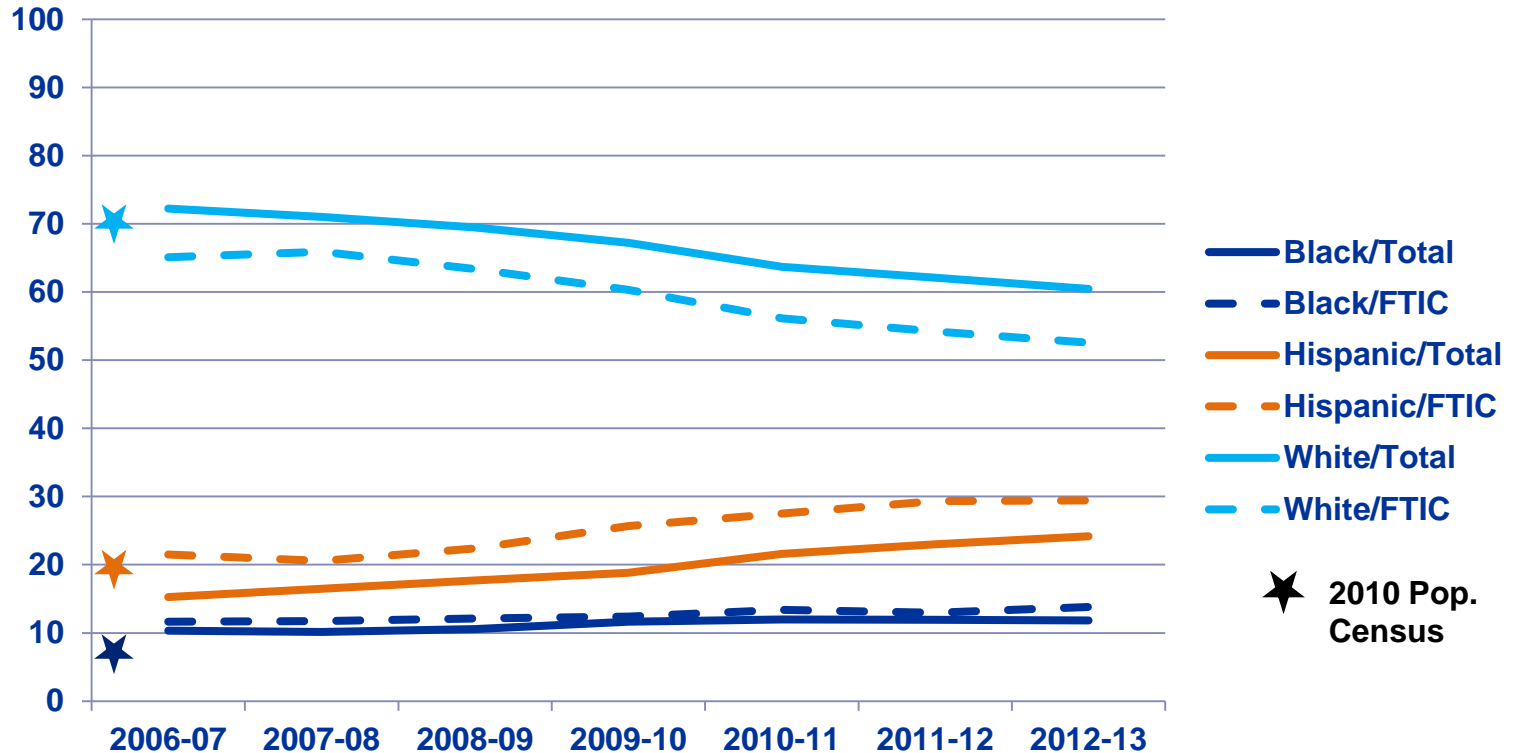
**Other Full-Time Employees
Salary Ranges By Ethnicity and Gender**

		Asian		Black		Hispanic		Indian		Multi-		Non-		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range																	
Natural Resources, Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	3
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total		4	2	16	10	1	18	2	0	1	1	1	1	187	99	1	0	356

APPENDIX 6

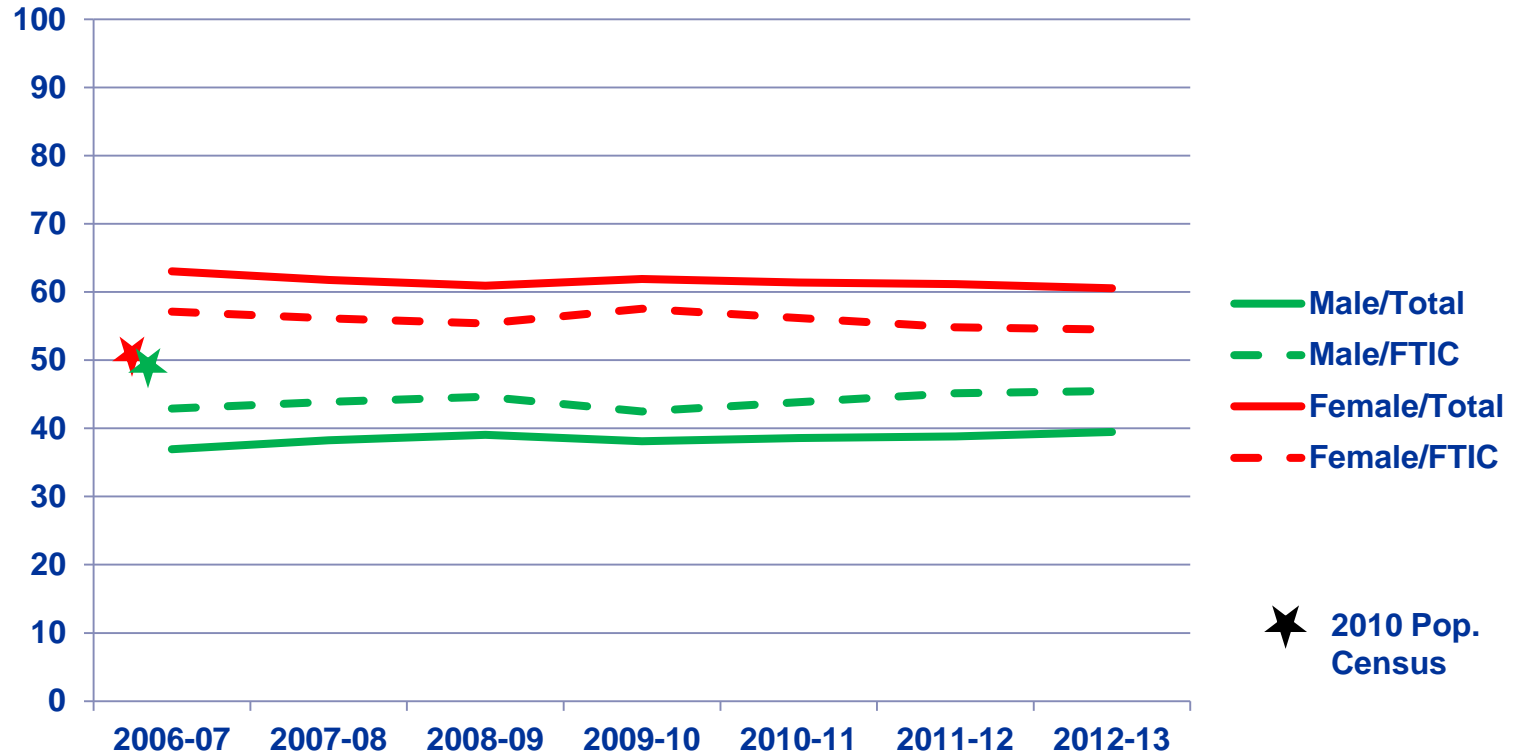
Graphical Breakdown of Information Contained in Part III

Student Enrollments by Race

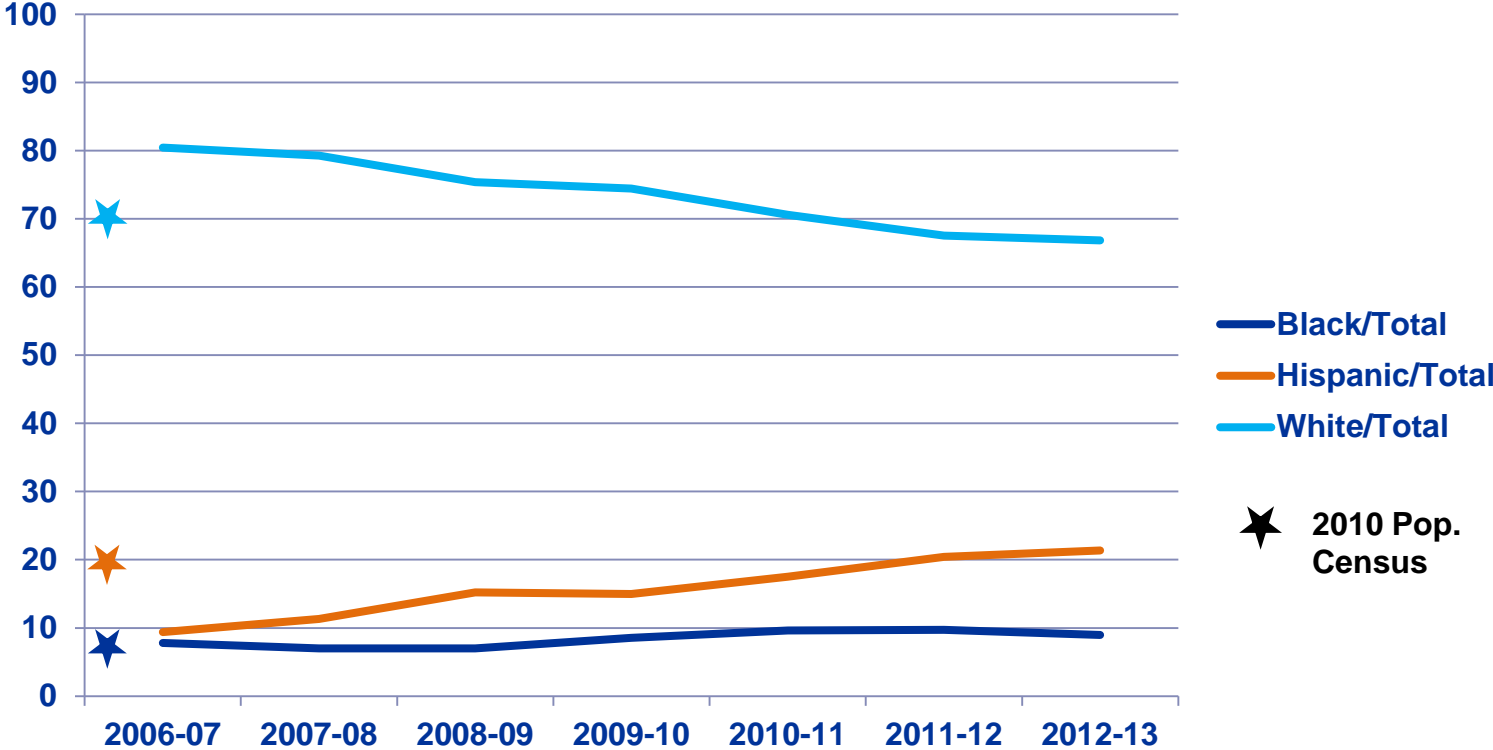


“Other” minorities are not included because of the very low numbers and corresponding percentages.

Student Enrollments by Gender

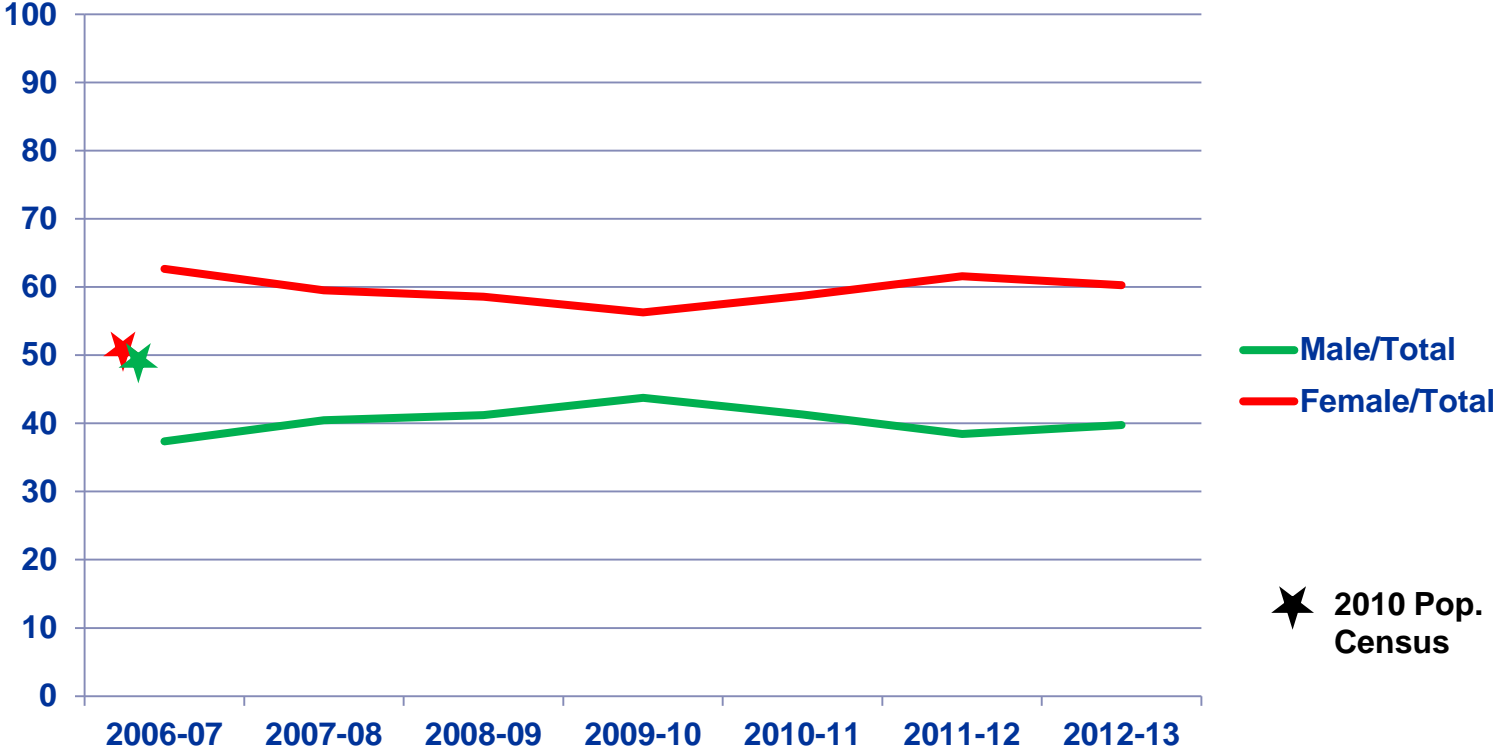


Completions by Race

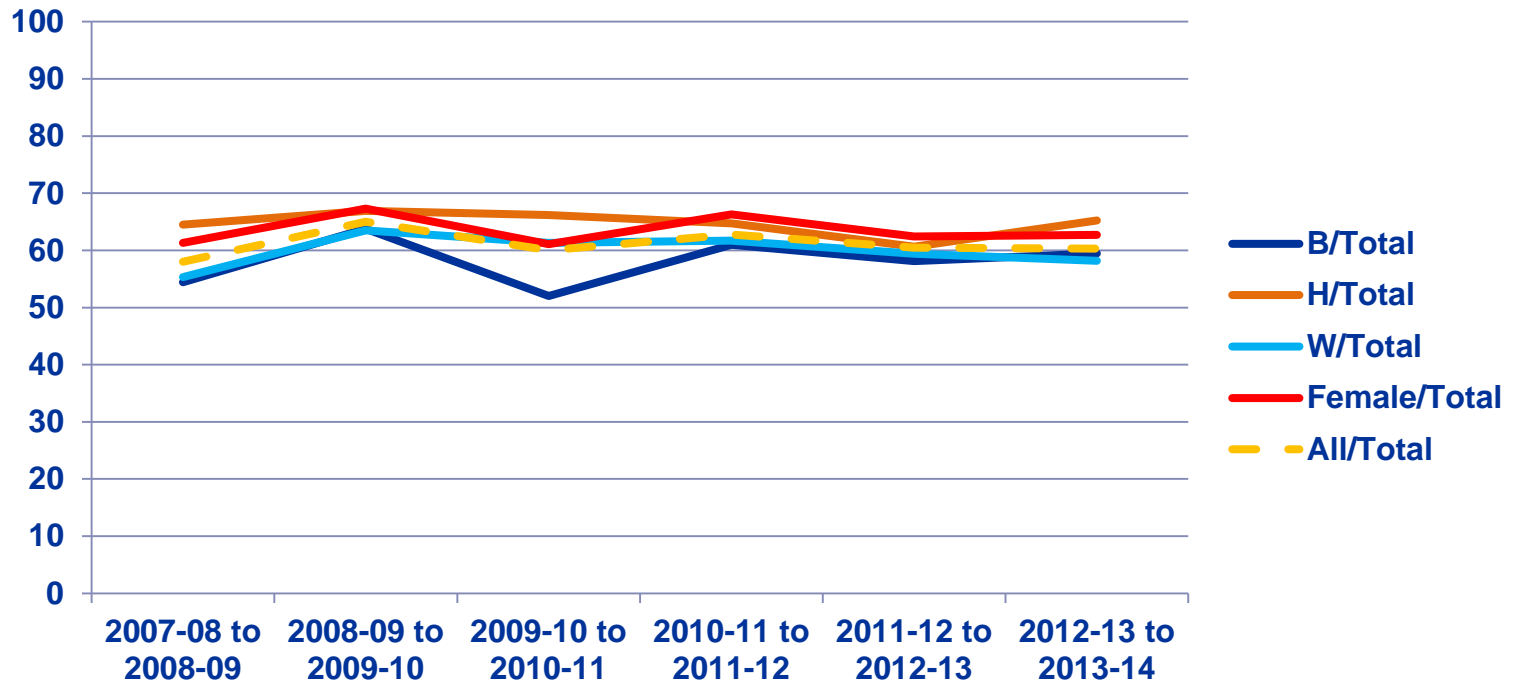


“Other” minorities are not included because of the very low numbers and corresponding percentages.

Completions by Gender

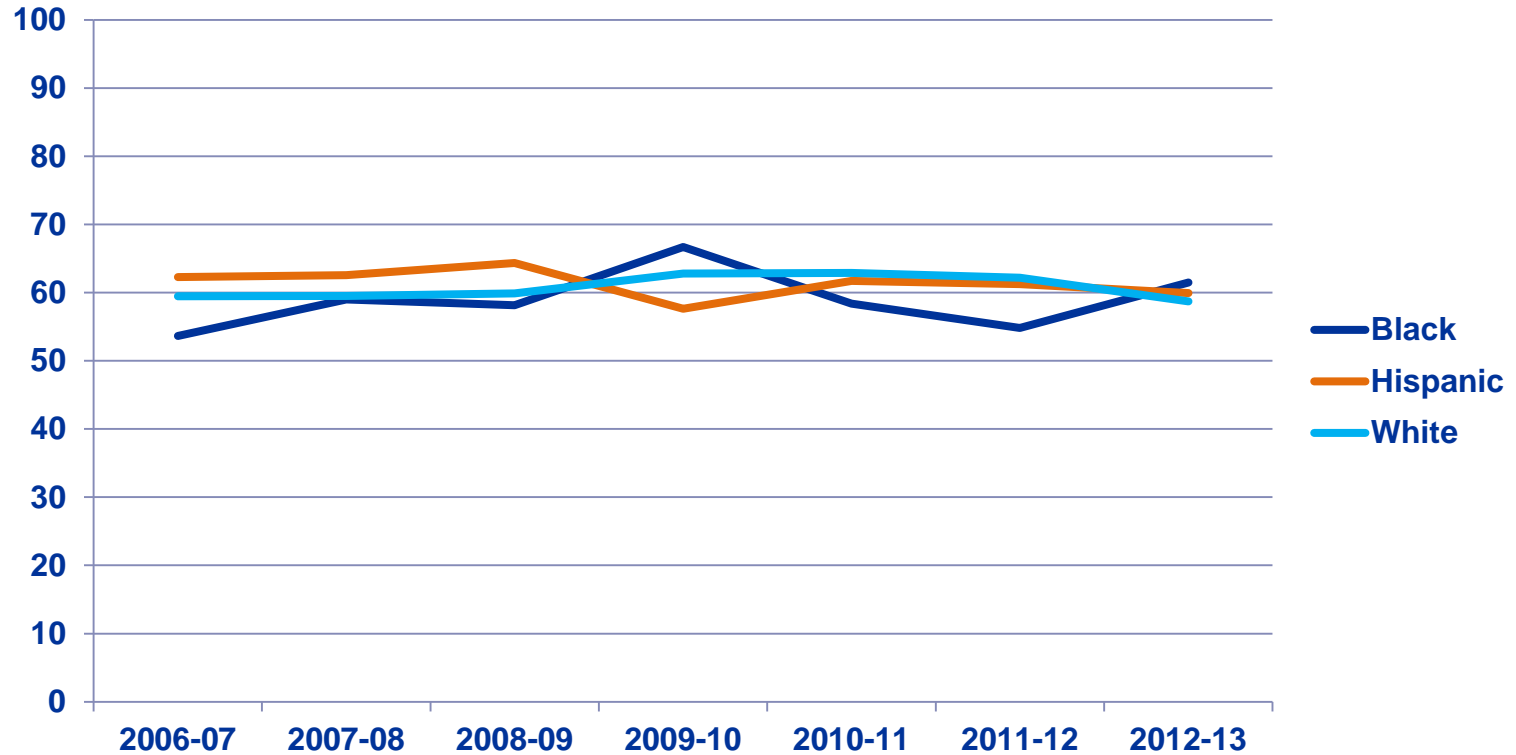


Retention: First-Time in College (FTIC) Full-Time

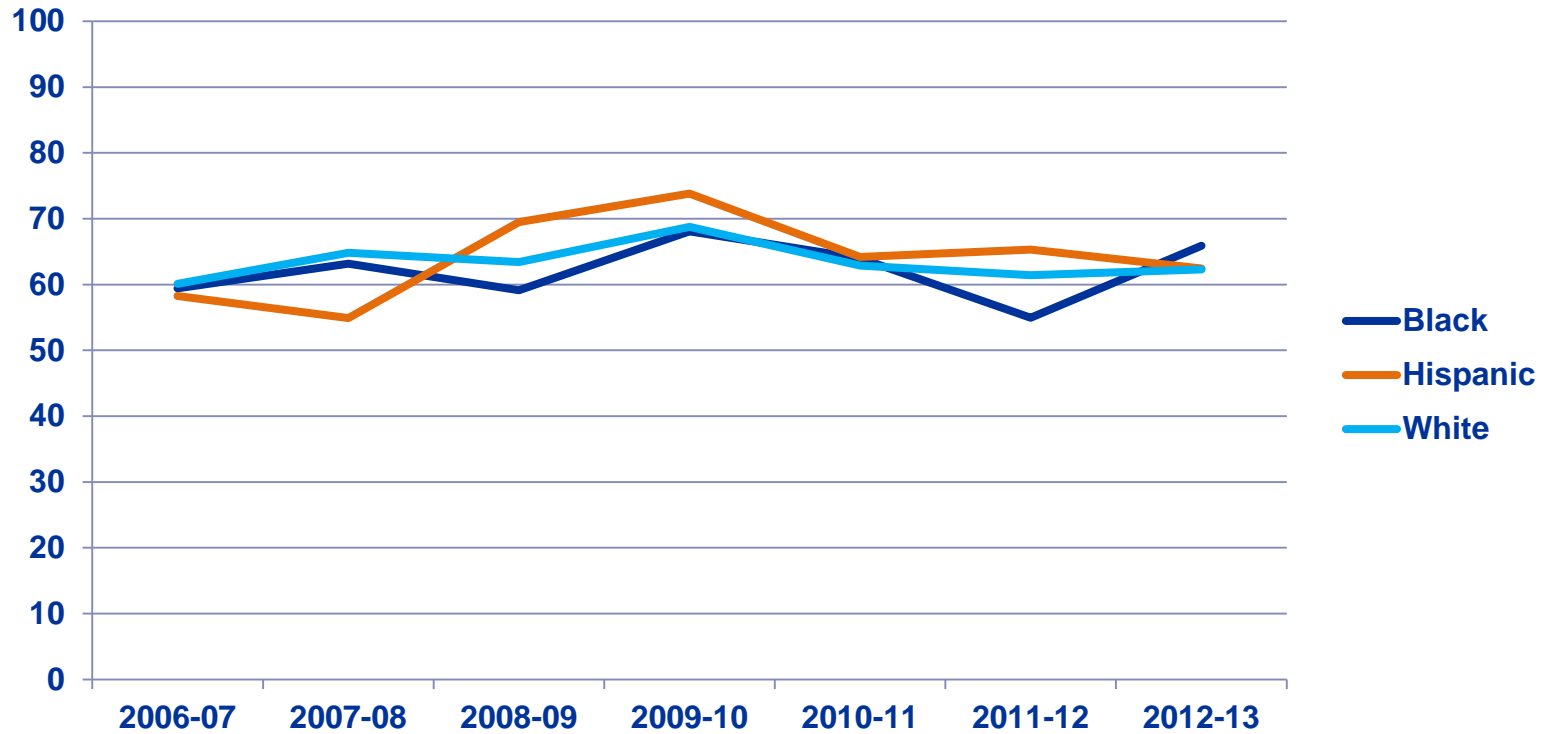


“Other” minorities are not included because of the very low numbers and corresponding percentages. The retention rates of part-time FTIC students mirror those shown here.

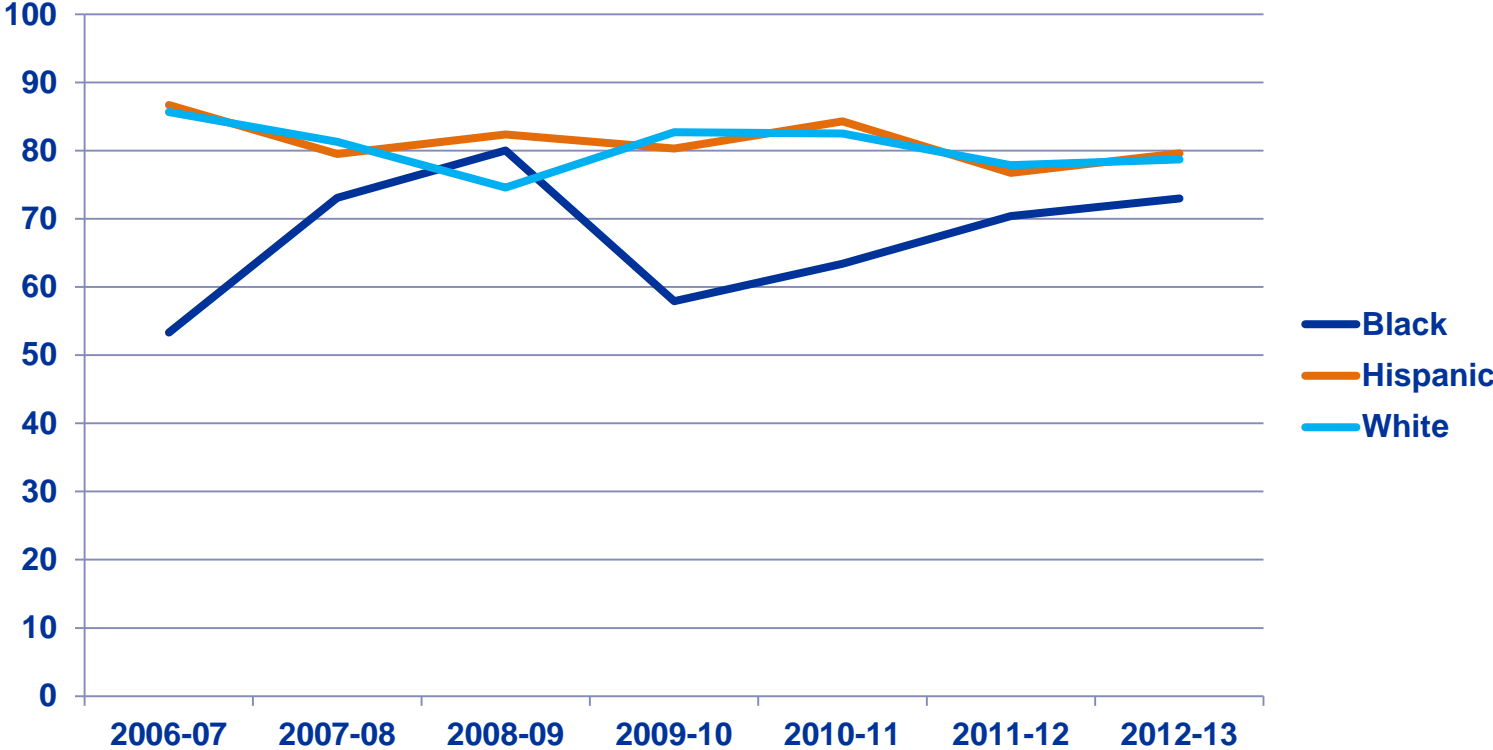
MAT 1033 Success Rates by Race



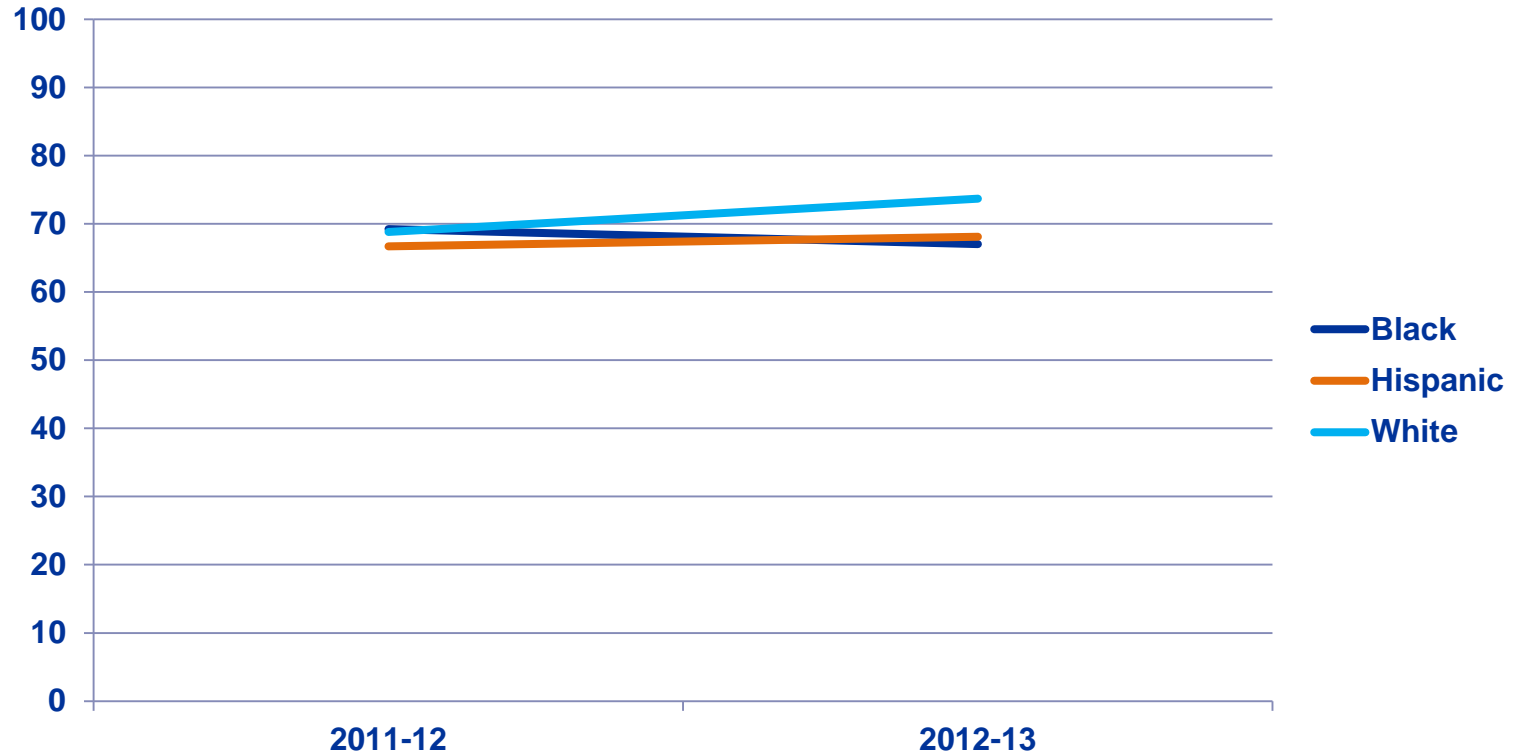
MAC 1105 Success Rates by Race



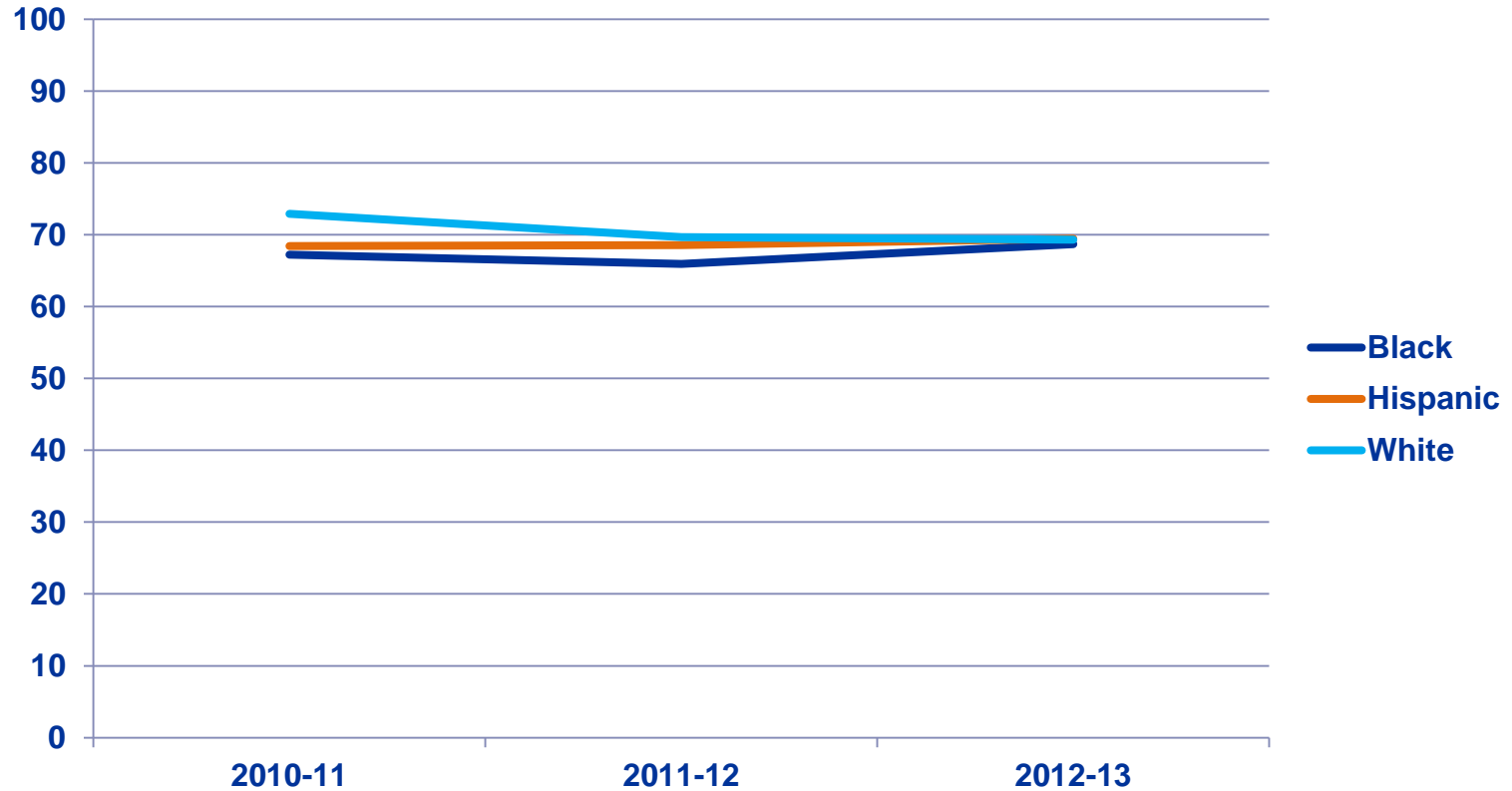
MGF 1106 Success Rates by Race



STA 2023 Success Rates by Race

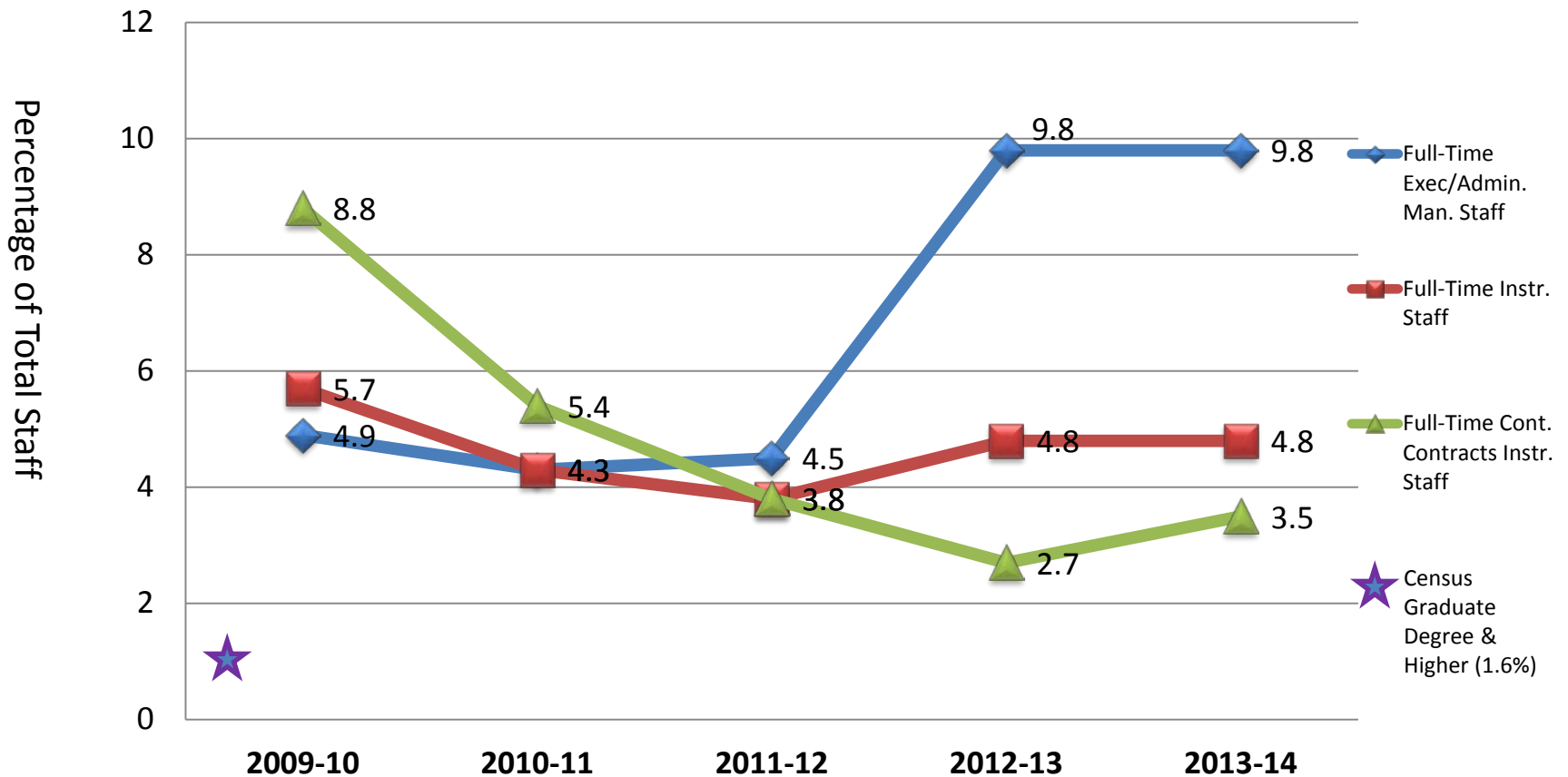


ENC 1101 Success Rates by Race

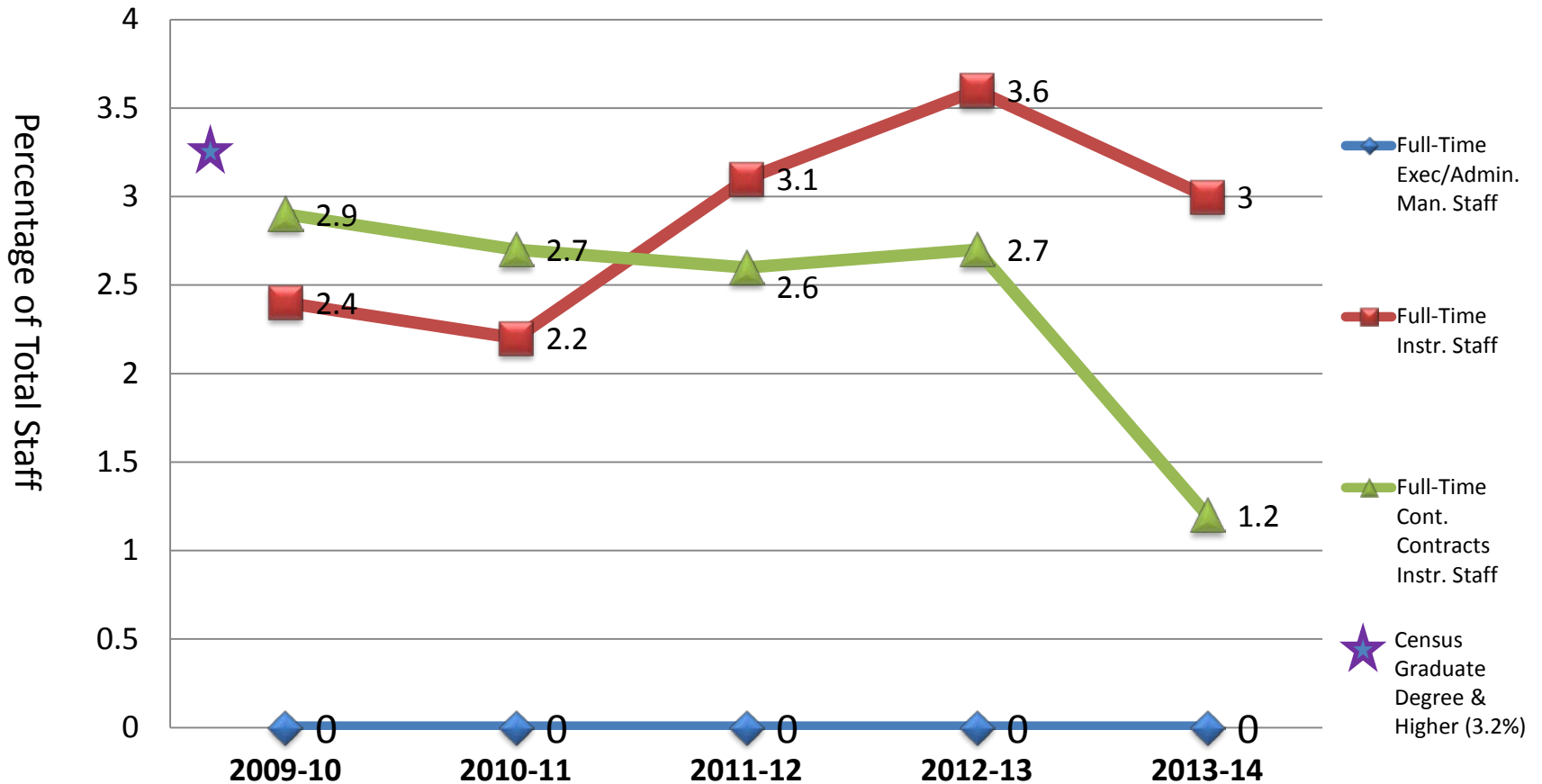


APPENDIX 7
Graphical Breakdown of Information
Contained in Part V

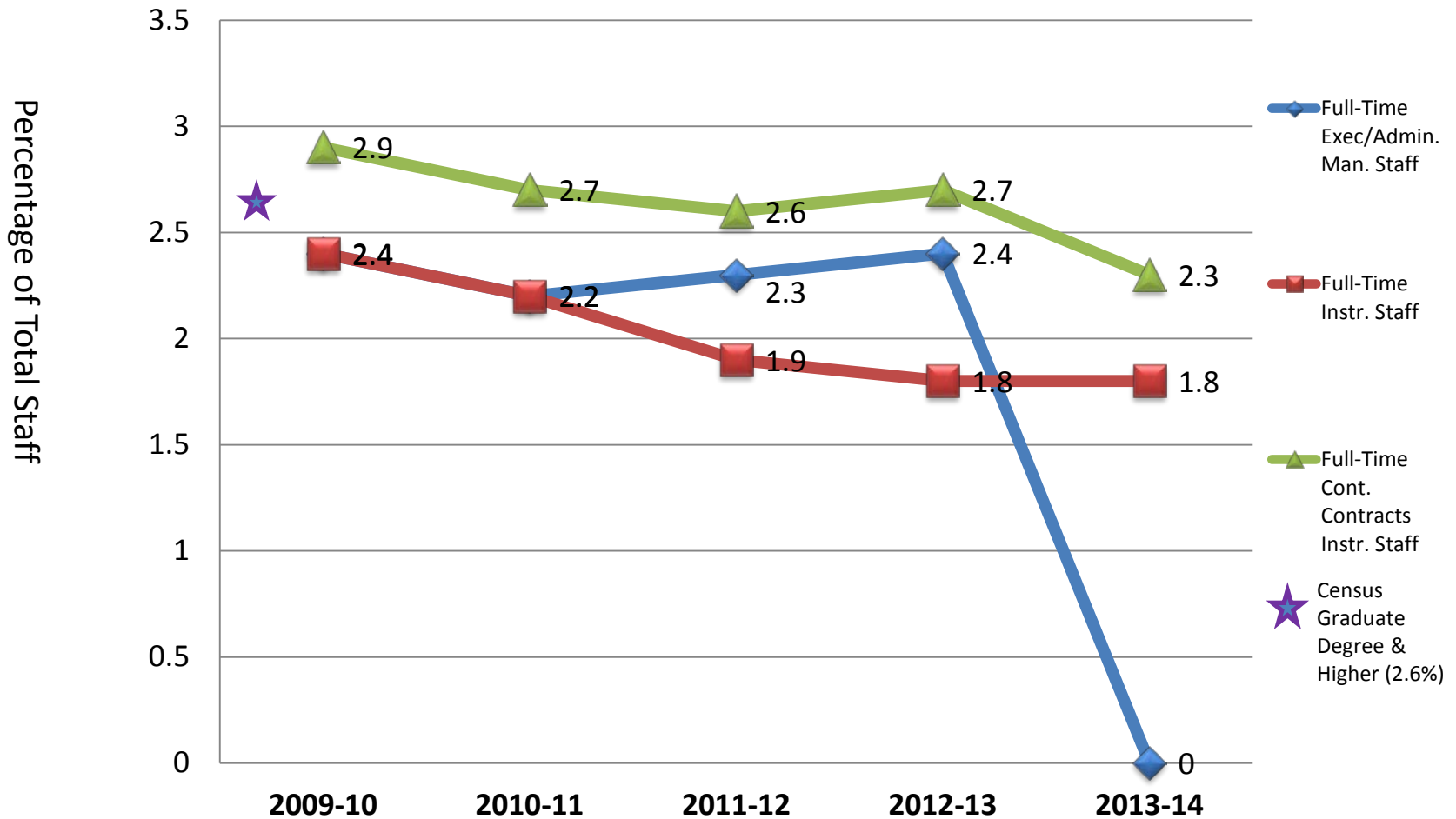
Black: Historical Track of Continuing Contracts, Full-Time Instructional Staff and Executive Management against Census



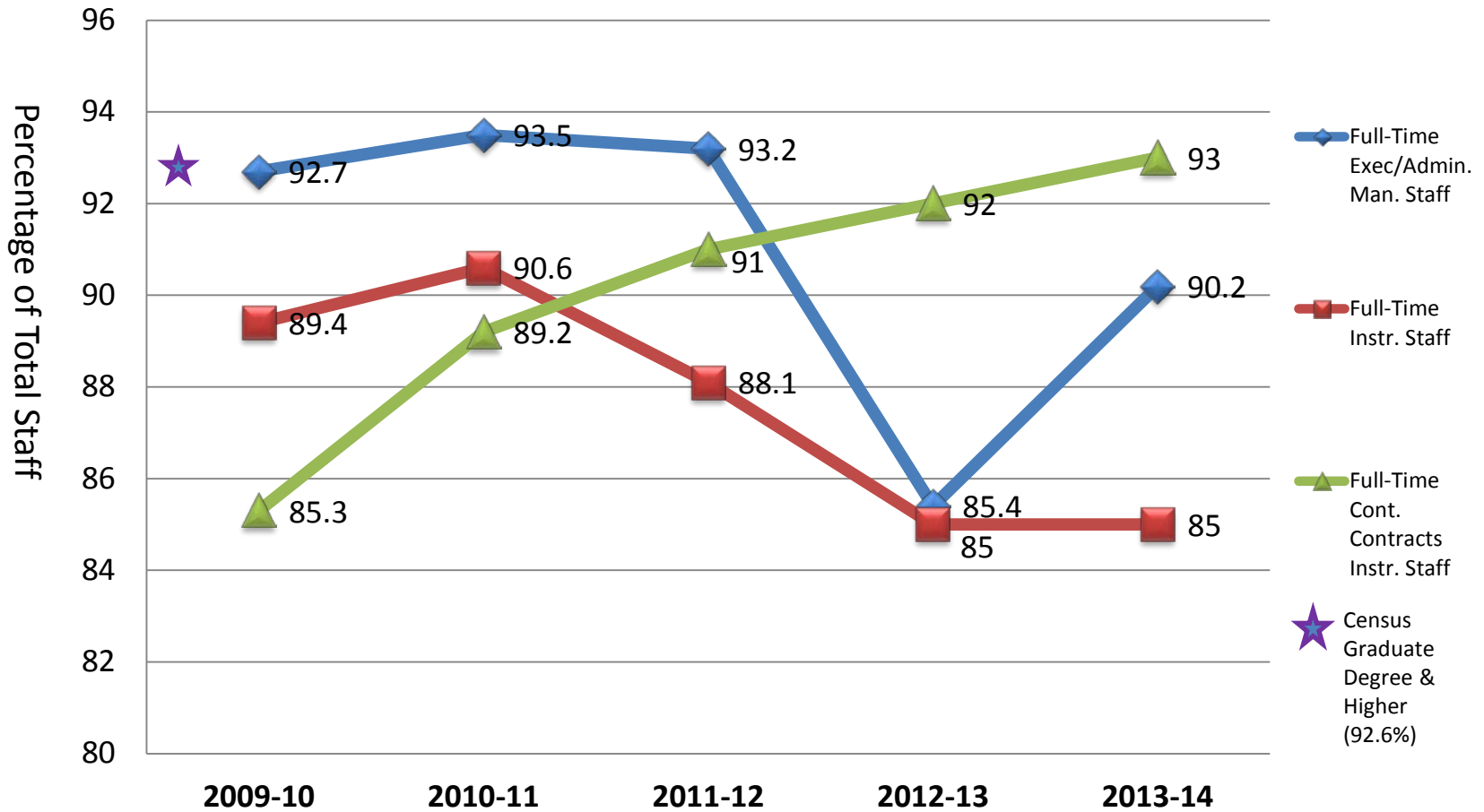
Hispanic: Historical Track of Continuing Contracts, Full-Time Instructional Staff and Executive Management against Census



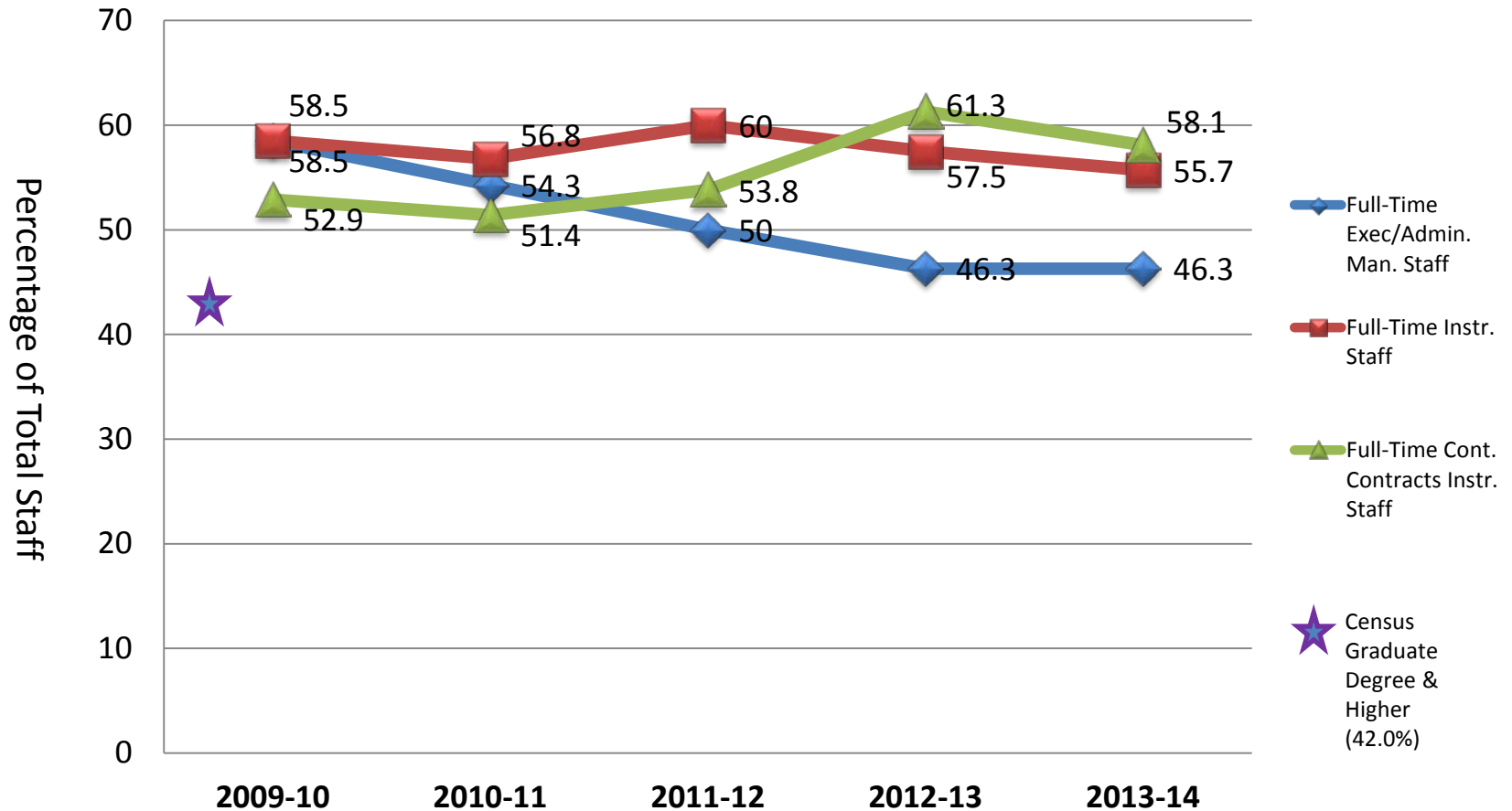
Other Minority: Historical Track of Continuing Contracts, Full-Time Instructional Staff and Executive Management against Census



White: Historical Track of Continuing Contracts, Full-Time Instructional Staff and Executive Management against Census



Females: Historical Track of Continuing Contracts, Full-Time Instructional Staff and Executive Management against Census



Males: Historical Track of Continuing Contracts, Full-Time Instructional Staff and Executive Management against Census

