2009-10 Annual Equity Update Report
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General Information and Applicable Laws for Reporting

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

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

Applicable federal civil rights laws include the following:
1. Title VI of the Civil Rights Act of 1964,
2. Section 504 of the Rehabilitation Act of 1973,
3. Title IX of the Education Amendments of 1972,
4. Age Discrimination Act of 1975, and
5. Title II of the Americans with Disabilities Act of 1990.

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

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

The College Annual Equity Update Report is due to the Florida Department of Education Division of Florida Colleges by April 30, 2010. The report should be submitted by mail to: Lynda Earls, Division of Florida Colleges, 325 West Gaines Street, Suite 1532B, Tallahassee, Florida 32399. It should also be submitted electronically to the following email address: Lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

Reviews of each college’s Annual Equity Update Report will be conducted by the DFC and will include an assessment of the college’s analysis and progress toward achievement of its goals. Comments or recommendations will be provided back to the college. Some components of the college’s annual equity update may require additional information or responses, including corrective action plans where the college has not achieved or adequately addressed its stated goals in applicable components of the plan. Each year’s report should reflect positive results and documented evidence of the college’s efforts to improve and promote diversity through equitable treatment of all persons in all academic and employment programs, activities, and practices.
PART I
Description of Plan Development

This part should be an executive summary that describes the process used to prepare the report, the persons involved in the development of the plan’s annual update, a description of the participation of any advisory groups or persons, and the date of adoption of the update report by the governing board. A cover letter may serve as Part I or it may be inserted in this section of the report.

Executive Summary:

There was a coordinated collaborative approach from key units and campus leaders at HCC to successfully meet the required and requested responses to successfully complete the Florida State Equity Report. The coordinated effort was led by former and retired HCC President Dr. Gwendolyn Stephenson. She conveyed the value of each unit’s role to contribute and ensure that HCC complies with the federal civil rights laws and applicable Florida statutes to meet the equity needs and rights of our students, staff and faculty. The annual report was delayed because of the competing required deadline to the Office of Civil Rights for Equity Site Review conducted in September, 2009. The successful completion of the 2009-10 annual equity report was finalized under leadership of Dr. Ken Atwater, who transitioned as HCC’s new Presidents on July 1, 2010.

The primary leadership team responsible for contributing to the analysis and findings for this annual equity report was: Dr. Ken Ray (VP student Affairs); Mr. Craig Johnson (VP Academic Affairs); Dr. Robert Chunn (Campus President Dale Mabry Campus) and Dean Babcock (Athletic Director); Dr. Paul Nagy (Special Assistant to the President for Institutional Research and Planning), and Sue Flaig (Executive Director of Human Resources). The Assistant to the President for Equity and Special Programs, Dr. Joan B. Holmes met and worked closely with the aforementioned HCC unit leaders to provide the data analysis and policies required to complete all sections of the equity report. Follow-ups and email communications with key unit leaders were continued until the completion of each section of the report.

The complete annual report was sent to the governing HCC Board of Trustees and reviewed by HCC’s President’s Cabinet. The Equity Officer presented the summary of the report at the monthly September 22, 2010 HCC Board of Trustees meeting. The District President (Dr. Ken Atwater) moved to approve the Report with agreed edits or recommendation from the Board. The formatting, binding and submission was finalized by the Executive Staff Assistant to the Equity Officer.

On behalf of the Hillsborough College Community of students, staff, faculty and Board of Trustees, we proudly submit this 2009-10 Equity Report and will continue to achieve the many equity goals revealed in this report and pursue the submitted equity and diversity goals and strategies to overcome disparities among our students, staff and faculty.

Respectfully yours,

Dr. Joan B. Holmes
Assistant to the President for Equity and Special Programs
PART II
Policies and Procedures Prohibiting Discrimination

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

The District Board of Trustees is the legal governing body for the operations of the College and is vested with the responsibility to operate the community college and with such necessary authority as is needed in accordance with the provisions of state laws and rules of the Florida Department of Education. The Board of Trustees focuses primarily on policy-making responsibilities rather than on day-to-day management responsibilities of the President. The Board adopts rules, procedures and policies as permitted by state statutes and rules of the Florida Department of Education, after considering recommendations submitted by the President, as are necessary to operate the College in such a manner as to assure fulfillment of the responsibilities assigned to the District Board of Trustees.

The Board of Trustees delegates to the President the authority to implement administrative procedures to enhance the efficient, effective and proper management of the College to allow for flexibility in decision-making at each level of operation.

Hillsborough Community College Procedure 6HX-10-2.02 on Rules and Procedures provides the process for implementing new rules or procedures as well as the plan for review of these rules and procedures. A brief description of the review plan is delineated below:

- The College Attorney, under the direction of the President, has the responsibility to maintain the Rules and Procedures
- Rules and Procedures are revised as necessary, however a total review takes place every 4 years
- Changes in State Rules, Statues, or other factors may indicate a review to keep HCC Rules and Procedures consistent with the necessary requirements.
- Rules and Procedures are submitted for review by the responsible administrator
- Rules and Procedures are reviewed by the administrators, Equity Officer and staff of the college
- All rules are approved by the HCC Cabinet, President and the Board of Trustees
- All rules and procedures of the college are placed in online public folders

B. Policy and Continuous Notice of Nondiscrimination and Notice of Equity Officer/Coordinator
The college must provide notification that discrimination on the basis of race, ethnicity, national origin, gender, age, disability, or marital status against a student, applicant for admission, employee, or applicant for employment in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, age, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. (Section 1000.05, F.S.; Title IX; 34 CFR 106.9; Section 504: 34 CFR 104.8)
The college shall identify a person or persons to coordinate efforts to comply and carry out its responsibilities to prohibit discrimination and adopt grievance procedures. The college shall notify all its students and employees of the name, office address and telephone number of the person designated as the equity officer or coordinator (Title IX, Section 106.8). The identity of the equity coordinator shall be included in the regular notification of the policy of nondiscrimination (Rule 6A-19.010(g)).

1. Submit a copy of the college’s notice of nondiscrimination as APPENDIX 1a. This notice should be a copy of the college’s policy of nondiscrimination as presented annually in publications, posters, or on the college’s web site; and it should include the identity of the equity coordinator(s) designated to comply and carry out its responsibilities to prohibit discrimination. Please include the citing and/or name of the document from which the notice is taken. (Example: “College Course Catalog 2009-2010”).

- The name and contact information of the official Equity Officer is:
  
  Dr. Joan B. Holmes, Hillsborough Community College,
  (District Office) – Dr. Gwendolyn W. Stephenson Center
  39 Columbia Drive, Room 716, Tampa, FL 33606.
  Telephone: 813-253-1043; Fax: 813-253-7553;
  Website: www.hccfl.edu/dao/equity--diversity-office.aspx

- HCC has an official website (www.hccfl.edu/dao/equity--diversity-office.aspx) called Equity and Diversity Office which can be accessed as a link from the college’s main homepage. It contains an official non-discriminatory statement on the home page of the website. (Appendix 1a)

- A poster (in English and Spanish) is located in all 5 HCC campus Student Centers and District Administrative Offices.

2. List some examples of publications of the college’s notice of nondiscrimination and notification of the designated coordinator or Equity Officer:

   The official notice of nondiscrimination is located in the 2010-11 HCC student handbooks and recommended to be printed in all external student publications. Pages 190/203)

- College Course Catalog 2009-2010 – Page 203
- An equity website link is located on all 5 campus homepages for easier access for students to contact equity office or file equity complaint.
- The Hawkeye Publication – Latest issue – Page 4
- Nursing Program brochures and other literature

C. Complaint or Grievance Procedure

The college shall adopt and publish a grievance procedure(s) for prompt and equitable resolution of student and employee complaints alleging discrimination. The procedure must be made readily available and should identify an alternative point of contact to file a complaint, reasonable timelines for the reporting, investigation, and a hearing of findings of the investigation. The procedure should also provide protection from retaliation and confidentiality to the extent possible. (Rule 6A-19.010(h); Section 504: 34 CFR 104.7(b); Title IX: 34 CFR 106.8(b) and Title II: 28 CFR 35.107(b))
Please submit a copy of the college’s grievance procedures for prompt and equitable resolution of student and employee complaints. Please include the citing and/or name of the document from which the procedure is taken. (Example: “Student Code of Conduct”). Reference as APPENDIX 2.

A copy of the college grievance procedure is attached. It is located on the HCC Equity and Human Resource websites. A hard copy of the grievance procedure is also located in the 2010-11 Students’ Handbook (190-203).

D. Revised Policies and Procedures
Submit as APPENDIX 3 any policies and procedures related to civil rights for which revisions have been made since submission of the college’s last Annual Equity Update Report. List the titles of any revised policies and/or procedures in this space. Policies and procedures covered in this section include:

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

No changes since last 2008-09 annual equity report.

Strategies to Overcome Underrepresented Students

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

1. Student Enrollments
Colleges will continue to examine trends in the representation of students by race and gender for First-Time-In-College (FTIC) and Overall Enrollment; however, this year’s report includes students who have self-reported a disability and national origin minority students with limited-English-Language skills. The reporting period is from 2006-07 through 2008-09. The college should evaluate enrollment trends, identify disproportionate ratios of enrollments (i.e., percentage point differences in comparison to non-minority student enrollments or increases/decreases in enrollments from one year to the next) and establish goals to increase enrollments for underrepresented students. Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing the established goals.

A. Charts reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments
### Student Participation - Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>Overall Enrollment</th>
<th>%</th>
<th>FTIC</th>
<th>Overall Enrollment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Female</td>
<td>2006-07</td>
<td>11</td>
<td>6</td>
<td>547</td>
<td>4,548</td>
<td>12%</td>
<td>95</td>
<td>112</td>
<td>4,064</td>
<td>31,625</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2007-08</td>
<td>15</td>
<td>5</td>
<td>460</td>
<td>4,344</td>
<td>11%</td>
<td>80</td>
<td>123</td>
<td>4,110</td>
<td>32,349</td>
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<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>2</td>
<td>7</td>
<td>440</td>
<td>3,634</td>
<td>12%</td>
<td>62</td>
<td>120</td>
<td>4,401</td>
<td>34,114</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>2006-07</td>
<td>16</td>
<td>6</td>
<td>427</td>
<td>4,548</td>
<td>9.4%</td>
<td>84</td>
<td>45</td>
<td>2,153</td>
<td>31,625</td>
<td>6.8%</td>
<td></td>
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<td></td>
<td></td>
<td>2007-08</td>
<td>4</td>
<td>4</td>
<td>375</td>
<td>4,344</td>
<td>8.6%</td>
<td>72</td>
<td>45</td>
<td>2,149</td>
<td>32,349</td>
<td>6.6%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2008-09</td>
<td>1</td>
<td>5</td>
<td>318</td>
<td>3,634</td>
<td>8.8%</td>
<td>45</td>
<td>39</td>
<td>2,442</td>
<td>34,114</td>
<td>7.2%</td>
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<td>TOTAL</td>
<td></td>
<td>2006-07</td>
<td>27</td>
<td>12</td>
<td>974</td>
<td>4,548</td>
<td>21%</td>
<td>179</td>
<td>157</td>
<td>6,217</td>
<td>31,625</td>
<td>20%</td>
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<td>2007-08</td>
<td>19</td>
<td>9</td>
<td>835</td>
<td>4,344</td>
<td>19%</td>
<td>152</td>
<td>168</td>
<td>6,259</td>
<td>32,349</td>
<td>19%</td>
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<td>2008-09</td>
<td>3</td>
<td>12</td>
<td>758</td>
<td>3,634</td>
<td>21%</td>
<td>107</td>
<td>159</td>
<td>6,843</td>
<td>34,114</td>
<td>20%</td>
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</table>

Source: Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). 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: Hillsborough

Student Participation-Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment %</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>Overall Enrollment %</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEP</td>
<td>DIS</td>
<td>Total</td>
<td>FTIC Overall Enrollment %</td>
<td>LEP</td>
<td>DIS</td>
<td>Total</td>
<td>Overall Enrollment %</td>
<td></td>
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</table>

**Source:** Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). 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).

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Florida College System

College: Hillsborough

Student Participation-Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment %</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>Overall Enrollment %</th>
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</thead>
<tbody>
<tr>
<td>LEP</td>
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<td>Total</td>
<td>FTIC Overall Enrollment %</td>
<td>LEP</td>
<td>DIS</td>
<td>Total</td>
<td>Overall Enrollment %</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Source:** Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009). 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: Hillsborough

#### Student Participation - Enrollments

<table>
<thead>
<tr>
<th>RACE</th>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
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<tr>
<td>White</td>
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<td>2006-07</td>
<td>7</td>
<td>31</td>
<td>1,007</td>
<td>4,548</td>
<td>22%</td>
<td>102</td>
<td>262</td>
<td>9,689</td>
<td>31,625</td>
<td>31%</td>
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<td>2007-08</td>
<td>10</td>
<td>22</td>
<td>997</td>
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<td>23%</td>
<td>84</td>
<td>260</td>
<td>9,629</td>
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<td>30%</td>
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<td>2008-09</td>
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<td>882</td>
<td>3,634</td>
<td>24%</td>
<td>72</td>
<td>269</td>
<td>9,801</td>
<td>34,114</td>
<td>29%</td>
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<tr>
<td>Male</td>
<td></td>
<td>2006-07</td>
<td>10</td>
<td>31</td>
<td>1,162</td>
<td>4,548</td>
<td>26%</td>
<td>72</td>
<td>263</td>
<td>7,744</td>
<td>31,625</td>
<td>24%</td>
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<td></td>
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<td>2007-08</td>
<td>12</td>
<td>26</td>
<td>1,091</td>
<td>4,344</td>
<td>25%</td>
<td>73</td>
<td>263</td>
<td>7,883</td>
<td>32,349</td>
<td>24%</td>
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<td></td>
<td>2008-09</td>
<td>4</td>
<td>37</td>
<td>867</td>
<td>3,634</td>
<td>24%</td>
<td>54</td>
<td>289</td>
<td>8,270</td>
<td>34,114</td>
<td>24%</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>2006-07</td>
<td>17</td>
<td>62</td>
<td>2,169</td>
<td>4,548</td>
<td>48%</td>
<td>174</td>
<td>525</td>
<td>17,433</td>
<td>31,625</td>
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<td>2007-08</td>
<td>22</td>
<td>48</td>
<td>2,088</td>
<td>4,344</td>
<td>48%</td>
<td>157</td>
<td>523</td>
<td>17,512</td>
<td>32,349</td>
<td>54%</td>
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<td></td>
<td>2008-09</td>
<td>5</td>
<td>62</td>
<td>1,749</td>
<td>3,634</td>
<td>48%</td>
<td>126</td>
<td>558</td>
<td>18,071</td>
<td>34,114</td>
<td>53%</td>
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</table>

**Source:** Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

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).

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### Florida College System

#### College: Hillsborough

#### Student Participation - Enrollments

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Total</th>
<th>FTIC Overall Enrollment</th>
<th>%</th>
<th>Overall Enrollments</th>
<th>%</th>
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<tbody>
<tr>
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**Source:** Student Data Base (2006-07, 2007-08, AND 2008-09) Annual Unduplicated Counts. Fl. DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

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).
B. Provide an analysis of the data and identify areas of disproportionate enrollment. Identify the method by which enrollment is considered disproportionate and identify any areas for improvement if the analysis indicates improvement is warranted.

FTIC Enrollment Patterns by race and gender from 2006-07 to 2008-09

**Black**
- There was an 8.5% increase of Black students enrolled over the past 3 years. There were 6,259 in 2006 to 6,843 in 2009. This increase is due primarily to an increasing number of continuing and adult Black students enrolled at HCC.
- Black students constitute 21% of the total FTIC 2009 enrollment which is 6% higher than 2008 Hillsborough County census demographic data (15.4%).
- There has been a precipitous decline (22%) in enrollment of Black FTIC students from 924 in 2006 to 758 in 2009, but a 1% increase (19% to 20%) in overall enrollment from 2007-08.
- There was a 10% disparity between Black FTIC males (25%) when compared to Black females (15%) during 2008-09.

**Disability and LEP Students**
- There was a less than a 1% decline for students with self reported disabilities but a 29% decline of LEP students. (152 to 107).

**Hispanic**
- The overall enrollment of Hispanic students increased 14% from 6,608 in 2006-07 to 7,661 in 2008-09, thus constituting 22% of the total HCC enrollment.
- Continuing and/or adult Hispanic student enrollment increased 7% from 2007-08.
- The 22% Hispanic student enrollment mirrors the 2008 U.S. census demographic data of Hillsborough County (22%).
- There was a 20% decline of Hispanic FTIC students enrolled (1,224 in 2006-07 to 981 from 2008-09).
- There was an 8% disparity in enrollment between FTIC Hispanic student males (469) and females (512) during 2008-09.

**White**
- There was a 3% increase in the overall enrollment of white students from 17,433 in 2006-07 to 18,071.
- There was also an 1.8% decline in FTIC enrollment of white students between 2006-07 (2,169) and 2008-09 (1,769).
- There is little disparity between FTIC white females (882) and males (867) during the 2008-09 (less than 2%).
- There was a 16% gender disparity between 9,801 white females compared to 8,270 white males for the total enrollment during 2008-09.
In summary, the following analysis of enrollment data revealed the following:

- HCC does not have a disproportionate enrollment of diverse students. The percentage of enrollment is almost congruent with Hillsborough County’s 2009 Census Data.
- There is a 25% disparity in FTIC enrollment between all males and females enrolled at HCC during the 2008-09 academic year. (19,492 females and 14,622 males)
- There is a significant gender disparity between FTIC Black and Hispanic males and females.
- There is a decline trend of FTIC enrollment in all student groups from 2007-08 to 2008-09.
- There is increased enrollment of continuing and adult students especially among Black and Hispanic students from 2007-08 to 2008-09.
- There is a significant decline of FTIC black, Hispanic and other students with learning disabilities. This FTIC decline correlates with overall enrollment of black, Hispanic, other and white students.

C. Achievement of goals and timelines: Based on the data, modify goals for 2010-11 through 2012-13 as necessary. Report goals below.

FTIC increased enrollment by 7% for the 2010-11 through 2012.

- More aggressive efforts to recruit more FTIC students from targeted Hillsborough high schools.
- Continued focus in the recruitment of returning and adults students at all ethnic and racial levels.
- Enhance HCC publications to include more males to increase recruitment efforts.
- Target high schools in the Tampa Bay area with larger enrollment of Black and Hispanic students with special focus on male students.
- Aggressively seek external funds to recruit, retain and graduate Black, Hispanic and Asian students.
- Continue to have ethnic and cultural celebrations throughout the year as an integral part of the academic and social fabric of the college i.e. Native American activities in November; Hispanic celebrations in October, Black History Month activities in February.
- Continue efforts to recruit through involvement with community groups and co-sponsorship of programs such "Success is a Choice," primarily focusing on the enrollment of black and Hispanic high school students.
- Continue to provide college exploration programs focusing on middle and high school students such as Talent Search (TRIO); CROP; Dual Enrollment.

D. Based on the analysis and goals, 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.

HCC does not have a disproportionate enrollment of diverse students. In fact, the minority student enrollment is almost congruent with the 2009 the Hillsborough County US Census Data. However, an analysis of FTIC enrollment data revealed that there is a trend of large disparities between Black and Hispanic male and female students, therefore, it is recommended that greater efforts/strategies are implemented to recruit more male students from targeted high schools in Hillsborough County for the 2010-11 academic year.
2. **Student Completions (college degree and certificate programs)**

This year’s report evaluates degree and certificate completions from 2006-07 to 2008-09 by race, gender, disability, and minority limited-English-language skills of students achieving A.A. Degrees, A.S. Degrees, or Certificates of Completions (Career Technology, PSAV). A.A.S. Degrees are included in the data for A.A. Degrees. The college should evaluate the completion trends and establish goals that it determines are appropriate for increasing completions of underrepresented students in 2010/11 through 2012/13. Colleges will continue to assess progress, modify goals, and develop new methods and strategies for accomplishing the goals in areas where completions have not been in alignments with goals.

A. Charts reflecting Program Completions by AA and AS Degrees and by Certificates

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<tr>
<td><strong>Student Participation/Completions</strong></td>
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<th>% LEP</th>
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DDE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total completions are reflected for each Degree/Certificate category including the white population, 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. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled
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Source: AA1A2007, AA1A2008, AA1A2009

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Total completions are reflected for each Degree/Certificate category including the white population, 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. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled
Florida College System

College: Hillsborough

Student Participation/Completions

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<th>%</th>
<th>LEP</th>
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<td>2008-09</td>
<td>5</td>
<td>18</td>
<td>455</td>
<td>1,873</td>
<td>24.3</td>
<td>0</td>
<td>6</td>
<td>85</td>
<td>516</td>
<td>16.5</td>
<td>0</td>
<td>6</td>
<td>580</td>
<td>1,150</td>
<td>50.4</td>
</tr>
<tr>
<td>White Total</td>
<td>2006-07</td>
<td>10</td>
<td>47</td>
<td>984</td>
<td>1,513</td>
<td>65.0</td>
<td>3</td>
<td>7</td>
<td>374</td>
<td>521</td>
<td>71.8</td>
<td>1</td>
<td>17</td>
<td>621</td>
<td>901</td>
<td>68.9</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>14</td>
<td>34</td>
<td>976</td>
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<td>61.4</td>
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<td>356</td>
<td>533</td>
<td>66.8</td>
<td>1</td>
<td>13</td>
<td>699</td>
<td>1,029</td>
<td>67.9</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>8</td>
<td>44</td>
<td>1,138</td>
<td>1,873</td>
<td>60.8</td>
<td>2</td>
<td>16</td>
<td>337</td>
<td>516</td>
<td>65.3</td>
<td>0</td>
<td>8</td>
<td>760</td>
<td>1,150</td>
<td>66.1</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, 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. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: Hillsborough

Student Participation/Completions

<table>
<thead>
<tr>
<th>Class</th>
<th>Rpt Year</th>
<th>LEP</th>
<th>DIS</th>
<th>Num</th>
<th>Total</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Num</th>
<th>Total</th>
<th>%</th>
<th>LEP</th>
<th>DIS</th>
<th>Num</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2006-07</td>
<td>27</td>
<td>39</td>
<td>911</td>
<td>1,513</td>
<td>60.2</td>
<td>10</td>
<td>8</td>
<td>375</td>
<td>521</td>
<td>72.0</td>
<td>5</td>
<td>9</td>
<td>234</td>
<td>901</td>
<td>26.0</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>32</td>
<td>28</td>
<td>970</td>
<td>1,590</td>
<td>61.0</td>
<td>14</td>
<td>14</td>
<td>392</td>
<td>533</td>
<td>73.6</td>
<td>3</td>
<td>5</td>
<td>264</td>
<td>1,029</td>
<td>25.7</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>23</td>
<td>45</td>
<td>1,129</td>
<td>1,873</td>
<td>60.3</td>
<td>11</td>
<td>19</td>
<td>395</td>
<td>516</td>
<td>76.6</td>
<td>11</td>
<td>7</td>
<td>302</td>
<td>1,150</td>
<td>26.3</td>
</tr>
<tr>
<td>Male</td>
<td>2006-07</td>
<td>19</td>
<td>25</td>
<td>602</td>
<td>1,513</td>
<td>39.8</td>
<td>2</td>
<td>4</td>
<td>146</td>
<td>521</td>
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<td>667</td>
<td>901</td>
<td>74.0</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>19</td>
<td>26</td>
<td>620</td>
<td>1,590</td>
<td>39.0</td>
<td>2</td>
<td>7</td>
<td>141</td>
<td>533</td>
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<td>2</td>
<td>11</td>
<td>765</td>
<td>1,029</td>
<td>74.3</td>
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<tr>
<td></td>
<td>2008-09</td>
<td>21</td>
<td>29</td>
<td>744</td>
<td>1,873</td>
<td>39.7</td>
<td>2</td>
<td>7</td>
<td>121</td>
<td>516</td>
<td>23.5</td>
<td>13</td>
<td>10</td>
<td>848</td>
<td>1,150</td>
<td>73.7</td>
</tr>
<tr>
<td>Total</td>
<td>2006-07</td>
<td>46</td>
<td>64</td>
<td>1,513</td>
<td>1,513</td>
<td>100</td>
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<td>521</td>
<td>521</td>
<td>100</td>
<td>12</td>
<td>24</td>
<td>901</td>
<td>901</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>51</td>
<td>54</td>
<td>1,590</td>
<td>1,590</td>
<td>100</td>
<td>16</td>
<td>21</td>
<td>533</td>
<td>533</td>
<td>100</td>
<td>5</td>
<td>16</td>
<td>1,029</td>
<td>1,029</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>44</td>
<td>74</td>
<td>1,873</td>
<td>1,873</td>
<td>100</td>
<td>13</td>
<td>26</td>
<td>516</td>
<td>516</td>
<td>100</td>
<td>24</td>
<td>17</td>
<td>1,150</td>
<td>1,150</td>
<td>100</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
Total completions are reflected for each Degree/Certificate category including the white population, 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. 2010 data is not available. LEP = Limited English Proficiency and DIS = Disabled
B. Provide an analysis of the data and identify areas of disproportionate completions. Identify the benchmark used by the college to determine disproportionate completions and identify any areas for improvement if the analysis indicates improvement is warranted. Comparisons could include variances in the rates of increases/decreases over the last three years or other notable variances.

**Completion Rates** – Benchmark used to analyze the following completion rate data was comparison from previous 2008-09 year and completion trends over the 3 year period.

**AA Degree Completion Trends between 2006-07 and 2008-09**

<table>
<thead>
<tr>
<th>Race</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>- There was an overall 18% increase from 221 to 270 during 2008-09.</td>
</tr>
<tr>
<td></td>
<td>- During same period, there is an increase completion rate between females at 20% (137 to 172) in comparison to males at 15% (84 to 98).</td>
</tr>
<tr>
<td></td>
<td>- A 42% disparity exists between males (98) and females (172) during 2008-09.</td>
</tr>
<tr>
<td>Hispanic</td>
<td>- There was a 30% increase from 257 to 368.</td>
</tr>
<tr>
<td></td>
<td>- There was a 31% disparity between males (149) and females (219).</td>
</tr>
<tr>
<td>White</td>
<td>- There was 13% increase from 976 to 1,138 during 2008-09.</td>
</tr>
<tr>
<td></td>
<td>- There was a 33% disparity between males (455) and females (683) during 2008-09.</td>
</tr>
</tbody>
</table>

**AS Degree Completion Trends between 2006-07 and 2008-09**

<table>
<thead>
<tr>
<th>Race</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>- There was an increase of 27% from 56 to 77.</td>
</tr>
<tr>
<td></td>
<td>- There was a 66% disparity between males and females in completion rates.</td>
</tr>
<tr>
<td>Hispanic</td>
<td>- There was a 9% decline from 77 to 70.</td>
</tr>
<tr>
<td></td>
<td>- There was a 77% disparity between females and males with females earning 54 degrees and males earning 16 during 2008-09.</td>
</tr>
<tr>
<td>White</td>
<td>- There was 10% decline completion rate.</td>
</tr>
<tr>
<td></td>
<td>- There was a 74% disparity between males with 85 and females with 252 completions.</td>
</tr>
</tbody>
</table>

**Certificate Completion Trends**

- Overall there was an increase in certificate completion rates among all racial categories.
- However, there is an increasing gender disparity in completion among Black, White and Hispanic males. The largest disparity is among Hispanic males at 66% (155 to 52) and White males at 69% (580 to 180).

**Summary**

HCC’s overall guidance for graduation rates are based on the state accountability tables, and comparing HCC to the statewide average. HCC is slightly below the state average however, programs are being developed to improve graduation rates at all levels. The ultimate completion (graduation) goals of HCC are to graduate students at a rate more aligned with the demographics enrollment of HCC. Thus, the following comparison exists for the 2009 academic year:

- Completion rate disparities continue to exist between Black, Hispanic and White students.
- The most significant completion rate gain from 2007-08 to 2008-09 was among Hispanic students.
• The greatest gender disparity exists between women and men in all racial categories with Black and Hispanic males having the largest disparity.
• Certificate completion has the largest gender disparity with men completing 50% higher than women.

C. Achievement of goals and timelines: Based on the data, modify goals for 2010-11 through 2012-13 as necessary. Report goals below.

- Raise the completion numbers for all FTICs, students enrolled at HCC by 10% by 2011.
- Increase the completion rates of Blacks and Hispanics by 3% for 2010-11 and 5% for 2012-13.
- Recruitment and promotion literature for certificate program will focus and include more women in programs that are overrepresented by males.

D. Based on the analysis and goals, list the methods and strategies to be 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.

- E-advising will continue to be piloted, which will provide students with an academic planning system which will allow them to be more strategic in their registration behaviors and result to greater certificate and associate degree completions.
- The College is piloting auto-graduating approaches that will allow the institution to identify a greater number of completers and to process them more affluently.
- The College is also modifying graduation requirements and policies to allow for auto-graduation and reduce the cost to encourage more students to apply for graduation.
- The College is constantly increasing and improving its academic support services for all students which will allow for greater student success and for underrepresented students as well.
- The College will be aggressively planning to provide more female students with information about possibilities to increase certificate completion in programs that are overrepresented by men.

3. Student Retention by Race and Gender

The College 2009-10 Update Report should include analysis of methods and strategies used by the college to increase persistence and retention of FTIC students returning for a second year. Data is provided for full-time and part-time students by race and gender for two years comparisons; Fall 2007-08 FTIC students returning Fall 2008-09 and Fall 2008-09 FTIC students returning Fall 2009-10.

A. FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th>Florida College System</th>
<th>College: Hillsborough</th>
<th>Full-Time Student Retention (FTIC)2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Resident Aliens</td>
<td>Black</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>FTIC</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Num. Retained</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
B. Provide an analysis by race and by gender of the progress made in increasing retention rates of full-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.

- Overall retention increased 1%.
- Black retention increased 5.4%.
- White retention increased 6.2%.
- Hispanic students retention rate was 8% higher than white students.
- Asian student retention was highest amongst all students.
- Still a consistent gap between Black and White retention of approximately 11%.
- Non-resident retention slipped about 2%, but with significant enrollment increase.
- There was a 1% decrease in Female student retention.
- Male student retention rates were lower across all racial categories except non-resident and American Indian.
- However, there was an overall increase in retention rates among all races.
Fall 2008-Fall 2009 - Student Retention Rate by Race and Percent

<table>
<thead>
<tr>
<th></th>
<th>Males %</th>
<th>Females %</th>
<th>Combined %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>57</td>
<td>61</td>
<td>59</td>
</tr>
<tr>
<td>American Indian</td>
<td>67</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>Asian</td>
<td>75</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>White</td>
<td>64</td>
<td>67</td>
<td>65</td>
</tr>
<tr>
<td>Overall</td>
<td>64</td>
<td>68</td>
<td>66</td>
</tr>
</tbody>
</table>

- Overall, part-time retention rate is at 48% during 2008-09, slight increase from 45% during 2007-08.

C. Identify methods and strategies the college will implement in efforts to increase the retention rates of 2009-10 full-time FTIC students returning 2010-11:

Both College and state data have indicated that students who have taken the College Success course, SLS 1501, have higher retention rates than students who have not. This is especially true for students in prep. The College will be scaling up its SLS offerings to allow for advising all preparatory students to take the College Success Course during their first term – although the need for a major increase in the number of sections and faculty to teach those sections means that this will have to be phased in. This should be helped with the hiring of full-time SLS faculty at HCC for the first time for the 10/11 academic year.

In addition, various activities will be occurring at our campuses to increase the institutional engagement with all FTIC students during their first year, and to reach out to those who have stopped-out to offer them additional help and advising to re-start their academic careers.

E-advising continues be piloted, which will provide students with an academic planning system to allow them to be more strategic in their registration behaviors which should allow for greater retention.

HOPE Scholars Program will be implemented for the 2010-11 academic year as a pilot. Creation and implementation of HOPE Scholars Program which will provide an academic support and faculty mentoring program designed to improve the retention, 4-year college transfers and graduation rates at HCC. The central focus is to provide structured academic, mentoring, personal and cultural activities to empower motivate and support these targeted Black and Hispanic male students to succeed academically at HCC. This program will provide a structured faculty mentoring and support system to increase the opportunities for these students to successfully earn an AA/AS degrees and/or transfer to a four year colleges.

Require all FTIC students to meet with academic advisors at critical junctures in their program of study such as at the attainment of 15, 30, & 45 earned college credits respectively.
- Continue the development and participation in national mentoring programs such as the One Hundred Black Men
- Increase student awareness of the value of men completing college through participation in the HCC sponsored national conference entitled Black, Brown & College Bound
- Continue to provide activities and networking with community outreach programs such as "Success is a Choice."
- HCC will use the Dreamkeepers Fund to provide emergency funding for students to prevent "stopping out."

### D. PART-TIME STUDENTS

<table>
<thead>
<tr>
<th>Florida College System</th>
<th>College: Hillsborough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time Student Retention (FTIC) 2007-08 Fall Beginning-of-Term to 2008-09 Fall Beginning-of-Term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Resident Alien</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>FTIC</td>
<td>2</td>
</tr>
<tr>
<td>Num. Retained</td>
<td>2</td>
</tr>
<tr>
<td>% Retained</td>
<td>100</td>
</tr>
</tbody>
</table>

Preliminary Student Data Base 2007-08 Fall Beginning-of-Term = IPEDS Fall 2007 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2008-09 Fall Beginning-of-Term = IPEDS Fall Enrollment

<table>
<thead>
<tr>
<th>Florida College System</th>
<th>College: Hillsborough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time Student Retention (FTIC) 2008-09 Fall Beginning-of-Term to 2009-10 Fall Beginning-of-Term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Resident Alien</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>FTIC</td>
<td>17</td>
</tr>
<tr>
<td>Num. Retained</td>
<td>12</td>
</tr>
<tr>
<td>% Retained</td>
<td>71</td>
</tr>
</tbody>
</table>

CCTCMIS = Retention 11/23/2009 11:37:34
Preliminary Student Data Base 2008-09 Fall Beginning-of-Term = IPEDS Fall 2008 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2009-10 Fall Beginning-of-Term = IPEDS Fall Enrollment
E. Provide an analysis by race and by gender of the progress made in increasing retention rates of part-time FTIC students in 2007-08 returning to college 2008-09 compared to FTIC students in 2008-09 returning to college 2009-10.

- Overall retention of part time students increased by 3%.
- Overall Black retention increased by 2.3%.
- Overall White retention decreased by 3.1% and is below the institutional average.

F. Identify methods and strategies the college will implement in efforts to increase the retention rates of 2009-10 part-time FTIC students returning 2010-11:

Both College and state data have indicated that students who have taken the College Success course, SLS 1501, have higher retention rates than students who have not. This is especially true for students in preparatory courses. The College will be scaling up its SLS offerings to allow for advising all preparatory students to take the College Success Course during their first term – although the need for a major increase in the number of sections and faculty to teach those sections means that this will have to be phased in. This should be helped with the hiring of full-time SLS faculty at HCC for the first time for the 10/11 academic year.

In addition, various activities will be occurring at our campuses to increase the institutional engagement with all FTIC students during their first year, and to reach out to those who have stopped-out to offer them additional help and advising to re-start their academic careers.

E-advising continues be piloted, which will provide students with an academic planning system to allow them to be more strategic in their registration behaviors which should allow for greater retention. Because E-advising will allow for informed self-advising over the Web, this should prove especially useful for part-time students.

4. Student Success Rates in Gatekeeper Mathematic Courses by Race
The College 2009-10 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in mathematics gatekeeper courses (MAT0024, MAT1033, MAC1105, and MGF1106) from 2006-07 through 2008-09. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify where there have been increases and/or decreases in the gaps between success rates for white students compared to black students and white students compared to Hispanic students over this period. The college should develop strategies to increase the success rates and to close the gaps.

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

Part III Student Participation

Mathematics Gatekeeper Courses: Disparity Gaps

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

<table>
<thead>
<tr>
<th>Course</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White # Successful</td>
<td>White # Enrolled</td>
<td>White % Successful</td>
</tr>
<tr>
<td>MAT0024</td>
<td>368</td>
<td>618</td>
<td>59.55</td>
</tr>
<tr>
<td>MAT1033</td>
<td>636</td>
<td>1,225</td>
<td>51.92</td>
</tr>
<tr>
<td>MAC1105</td>
<td>519</td>
<td>1,004</td>
<td>51.69</td>
</tr>
<tr>
<td>MGF1106</td>
<td>334</td>
<td>472</td>
<td>70.76</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System

Part III Student Participation

Mathematics Gatekeeper Courses: Disparity Gaps

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

<table>
<thead>
<tr>
<th>Course</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black # Successful</td>
<td>Black # Enrolled</td>
<td>Black % Successful</td>
</tr>
<tr>
<td>MAT0024</td>
<td>159</td>
<td>314</td>
<td>50.64</td>
</tr>
<tr>
<td>MAT1033</td>
<td>202</td>
<td>467</td>
<td>43.25</td>
</tr>
<tr>
<td>MAC1105</td>
<td>118</td>
<td>273</td>
<td>43.22</td>
</tr>
<tr>
<td>MGF1106</td>
<td>79</td>
<td>141</td>
<td>56.03</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).

Florida College System

Part III Student Participation

Mathematics Gatekeeper Courses: Disparity Gaps

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

<table>
<thead>
<tr>
<th>Course</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic # Successful</td>
<td>Hispanic # Enrolled</td>
<td>Hispanic % Successful</td>
</tr>
<tr>
<td>MAT0024</td>
<td>182</td>
<td>318</td>
<td>57.23</td>
</tr>
<tr>
<td>MAT1033</td>
<td>301</td>
<td>541</td>
<td>55.64</td>
</tr>
<tr>
<td>MAC1105</td>
<td>204</td>
<td>419</td>
<td>48.69</td>
</tr>
<tr>
<td>MGF1106</td>
<td>98</td>
<td>146</td>
<td>67.12</td>
</tr>
</tbody>
</table>

DOE collection years begin with the summer term. (Ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
A. For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing mathematics gatekeeper courses from 2006-07 through 2008-09.

**Disparity Gaps of Mathematics - Gatekeeper Courses (By Race and Percentage)**

<table>
<thead>
<tr>
<th>Course</th>
<th>2008-09</th>
<th>White %</th>
<th>Hispanic %</th>
<th>Blacks %</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 0024</td>
<td>56</td>
<td>66</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>MAT 1033</td>
<td>57</td>
<td>54</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>MAC 1005</td>
<td>54</td>
<td>58</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>MGF 1106</td>
<td>73</td>
<td>79</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

All of the passing rates were based on the number of students enrolled in the Math courses and those who successfully passed.

**Mathematics Disparity Gaps Analysis**

- There was an improvement in most categories among all student groups when compared to the 2006-07 year.
- There was an 11% increase among:
  - Black students in MGF 1106
  - Hispanic students in MAC 1105
- The only declines were:
  - 3% - White students in MAT 0024
  - 2% - Hispanic students in MAT 1033
  - 7% - Black students in MAT 0024
- There continues to be a disparity gap in these courses between White and Black students (-5 to -8%), but it is declining.
- Hispanic students had only one disparity gap in MAT 1033 (-2.65)
B. Continuous Improvement Process: Based on an analysis of the college’s data for each course, identify methods and strategies the college will implement and monitor to improve success rates and/or close the black/white gaps and Hispanic/white gaps in the success rates of the mathematics gatekeeper courses.

- Emphasize maintaining smaller class sizes in Math prep course 0024 to 25, even with enrollment increases.
- Continue faculty development for all math faculty, using HCC’s new teaching and learning center for specific math teaching and learning development strategies.
- HCC was recently (July 2010) awarded a Helios Educational Foundation grant that is designed as an incentive performance scholarship program for student with financial need to provide incentive scholarships in math courses from 0024 through the first college-level math course. These scholarships should motivate students moving through the math sequence in a timely fashion and increase student success. This will also provide additional math tutorial services on two large campuses to meet student need and will require students to use the tutorial services for the 0024 and 1033 math courses.
- HCC will monitor the use of tutorial and lab support services and compare that to student success rates in order to determine the effectiveness and need for math services.
- HCC will continue to support supplemental learning model services in its math success centers.
- HCC has submitted a grant proposal for HCC faculty to participate in a national effort to revise developmental math curriculum to enhance student success.

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

§1007.264, F.S., Persons with disabilities; admission to postsecondary educational institutions; substitute requirements; rules: and §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules: Applies to any student with a disability, except those students who have been documented as having intellectual disabilities, and their eligibility for admission, graduation and/or admission into a program of study or upper division.

This section applies to all colleges offering any of the following programs:
- Associate in Science (A.S.)
- Associate in Applied Science (A.A.S.)
- Career Technical Education (CTE) Certificate
- College and Vocational Preparation

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by Section 1007.264, Florida Statute, Rule 6A-10.041 F.A.C., and 34 C.F.R. Part 106 implementing Section 504 of the Rehabilitation Act of 1973.
A. Rule 6A-10.041(1) requires that reasonable substitutions are made available for eligible students for the following:

- Requirements for admission to the institution;
  
  All students without restriction are admitted as they provide evidence of high school completion

- Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;

  Substitution can be made that do not constitute a fundamental alteration in the nature of the program. The Course Substitution committee review request for substitution to determine acceptability of request

- 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;

  In general, substitutions can be made that do not constitute a fundamental alteration in the nature of the program. The Course Substitution committee reviews request for substitution to determine acceptability of request However, for those programs with selective admissions, both academic and prevailing legal requirements are considered in the admissions process. In applying those criteria, it is only in the Law and Fire Academies where the legally mandated physical requirements might exclude a student with a disability.

- 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.

  HCC honors this admission requirement for upper division courses.

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

- A mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, dyslexia or other specific learning disability, Substitution committee determines the eligibility of request.

- 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 standards committee co-chaired by Dr. Karen Griffin, Director of Social Arts Programs and Dean Joe Bentrovato, responsible for student disability services collaborate to determine substitutions for disability students admitted to programs of study, upper divisions, and graduation requirements.

- A mechanism for making the designated substitutions known to affected persons, Decisions of the Substitution committee are communicated to the requester via College student email or appropriate other means determined by the student’s disability

- A mechanism for making substitution decisions on an individual basis, and All request are reviewed on an individual basics

- A mechanism for a student to appeal denial of a substitution or a determination of eligibility. Appeals of the denial of a substitution or a determination of eligibility are reviewed by the Vice President of Student Services & Enrollment Management and the Vice President of Academic Affairs
Provide the following information for eligible students with disabilities:

1. The number of student requests for substitutions from Fall 2008 – Fall 2009: __3_______
2. The number of course substitutions granted from Fall 2008 – Fall 2009: ___2_______

Each public university, community college and postsecondary career center operated by a school district shall maintain 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. This information should be made available upon request by the DFC.

C. For the 2009/2010 Equity Update Report, colleges should submit copies of the policies and procedures developed for compliance with Section 1007.264, F.S., and Section 1007.265, F.S. and in accordance with Rules 6A-10.041(1)(2). Reference as APPENDIX 4.

Students with hearing impairments, visual impairments, or specific learning disabilities who have received a standard diploma from a regionally accredited secondary school or earned passing GED scores may be eligible for substitutions of HCC admission requirements, program admission requirements, or graduation requirements. Eligibility for specific substitutions is based on the documentation of the students’ disabilities. If documentation of students’ disabilities substantiates that the disabilities can reasonably be expected to prevent the students from meeting HCC’s admission, program, course and/or graduation requirements, students might qualify for substitutions. Students must provide appropriate documentation to an HCC coordinator of services for students with disabilities.

PART V
GENDER EQUITY IN ATHLETICS
(Do not include Part V if the college does not offer intercollegiate athletics)

Gender Equity in Intercollegiate Athletics: §1006.71, F.S., applicable to postsecondary institutions offering athletic programs states that, “Each community college and state university shall develop a gender equity plan pursuant to §1000.05, F.S. The plan is to include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs.” An annual assessment is required and each college president is to be evaluated on the extent to which gender equity goals have been accomplished. The college’s annual assessment of its gender equity plan should be included in this part.

This year’s Gender Equity in Athletics Update should include: (1) an assessment of its athletic programs on each of the statutory areas listed below; (2) a copy of the Equity in Athletic Disclosure Act (EADA) Report for 2009 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and (3) an update on any outstanding Corrective Action Plan. The college may find it necessary to create a new Corrective Action Plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.
A. **Assessment of Athletic Programs:** Both Sections 1006.71, F.S. and 1000.05, F.S., require an assessment of major areas to evaluate the college’s progress toward gender equity in athletics. Rule 6A-19.004 F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics also identifies areas required for compliance. The following areas are required to be addressed in the assessment:

1. **Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders.**

   Hillsborough Community College offers Baseball and Basketball for Men; For Women; Basketball, Softball, Tennis and Volleyball. The college does effectively accommodate the interests and abilities of the members of both genders.

2. **Participation rates, substantially proportionate to the enrollment of males and females.**

   Hillsborough Community College has for years been in compliance with the requirements of Gender Equity.

3. **Availability of facilities, defined as locker rooms, practice areas, and competitive facilities.**

   The locker room facilities on the Dale Mabry Campus are currently being renovated. The gymnasium is used for practices and games for the Men’s and Women’s Basketball as well as Women’s Volleyball. Within the past year the gymnasium underwent a renovation with the installation of automatic bleachers and being painted 6 new glass backboards and rims have been installed. New carbon fiber Volleyball uprights have just arrived. The baseball team practices and plays on the fields operated by the New York Yankees. Men baseball team has access to Yankee baseball field for practices and games. The women’s softball team practices on Brandon Campus softball field and play games at the Plant City Campus field. According to a September 9, 2010 Campus site visit by the State Equity Office, a corrective action is presently being addressed whether to renovate Brandon’s women softball field or seek another practice field site for the women’s team. This will be determined by December 2010.

4. **Scholarship offerings for athletes.**

   The college is a member of the N.J.C.A.A. and is listed at the Division I level. Scholarships for both the men and women athletes are the same amount of monies for tuition and textbooks. Housing allowances are given out to some but not all scholarship athletes and those awards are proportional.

5. **Funds allocated for:**
   a. The athletic program overall

      The athletic program is funded mostly by student activities fees through the Student Government Association. Some departmental monies are funded by the General Fund of the college.
   b. Administration

      The college has an Athletic Director and Assistant Athletic Director that provide direction to all athletic programs.
c. Recruitment
   All 6 teams are funded with comparable recruitment budget.

d. Comparable coaching
   Baseball and Softball, the head coaches have over 25 years coaching.
   Men’s and Women’s Head Coaches have over 20 years of coaching.

e. Publicity and promotion
   The Athletic Department website is kept up to date with information coming from all coaches. The website keeps potential/current students and athletes as well as parents aware of what is happening with our athletic teams.

f. Other support costs
   The College uses a charter bus service to transport each team to away games.

g. Travel and per diem allowances
   Each team is given a travel budget and their expenditures must not exceed their budget. Each team is allowed to give traveling athletes the maximum allowed per diem established by the state of Florida.

6. Provision of equipment and supplies.
   All teams are given a budget at the beginning of the academic year. All team uniforms, practice gear, shoes, equipment, etc are comparable in quality to each other.

7. Scheduling of games and practice times.
   The teams are limited by FCCAA and NJCAA rules and regulations as to the total number of games played. Practice times are determined by the coaching staff. The 3 teams which are housed in the gymnasium communicate to each other as to their plans for practices.

8. Opportunities to receive tutoring.
   The college offers tutoring to all registered students with no special tutoring for student athletes.

   Coaches are compensated by approved college salaries.
   The Athletic Department does not pay tutors.

10. Medical and training services.
    The College has a contractual trainer who is available to all 6 teams.

11. Housing and dining facilities and services.
    Hawks Landing Apartment Complex is located across the street from the Dale Mabry Campus. The apartments are available to all students who are registered with the college. The college does not provide dining allowances to student athletes.
The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender participation and coaching equity in the report year. Consider the inclusion of accolades, statistical achievement, surveys, addressing areas for improvement for prior years, and other documentation.

B. **Data Assessment:** The College should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2009-10. In response to this requirement, the college should insert the EADA Survey Federal Report for 2009 as APPENDIX 5.

To determine if the student athletic participation rates are proportionately equal to the college’s rates of male and female enrollment, the college should complete the following table based on data from the report:

**Athletic Participation by Gender Compared to Student Enrollments by Gender for 2008-09 and 2009-10**

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th></th>
<th>2009-2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
<td>Total</td>
<td>Males</td>
</tr>
<tr>
<td>Total Number of Athletes</td>
<td>39</td>
<td>53</td>
<td>92</td>
<td>Total Number of Athletes</td>
</tr>
<tr>
<td>% of Athletes by Gender</td>
<td>42%</td>
<td>58%</td>
<td>100%</td>
<td>% of Athletes by Gender</td>
</tr>
<tr>
<td>Total Number Enrollments</td>
<td>18,556</td>
<td>22,676</td>
<td>41,232</td>
<td>Total Number of Enrollments</td>
</tr>
<tr>
<td>% of Enrollments by Gender</td>
<td>45%</td>
<td>55%</td>
<td>100%</td>
<td>% of Enrollments by Gender</td>
</tr>
</tbody>
</table>

Record the difference between the percent of athletes and the percent of students enrolled:

**Proportionality of Participation:**
Is the percentage of female athletes greater than the percentage of female students enrolled or at least within 5 percentage points of the percent of female students enrolled?

**2008-2009:** Yes (yes/no)

**2009-2010:** Yes (yes/no)

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use Table B (above) to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.
C. Following the college’s assessment outlined in parts A and B, the college should check at least one basis below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

- accommodation of interests and abilities
- substantial proportionality
- history and practice of expansion of sports

E. Corrective Action Plan for Non-Compliance Components in Athletics: If no basis is checked, or if there are any disparities in compliance with areas in section A or B, a priority Corrective Action Plan for compliance shall be included in this report.

Specify modifications proposed for 2010-11 and include a time line for completion of the plan.

<table>
<thead>
<tr>
<th>(1) Gender Equity in Athletics Component</th>
<th>(2) Planned Actions To Address Deficiencies Found in Athletics</th>
<th>(3) Responsible Person(s) and Contact Information</th>
<th>(4) Time Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college should provide comparable facilities such as shower stalls for persons with disabilities that provide privacy as the other shower stalls provide.</td>
<td>The ADA accessible shower stall at the Brandon Campus will be addressed and a door is to be installed on or before September 30, 2010.</td>
<td>Barbara Larson VP Administrative Affairs</td>
<td>September 30, 2010</td>
</tr>
<tr>
<td>The college should provide comparable facilities and practice fields for males and females participating in athletic programs.</td>
<td>Options to address findings are being considered and an assessment and decision will be reached by the end of fall term 2010.</td>
<td>Barbara Larson VP Administrative Affairs</td>
<td>December 31, 2010</td>
</tr>
</tbody>
</table>
F. Presidential Evaluation Has the local Board of Trustees evaluated the president on the extent to which gender equity goals were achieved during the period from July 1, 2008 to June 30, 2009?  

Yes ___ X ___ No ______  

Month and Date of Evaluation: ___June 22, 2010___________

If not, please ensure completion of the evaluation prior to submission of the 2009-10 Annual Equity Update Report.

NOTE: Dr. Gwendolyn Stephenson retired effective June 20, 2010.

PART VI
ACCOUNTABILITY IN INSTITUTIONAL EMPLOYMENT

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

A. Employment Analysis
For this reporting year, the data used to evaluate employment trends for females and minorities in Executive/Administrative/Managerial (EAM), Faculty, and Continuing Contract positions will be from the Annual Personnel Report (APR) and includes the collection years of 2005-06 through 2009-10.

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 2008-09 with 2009-10. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

B. 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 this study. 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.
### Florida College System

**College: Hillsborough**

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

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

#### Employment

<table>
<thead>
<tr>
<th></th>
<th>Bach. Deg. and Higher</th>
<th>Grad. Deg. and Higher</th>
<th>Stu Pop.</th>
<th>% of total</th>
<th>% of total</th>
<th>% of total</th>
<th>% of total</th>
<th>% of total</th>
<th>% of total</th>
<th>% DIF 2008-09 2009-10</th>
<th>% DIF 2008-09 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4,723</td>
<td>4.0</td>
<td>1,960</td>
<td>3.2</td>
<td>12.70%</td>
<td>9</td>
<td>19.1%</td>
<td>10.0%</td>
<td>15.8%</td>
<td>11.3%</td>
<td>4 8.3</td>
</tr>
<tr>
<td>Male</td>
<td>3,859</td>
<td>3.2</td>
<td>1,200</td>
<td>2.0</td>
<td>7.66%</td>
<td>3</td>
<td>6.4%</td>
<td>3 6.0%</td>
<td>5 8.8%</td>
<td>5 9.4%</td>
<td>4 8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,582</td>
<td>7.2</td>
<td>3,160</td>
<td>5.2</td>
<td>20.36%</td>
<td>12</td>
<td>25.5%</td>
<td>12 24.0%</td>
<td>14 24.6%</td>
<td>11 20.8%</td>
<td>8 16.7%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5,489</td>
<td>4.6</td>
<td>2,848</td>
<td>4.7</td>
<td>11.92%</td>
<td>3</td>
<td>6.4%</td>
<td>3 6.0%</td>
<td>4 7.0%</td>
<td>4 7.5%</td>
<td>4 8.3</td>
</tr>
<tr>
<td>Male</td>
<td>4,672</td>
<td>3.9</td>
<td>3,269</td>
<td>5.3</td>
<td>9.27%</td>
<td>3</td>
<td>6.4%</td>
<td>3 6.0%</td>
<td>2 3.5%</td>
<td>1 1.9%</td>
<td>1 2.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10,161</td>
<td>8.5</td>
<td>6,117</td>
<td>10.0</td>
<td>21.18%</td>
<td>6</td>
<td>12.8%</td>
<td>6 12.0%</td>
<td>6 10.5%</td>
<td>5 9.4%</td>
<td>5 10.4%</td>
</tr>
<tr>
<td><strong>Non-Res</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.31%</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.82%</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.13%</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4,051</td>
<td>3.4</td>
<td>1,939</td>
<td>3.2</td>
<td>2.29%</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Male</td>
<td>3,365</td>
<td>2.8</td>
<td>2,590</td>
<td>4.2</td>
<td>1.90%</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7,416</td>
<td>6.2</td>
<td>4,529</td>
<td>7.4</td>
<td>4.19%</td>
<td>0</td>
<td>0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>44,761</td>
<td>37.5</td>
<td>21,120</td>
<td>34.5</td>
<td>26.70%</td>
<td>12</td>
<td>25.5%</td>
<td>14 28.0%</td>
<td>16 28.1%</td>
<td>17 32.1%</td>
<td>17 35.4%</td>
</tr>
<tr>
<td>Male</td>
<td>48,299</td>
<td>40.5</td>
<td>26,242</td>
<td>42.9</td>
<td>25.44%</td>
<td>17</td>
<td>36.2%</td>
<td>18 36.0%</td>
<td>21 36.8%</td>
<td>20 37.7%</td>
<td>18 37.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>93,060</td>
<td>78.1</td>
<td>47,362</td>
<td>77.4</td>
<td>52.14%</td>
<td>29</td>
<td>61.7%</td>
<td>32 64.0%</td>
<td>37 64.9%</td>
<td>37 69.8%</td>
<td>35 72.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>93,060</td>
<td>78.1</td>
<td>47,362</td>
<td>77.4</td>
<td>52.14%</td>
<td>29</td>
<td>61.7%</td>
<td>32 64.0%</td>
<td>37 64.9%</td>
<td>37 69.8%</td>
<td>35 72.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59,024</td>
<td>49.5</td>
<td>27,867</td>
<td>45.6</td>
<td>54.91%</td>
<td>24</td>
<td>51.1%</td>
<td>26 52.0%</td>
<td>29 50.9%</td>
<td>27 50.9%</td>
<td>25 52.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60,195</td>
<td>50.5</td>
<td>33,301</td>
<td>54.4</td>
<td>45.09%</td>
<td>23</td>
<td>48.9%</td>
<td>24 48.0%</td>
<td>28 49.1%</td>
<td>26 49.1%</td>
<td>23 47.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>119,219</td>
<td>100.0</td>
<td>61,168</td>
<td>100.0</td>
<td>100.00%</td>
<td>47 100.0%</td>
<td>50 100.0%</td>
<td>57 100.0%</td>
<td>53 100.0%</td>
<td>48 100.0%</td>
<td>-5 ( 9.4%)</td>
</tr>
</tbody>
</table>


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 derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.
Executive/administrative/managerial Staff:

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

The benchmark used to analyze employment program of females and minorities are as follows:

- The Florida State System historical track of full-time Executive/Administrative/Staff at HCC.
- Total fall 2009 college full-time student enrollment profiles data by race and gender.

<table>
<thead>
<tr>
<th>Race</th>
<th>Number employed</th>
<th>Percentage employed</th>
<th>2009 % Student Enrolled</th>
<th>2008 Census Masters Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>35</td>
<td>73%</td>
<td>52%</td>
<td>77%</td>
</tr>
<tr>
<td>Black</td>
<td>8</td>
<td>16%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>10%</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Historical track data reveal the following:

- Based on Five year EAM historical track data from the State of Florida system, Black EAM declined from 12 in 2005 to 8 in 2009. Inquiry regarding the turnover or gradual decline was attributed to retirement and other external promotional opportunities.
- Hispanic EAM 5 year historical employment data (2005-2009) revealed that there was a steady employment pattern between 5 and 6 over 5 years with 5 EAM in 2009.
- According to the EAM comparison employment table, there should be more aggressive recruitment to hire more EAM at HCC because of the 21% Hispanic student enrollment and evidence of an available panel of potential hire (10%) based on the 2009 census data of Hillsborough County.
- There is no representation of Asian or other EAM Staff, even through 2009 student enrollment data is 4% and masters and above census data reveal that 7% of this population reside in Hillsborough County.
- White Females have received the highest gain of EAM employment since 2005. The increase has been (12) in 2005 to (17) in 2009.
b. Did the college achieve its goals as stated in the 2008/2009 Equity Update Report?

The 2008-09 Equity Report proposed a goal of an 18% increase of EAM other minorities (8 Black; 6 Hispanic; 6 other and 29 females).

Based on the proposed 2008-2009 EAM equity goals and 2009-2010 EAM employment data:

1. There is no gap for Black EAM staff.
2. There is a -1 gap for Hispanic EAM staff.
3. There is a -4 gap in female EAM (This was due to decline of Black female EAM).
4. There is a -2 gap for female EAM because of the attrition of 2 Black EAM females.

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

There is a proposed modification in the projected hiring goal of EAM staff categorized as other. Hillsborough County’s 2008 Census Data revealed that less than 4% other, such as Asian, Native American and resident aliens in this geographic region.

The EAM employment goals for the 2010-12 academic years are as follows:

- Other +1 EAM
- Black +1 EAM
- Hispanic +2 EAM

These proposed hiring goals are based on the increased enrollment of Hispanic students, the decline of Black EAM staff over the past 5 years; and the need to aggressively recruit Asian/American Indian categorized as “other” for an EAM position at HCC.

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

The following strategies will be implemented to achieving the aforementioned proposed EAM hiring goals:

1. Advertise all EAM positions in Chronicle of Higher Education, Diverse Higher Education Journal, Hispanic Outlook Journals and target recent qualified diverse applicants
2. Target EAM advertised positions at Asian focused communication venues, e.g. City and County Asian organizations, newsletters, Native American tribal organizations such as Seminole Center, located in Tampa, Florida.

State colleges continue to struggle against reduced budget costs over the past 3 years, which is a barrier to provide sufficient resources to advertise and market at the level needed to meet diverse employment goals.

HCC will also capitalize on internal referrals, recommendations and nominations of women and minorities to apply for future EAM positions.
### Florida College System

**College: Hillsborough**

#### Historical Track Of College Full-Time Instructional Staff

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

<table>
<thead>
<tr>
<th>Census</th>
<th>Stu Pop.</th>
<th>2005-06</th>
<th>% of total</th>
<th>2006-07</th>
<th>% of total</th>
<th>2007-08</th>
<th>% of total</th>
<th>2008-09</th>
<th>% of total</th>
<th>2009-10</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
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<td>#</td>
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<tr>
<td>Female</td>
<td>4,723</td>
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<td>1,960</td>
<td>3.2</td>
<td>12.70%</td>
<td>5.6</td>
<td>14</td>
<td>14</td>
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<td>15</td>
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<td>1,200</td>
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<td>2.3</td>
<td>8</td>
<td>3.1</td>
<td>9</td>
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<td>3,160</td>
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<td>20</td>
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<tr>
<td>Female</td>
<td>5,489</td>
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<td>2,848</td>
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<td>11.92%</td>
<td>8</td>
<td>3.2</td>
<td>13</td>
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<td>12</td>
<td>4.6</td>
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<tr>
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<td>4,672</td>
<td>3.9</td>
<td>3,269</td>
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<td>9.27%</td>
<td>11</td>
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<tr>
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<tr>
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<td>2,590</td>
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<td>217</td>
<td>82.9</td>
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</tr>
<tr>
<td>Female</td>
<td>59,024</td>
<td>49.5</td>
<td>27,867</td>
<td>45.6</td>
<td>54.91%</td>
<td>133</td>
<td>52.8</td>
<td>142</td>
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<td>140</td>
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</tr>
<tr>
<td>Male</td>
<td>60,195</td>
<td>50.5</td>
<td>33,301</td>
<td>54.4</td>
<td>45.09%</td>
<td>119</td>
<td>47.2</td>
<td>120</td>
<td>45.8</td>
<td>122</td>
<td>46.6</td>
</tr>
<tr>
<td>Total</td>
<td>119,219</td>
<td>100.0</td>
<td>61,168</td>
<td>100.0</td>
<td>100.00%</td>
<td>252</td>
<td>100.0</td>
<td>262</td>
<td>100.0</td>
<td>262</td>
<td>100.0</td>
</tr>
</tbody>
</table>


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 derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.
Full-time Instructional Staff:

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

The primary benchmark used to analyze the Full-Time Instructional Staff (FTIS) data was the Florida College System historical track data report. However, an additional benchmark was provided that compared faculty, students and County census data for the 2009-10 academic year.

There has been a 25% increase of Black FTIS staff 18 in 2005-2006 to 24 in 2009-2010 which is 9% of total FTIS employees.

There has been a 24% increase of Hispanic FTIS Since 2005-2006 (19) to 2009-2010 (25) which is 9% of total FTIS employees.

There has been a 45% increase of other FTIS since 2005-2006 (6) to (11) in 2009-2010 which is 10% of the total FTIS employees.

However in comparison white FTIS represent 79% of the total FRIS employment in 2009-2010

The FTIS employment picture has to change to reflect more of the increasing Hispanic (24%) and Black (22%) Students enrollment at HCC during the 2009-2010 academic year. More effort to recruit more qualified Hispanics and Black faculty is paramount to meet the educational and diversity needs of the students enrolled at HCC.

**Faculty Diversity**

Displayed are the racial/ethnic proportions of the full and part-time faculty compared to those that exist in the student body and county population.

![2009-10 Student Enrollment/Faculty Employment County Census Data](chart)

- Faculty: 13% African-American, 8% Asian, 76% Hispanic, 3% White
- Students: 20% African-American, 4% Asian, 55% Hispanic, 21% White
- County: 16% African-American, 3% Asian, 57% Hispanic, 22% White
The graph above indicates that 76% of the faculty is white. This is a reduction in proportion from 81% in the prior year CSF report. This is attributable to growth in the percentage of African-American faculty and a small gain among Asian faculty.

f. Did the college achieve its goals as stated in the 2008/2009 Equity Update Report?

The 2008-2009 Annual Equity Report projected there would be an increase of “other” faculty by 1% to 2% for 2010; 1% to 2% for 2011; and 1% to 2% for 2012.

Florida College System Historical Tracking data for HCC Fulltime Instructional Staff revealed that there was a small increase of 1 additional faculty (10 to 11) substantiating that the 2008-2009 goal was achieved.

However efforts should be made to increase the representation of other faculty as well as Black and Hispanic faculty.

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

There are proposed modification to 2010-11 and 2011-12 goals and timeline to increase the employment of minorities faculty.

There was no increase of Black or Hispanics fulltime Instructional staff from 2008-2009 to 2009-2010. Black and Hispanics faculty represent slightly less than 9% of the FTIS at HCC. However, 2009-2010 Student enrollment data reveal that Hispanic students constitute 24% and Black constitute 22% of 2009-2010 overall student enrollment at HCC.

Other FTIS have +1 increase from 2008-2009 to 2009-2010 year and the FTIS employment data reveal 3.9% representation which is closely aligned to “other” student enrollment in 2009-10.

The proposed goal for the 2010-2011 and 2011-2012 area as follows:

- 5% increase of FTIS Black and Hispanic faculty for 2010-2011
- 10% increase of FTIS Black and Hispanic faculty for 2011-2012

h. 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:

Continue to recruit aggressively at the National level and extend the recruitment timeframe to a minimum of six weeks or (60 days). This effort will provide more time and opportunity to recruit Black and Hispanic qualified faculty out of state.
Establish structured mentoring programs for Junior Minority Faculty to monitor and support their progress toward senior status.

Capitalize on experienced minority adjunct faculty as potential recruits for FTIS. This effort will solidify a stronger applicant faculty pool for full time and eventually increase more minority faculty with contract status.

Continue to monitor application, interview and selection process of faculty hired for full time positions.

Identify barriers to successfully recruit Black and Hispanics instructional faculty

Implement the following efforts to increase employment of Black and Hispanic Instructional Faculty:

- Monitor the application and interview process for instructional faculty.
- Request the Academic Deans to submit a list of final interview pool.
- Work closely with FUSA (Faculty Union) to strengthen the recruitment and hiring approach and goals to increase diverse faculty.
## Florida College System

### College: Hillsborough

### Historical Track Of College Full-Time Continuing Contract Instructional Staff

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

| Census | Bach. Deg. and Higher | Grad. Deg. and Higher | Stu Pop. | 2005-06 | % of total | 2006-07 | % of total | 2007-08 | % of total | 2008-09 | % of total | 2009-10 | % of total | # DIF 2008-09 | % DIF 2008-09
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>Female 4,723 4.0</td>
<td>1,960 3.2</td>
<td>12.70%</td>
<td>8</td>
<td>5.2</td>
<td>9</td>
<td>5.1</td>
<td>10</td>
<td>5.6</td>
<td>11</td>
<td>5.4</td>
<td>1</td>
<td>10.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3,859 3.2</td>
<td>1,200 2.0</td>
<td>7.66%</td>
<td>4</td>
<td>2.6</td>
<td>4</td>
<td>2.3</td>
<td>3</td>
<td>1.7</td>
<td>5</td>
<td>2.5</td>
<td>2</td>
<td>66.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8,582 7.2</td>
<td>3,160 5.2</td>
<td>20.36%</td>
<td>12</td>
<td>7.7</td>
<td>13</td>
<td>7.4</td>
<td>13</td>
<td>7.3</td>
<td>16</td>
<td>7.8</td>
<td>3</td>
<td>23.1%</td>
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<td></td>
</tr>
<tr>
<td>Hispanic Female</td>
<td>5,489 4.6</td>
<td>2,848 4.7</td>
<td>11.92%</td>
<td>5</td>
<td>3.2</td>
<td>6</td>
<td>3.4</td>
<td>5</td>
<td>2.9</td>
<td>5</td>
<td>2.8</td>
<td>8</td>
<td>3.9</td>
<td>3</td>
<td>60.0%</td>
</tr>
<tr>
<td>Male</td>
<td>4,672 3.9</td>
<td>3,269 5.3</td>
<td>9.27%</td>
<td>9</td>
<td>5.8</td>
<td>10</td>
<td>5.7</td>
<td>9</td>
<td>5.1</td>
<td>9</td>
<td>4.4</td>
<td>0</td>
<td>0.0%</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>10,161 8.5</td>
<td>6,117 10.0</td>
<td>21.18%</td>
<td>14</td>
<td>9.0</td>
<td>16</td>
<td>9.1</td>
<td>14</td>
<td>8.0</td>
<td>14</td>
<td>7.8</td>
<td>17</td>
<td>8.3</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>Non-Res Female</td>
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<td>0        0.0</td>
<td>1.31%</td>
<td>0</td>
<td>0.0</td>
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<td>0.0%</td>
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<tr>
<td>Male</td>
<td>0        0.0</td>
<td>0        0.0</td>
<td>0.82%</td>
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<tr>
<td>Total</td>
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<td>0.0%</td>
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</tr>
<tr>
<td>Other</td>
<td>Female 4,051 3.4</td>
<td>1,939 3.2</td>
<td>2.29%</td>
<td>1</td>
<td>0.6</td>
<td>2</td>
<td>1.1</td>
<td>3</td>
<td>1.7</td>
<td>3</td>
<td>1.7</td>
<td>4</td>
<td>2.0</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>Male</td>
<td>3,365 2.8</td>
<td>2,590 4.2</td>
<td>1.90%</td>
<td>2</td>
<td>1.3</td>
<td>2</td>
<td>1.1</td>
<td>2</td>
<td>1.1</td>
<td>2</td>
<td>1.3</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>50.0%</td>
</tr>
<tr>
<td>Total</td>
<td>7,416 6.2</td>
<td>4,529 7.4</td>
<td>4.19%</td>
<td>3</td>
<td>1.9</td>
<td>4</td>
<td>2.3</td>
<td>5</td>
<td>2.9</td>
<td>5</td>
<td>2.8</td>
<td>7</td>
<td>3.4</td>
<td>2</td>
<td>40.0%</td>
</tr>
<tr>
<td>White</td>
<td>Female 44,761 37.5</td>
<td>21,120 34.5</td>
<td>26.70%</td>
<td>63</td>
<td>40.6</td>
<td>77</td>
<td>43.8</td>
<td>77</td>
<td>44.0</td>
<td>81</td>
<td>45.3</td>
<td>89</td>
<td>43.6</td>
<td>8</td>
<td>9.9%</td>
</tr>
<tr>
<td>Male</td>
<td>48,299 40.5</td>
<td>26,242 42.9</td>
<td>25.44%</td>
<td>63</td>
<td>40.6</td>
<td>66</td>
<td>37.5</td>
<td>66</td>
<td>37.7</td>
<td>66</td>
<td>36.9</td>
<td>75</td>
<td>36.8</td>
<td>9</td>
<td>13.6%</td>
</tr>
<tr>
<td>Total</td>
<td>93,060 78.1</td>
<td>47,362 77.4</td>
<td>52.14%</td>
<td>126</td>
<td>81.3</td>
<td>143</td>
<td>81.3</td>
<td>143</td>
<td>81.7</td>
<td>147</td>
<td>82.1</td>
<td>164</td>
<td>80.4</td>
<td>17</td>
<td>11.6%</td>
</tr>
<tr>
<td>Total Female</td>
<td>59,024 49.5</td>
<td>27,867 45.6</td>
<td>54.91%</td>
<td>77</td>
<td>49.7</td>
<td>94</td>
<td>53.4</td>
<td>94</td>
<td>53.7</td>
<td>99</td>
<td>55.3</td>
<td>112</td>
<td>54.9</td>
<td>13</td>
<td>13.1%</td>
</tr>
<tr>
<td>Male</td>
<td>60,195 50.5</td>
<td>33,301 54.4</td>
<td>45.09%</td>
<td>78</td>
<td>50.3</td>
<td>82</td>
<td>46.6</td>
<td>81</td>
<td>46.3</td>
<td>80</td>
<td>44.7</td>
<td>92</td>
<td>45.1</td>
<td>12</td>
<td>15.0%</td>
</tr>
<tr>
<td>Total</td>
<td>119,219 100.0</td>
<td>61,168 100.0</td>
<td>100.00%</td>
<td>155</td>
<td>100.0</td>
<td>176</td>
<td>100.0</td>
<td>175</td>
<td>100.0</td>
<td>179</td>
<td>100.0</td>
<td>204</td>
<td>100.0</td>
<td>25</td>
<td>14.0%</td>
</tr>
</tbody>
</table>


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 derived as follows: Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.
Full-time Continuing Contract Instructional Staff:

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

The Florida College System historical track data from 2005-09 was used as one of the benchmarks for employment of females and minorities for continuing contract faculty. HCC’s college student enrollment data was also used as a benchmark for projecting reasonable goals to increase the representation of minority faculty at HCC.

Analysis as follows:

- There were 16 Blacks; 17 Hispanics; 7 Others and 164 White contract faculty during the 2009-10 academic year.
- Black and Hispanic faculty comprised less than 9% of the total faculty composition during the 2009-10 academic year.

j. Did the college achieve its goals as stated in the 2008/2009 Equity Update Report?

The projected goal was to increase the number of other minority instructional staff by 1 to 2% for 2010; 1 to 2% for 2011 and 1 to 2% for 2012.

“Other” – This goal was achieved. There were 5 faculty employed in 2008-09 and 7 were employed in 2009-10.

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

This year’s modification focused on the increased employment of Black and Hispanic tenure or continuing contract instructional faculty. Specifically for the 2010-11 and 2011-12 academic years, the following goals and timeline were proposed:
- Increase Hispanic Instructional faculty by 5% for 2010-11 and 5% for 2011-12. There are 17 Hispanic contract faculties during 2009-10 that represent less than 9% total faculty.
- Increase Black contract faculty 5% by 2010-11 and 5% by 2011-12. There are 16 Black contract faculties for 2009-10 which represents less than 8% of total contracted faculty.
- Black faculty represent 7.8% of the total contract faculty during the 2009-10 along with Hispanic contract faculty at 8.3%.
- Faculty categorized as “Other” represent 3.4% of the total contract faculty with White contract faculty representing 80.4%.

This continuing contract data does not correlate with the 2009-10 HCC student enrollment data which is Black 21.5%, Hispanic 23.7%, American Indian/Asian 4.3% and White at 50.6%.
1. 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:

Greater efforts are needed to increase the representation of Hispanic and Black faculty with continuing contracts. The following methods/strategies for the 2010-11 academic year should be implemented.

Continue to recruit aggressively at the National level and extend the recruitment timeframe to a minimum of six weeks or (60 days). This effort will provide more time and opportunity to recruit Black and Hispanic qualified faculty out of state.

Establish structured mentoring programs for Junior Minority Faculty to monitor and support their progress toward senior status.

Capitalize on experienced minority adjunct faculty as potential recruits for FTIS. This effort will solidify a stronger applicant faculty pool for full time and eventually increase more minority faculty with contract status.

Continue to monitor application, interview and selection process of faculty hired for full time positions.

Identify barriers to successfully recruit Black and Hispanics instructional faculty

Implement the following efforts to increase employment of Black and Hispanic Instructional Faculty:

1. Monitor the application and interview process for instructional faculty.
2. Request the Academic Deans to submit a list of final interview pool.
3. Work closely with FUSA (Faculty Union) to strengthen the recruitment and hiring approach and goals to increase diverse faculty.

4. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? If so, list them below along with recommendations for each area. Have any barriers listed in the 2008/09 Equity Update Report changed or resolved?

Participate in national minority doctoral student conference, e.g. Florida Education Foundation (FEF) which is held annually in Tampa, FL and approximately 200 former and present doctoral students participate. This effort provides a strategy to recruit future potential Hispanic and Black faculty.

The other national doctoral conference is sponsored annually by the Southern Regional Educational Board (SREB). Over 500 former and present doctoral students attend this conference. All of them are Black, Hispanic and Native American. An HCC diverse faculty team will attend the conference annually. This effort will be coordinated between the Equity Office and the Office of Academic Affairs.
Faculty Diversity seminar and training session will be offered annually for Academic campus Deans, Cabinet and Faculty Managers which will be sponsored by the Equity Office.

Faculty search process will be extended to sixty (60) days to ensure a large pool of qualified applicants will apply.

Increase recruitment funding to advertise in the Chronicle of Higher Education, Diverse Higher Education Journal, Hispanic Outlook, and other targeted discipline/career related journals.

The college will conduct two workshops per year to explain to non-tenure faculty the role and responsibility of tenure processes.

There are no barriers affecting successful recruitment and retention of female and minorities. HCC’s leadership is committed to use best practices to increase more Black and Hispanic faculty at HCC.

B. College Evaluations of Key Personnel and Presidents

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

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

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

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

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

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

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

The Office of Equity ensures that the composition of all selection committees meets the requirements of the Equity Plan and notifies the appropriate committee chair accordingly. If the committee is not balanced and diverse, the Office of Equity requires modifications. The Office of Equity and the Employment Office maintain a listing of all screening and selection committees.
The Office of Equity informs screening and selection committees of the College’s strategic initiative on continuing to improve diversity in executive, administrative and managerial positions and in faculty positions. A new procedure includes requiring all academic deans to submit the name of the official interview pool.

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 process for granting tenure is outlined in the agreement between the College and the Faculty United Service Association in Article 6.16. The President will recommend candidates for tenure by the June meeting (or the next regular meeting if one is not held in June) based upon the candidate’s successful performance of duties and the demonstration of professional competence. To be recommended for tenure by the President, the faculty member must be recommended by the Campus and College-wide Tenure Committees.

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

The appropriate supervising Dean will verify time of service requirements for tenure, notify the Tenure committee in writing that he/she has met the minimum time requirements, and will work with the tenure candidate to ensure development of a tenure portfolio. The Dean will insure that copies of student evaluations of the candidate are kept on file at the campus for review by the Tenure committees and the President and, that evaluations and end-of-term verifications are included in the personnel files. A faculty member not recommended for tenure will be advised in writing prior to the tenure list being presented to the Board of Trustees.

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

College resources are allocated to support the achievement of equity goals. The college has implemented several programs as a part of the plan. Staff development activities include EXCEL, a minority leadership program, funding of cultural and gender diversity activities and training. Furthermore, the College supports professional development training for all HCC employees.

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

Females and minorities can pursue opportunities for professional development and advancement by utilizing funds that are allocated through FSPD. Funds are also provided for in-service requirements derived per the FUSA agreement. In addition, the College supports faculty by providing funds for additional college coursework needed for tenure i.e. Seminar on College Teaching.
PART VII
ONSITE CIVIL RIGHTS COMPLIANCE REVIEW PENDING ACTION

Part VII of the Equity Update Report is for monitoring resolution of reported findings resulting from any on-site review of a college’s Methods of Administration (MOA) of civil rights compliance that have not been adequately addressed and are considered “open”. If the college has had a recent state/federal MOA on-site review; and if there are findings requiring corrective action by the college, they will be identified in the college’s annual equity update review. All open findings are addressed in an Appendix and require a response from the college. The findings will be considered closed upon compliance with state and federal rules and laws. A status report of such findings and corrective actions taken are provided to the U.S. Department of Education Office for Civil Rights. If this part of the update is not applicable, do not include it in the report.

On-site Review List of Corrective Actions Required and Areas of Concern

Part 1. Administrative

Persons Responsible for Coordinating Title IX and Section 504:

Citations:
Title IX: 34 CFR 106.8
Section 504:34 CFR 104.7(a)
Rule 6A -19.010:(1 ).(q), Florida Administrative Code (F.A.C.)
The college should review its publications to ensure that all notices of its nondiscrimination policy also reference the name and/or title, address and phone number of the Equity Officer including publications in other languages besides English. The college should also clarify where appropriate that although the title of the designated person may be something other than Equity Coordinator or Officer, information should be provided that the person is responsible for Title IX, Title II, Section 504, and the Florida Educational Equity Act equity-related functions.

Response
The college will include the Equity Officer, Dr. Joan B. Holmes and the contact information in all relevant publications. The contact information provided is:

Dr. Joan B. Holmes
Special Assistant to the President for Equity & Special Programs
Hillsborough Community College
District Office 718, Tampa, FL
Ph: 813-253-7043
E-mail: jholmes16@hccfl.edu
Website: www.hccfl.edu/dao/equity--diversity-office.aspx

This information has been formally forwarded to the following offices and services that are responsible for Title IX, Title II, Section 504 and the Florida Equity Act related functions:
- Disability Offices – Campus wide
- Deans of Students Services – All campuses
- HCCs’ Athletics Office – Dale Mabry Campus
- Human Resources – District Administrative Center
- Equity and Student Services Websites
- Publications that promote or communicate about employment,
Student Admissions, Vocational Programs, Ethnic Activities, etc.  
The process to include this information has already begun (See attached publication) and will continue throughout the 2010-11 academic year.

**Annual Public Notification:**

**Citations:**
Title IX: 34 CFR 106.8(b)  
Section 504: 34 CFR 104.7(a)  
Title II: 28 CFR 35.107(a)  
Guidelines IV-O

The college should review its publications to ensure that all notices of its nondiscrimination policy also reference the name and/or title and contact information of the Equity Officer including publications in other languages besides English.

**Response**

The non-discrimination policy is located on the HCC’s President’s, Equity and Human Resources Websites. The Equity Officer’s name and contact information will be added to the website. The policy will also be provided in Spanish on the Equity website by August, 2010. An annual public notification of the policy will be placed in student publications, (e.g. Student Handbook) by the beginning of fall term 2010.

Dr. Joan B. Holmes, Assistant to the President for Equity and Special Programs and Ms. Ashley Carl, Executive Director of Marketing and Public Relations agreed that the Public Relations office will review and approve all HCC external publications in collaboration with the Equity Office to ensure that the name, business address, phone number, fax number and website address will be posted.

**Grievance Procedures:**

**Citations:**
Section 504: 34 CFR 104.7(b)  
Title IX: 34 CFR 106.8(b)  
Title II: 28 CFR 35.107(b)  

The college should publish grievance procedures for students, employees, and third parties alleging discrimination or harassment based on race, gender, age, national origin, and disability. Procedures should also be applicable for applicants for admission and applicants for employment in Florida, required by the Florida Administrative Code (F.A.C.) Rule 6A-19.010 (1)(h)(1). The procedure should be easily accessible, and provide for prompt and equitable resolution of the complaints. It should include protection from retaliation, confidentiality to the extent possible, reasonable timeframes for resolution, and alternative points of contact for reporting a complaint. These procedures should be made readily available to students, employees, applicants for admission and employment, and others who may request it. They should be in a format readily accessible, such as in large print for a person with vision impairment or in a native language used by a person with limited English language.
**Response**

The Equity grievance procedure is posted on HCC’s College President, Equity and Human Resources websites. The information includes the grievance procedure for discrimination and harassment laws on the basis of race, age, national origin and disability and the Equity Office contact information will be added.

The HCC Equity Office will prepare and publish an HCC Equity brochure by the beginning of fall term 2010. The brochure will include information on how to handle grievance procedures for students, employees and third parties alleging discrimination based on gender, age, national origin and disability. The brochure will be published in English and Spanish with alternate copies that include large print and will be distributed to all 5 HCC campuses and our District Office.

The brochures will be distributed in the HCC campus Student Services areas; Academic Dean Offices; Administration Offices and promptly displayed at reception counters, office lobbies and student services areas and housed in the HCC District’s HR and Equity Offices. The brochure will provide specific equity HCC contact information; website information; and procedures on how to file a grievance; and a list and brief explanation of Title IV, Section 504 and Title IX.

*When the brochure is completed and published by the end of fall term 2010, a copy will be sent to Lynda Earls, Director of Equity and Civil Rights Compliance, Division of Florida Colleges as evidence of completing the required action.*

**Part 4. Admissions**

**Candidates for Admission:**

**Citations:**

Guidelines IV-K

The college must avoid preadmission inquiries about marital or gender status and should change the applicant information form to indicate that inquiries about marital status or gender are not required fields. An applicant should be able to choose not to provide such information without preventing completion of the application process. The college should also delete, "Not reported," from the selection field of racial categories in its EEO surveys.

**Response**

According to HCC’s Vice President of Student Services, Dr. Ken Ray, the responses to the required gender and marital status on online pre-admission application will be changed to fulfill the recommendation of the Equity Report. The HCC application will not require demographic submission of race however gender and marriage status are fields that applicants may choose in order to submit an application, but not required to complete the application. ERISCORP, the vendor who developed the online application will change the gender and marital requirements. The timeline for completion that involves development of the changes and testing is September 30, 2010. “Not reported” racial category will be removed from the selection.
Preadmission Inquiries:
Citations:
Title IX: 34 CFR 106.21(c) Section 504:34 CFR 104.42 (b)(4)
Title II: 28 CFR 35
The college should remove inquiries requesting information from an applicant that indicate a person’s marital status.

Response
The college’s Electronic Pre-admission Inquiry System will remove fields requesting information from an applicant that indicates a person’s marital status and gender by July 1, 2010.

Disproportionate Enrollment:
Citation:
Title IX: 34 CFR 106.36 Guidelines V-B
The college should take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities. The college should review its brochures and program promotional materials as well as develop strategies that ensure eligible students are provided equal opportunities to enroll in any program and supported in their program completion efforts.

Response
Vocational Program Enrollment - HCC acknowledges that there is an underrepresentation of Blacks and Hispanics, women and students with disabilities in the aforementioned programs. In our effort to remedy this enrollment gap, the following strategies and activities will be assessed and considered. The Vice President of Academic Affairs will place this issue as a top priority for HCC’s college wide Student Success Committee.

Recruitment and marketing publications for these targeted Vocational Programs will be reviewed and approved by the Public Relations District Office to ensure that appropriate photos of minority, women and students with disabilities.

Targeted efforts will begin during the fall 2010 to recruit Black and Hispanic students from the Tampa Bay community for HCC Vocational Programs.
Enrollment coordinators will schedule workforce training informational sessions discussing the need to recruit more minority and women apprentice students in targeted vocational areas of employment where they are underrepresented.

Implement and expand e-marketing, print media and radio media to underrepresented communities to promote HCC’s vocational program opportunities.

Target Tampa high schools, vocational and technical programs to recruit women, minorities and students with disabilities.

Completion Rates - HCC’s Academic Affairs in collaboration with the Equity Office recently allocated over $100,000 to implement a pilot program for the 2010-11 academic year that targets
Black and Hispanic men to participate in a mentoring, academic support and advising program designed to increase their completion rates of AA & AS Programs. The program will be piloted at the Ybor City and Dale Mabry campuses during 2010-11 with plans to expand to all five campuses for the 2011-12 academic year.

Other strategies to increase AA/AS completion rates are:
Provide 24/7 online tutoring sessions to target Tampa minority communities.
Expand and implement electronic (E) advising which is already near the end of the pilot stage.
Expand the use of Spanish language in HCC’s promotional materials especially to promote academic programs and AA/AS degrees.

Target underrepresented communities about career paths and college opportunities that will require AA/AS degrees. Publications must represent targeted diverse community.

The Equity office will establish Diversity employment goals and timeframe in a specific Equity Plan for 2010-11 academic year. The Diversity Equity employment goals is to increase the hiring of more underrepresented faculty, advisors and counselors to serve as positive role models for minority students and to meet the growing number of diverse students enrolled at HCC.

Part 7. Services for Students with Disabilities

Exclusion Prohibited:
Citation: Guidelines IV-N
The college should take steps to ensure that signage or other information is readily available in its media centers and facilities to inform persons with disabilities that auxiliary aids are available.

Response
Appropriate signage will be provided on all campuses to inform students about available auxiliary aids in all facilities. These items will be addressed on or before September 30, 2010.


Responses - Note: All HCC responses provided by Barbara Larson, Chief Financial Officer at HCC.

1. Van-Accessible Signage is not provided to designate Van-Accessible Parking.
   Ybor City and SouthShore campuses have already been addressed since receiving the report. All remaining signs will be in place on van-accessible spaces on or before September 30, 2010.

2. Curb ramp extends into access aisle District Office and Plant City.
   These items will be addressed on or before September 30, 2010.
3. Accessible door hardware is not provided on accessible doors.

Assessment has begun on the full impact of this finding, as replacing door hardware on this number of doors will be expensive and must be budgeted over time. Several of these building are slated for major renovations, so would be addressed as part of construction. Please see table below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Building</th>
<th>Plan for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Office</td>
<td>Corporate Training Center</td>
<td>All door hardware will be changed by June 30, 2011</td>
</tr>
<tr>
<td>Dale Mabry</td>
<td>Technology Building</td>
<td>This building is the College’s first priority on the Capital Improvement Program (CIP) list for remodeling. All door hardware will be addressed in that project. In the meantime, individual doors will be changed out upon request by a student, faculty or staff member.</td>
</tr>
<tr>
<td>Ybor City</td>
<td>Student Services/Library Area</td>
<td>This references the space where Student Services just vacated as the new building was recently completed and opened. The library and the vacated student services space is scheduled to be remodeled beginning in FY 2010-11. Door hardware will be changed as part of this renovation.</td>
</tr>
<tr>
<td>Ybor City</td>
<td>Administration Building</td>
<td>All door hardware will be changed by June 30, 2011</td>
</tr>
<tr>
<td>Plant City</td>
<td>Science Building</td>
<td>All door hardware will be changed by June 30, 2011</td>
</tr>
<tr>
<td>Brandon</td>
<td>Administration Building</td>
<td>The building was recently</td>
</tr>
</tbody>
</table>

4. Telephones projecting from walls extend into access walkways.

Although the report lists Dale Mabry, the accompanying photograph is of a pay telephone in Brandon. This has already been removed.

5. Headroom in circulation space is less than 80 inches.

District Office—the mounted TV in the Corporate Training Center will be removed on or before September 30, 2010.

Ybor City—the space referenced will undergo a significant renovation beginning in the next year, as the area was recently vacated with the move to a new Student Services Building at the campus. In the meantime, the area will be blocked off so that individuals cannot walk under the stairwell. This will be accomplished on or before September 30, 2010.
7. Pipe insulation is not provided under lavatories in accessible toilet rooms.  
HCC facilities supervisors' have begun to assess the full impact of this finding. As it affects all buildings, it will have the necessary insulation in accessible toilet rooms on or before June 30, 2011.

8. Food service line and condiment table do not meet requirements for clear width or height.  
This item will be addressed on or before December 31, 2010.

9. Accessible seating and/or lab countertops are not provided in teaching labs.  
This item will be addressed on or before June 30, 2011.

10. Signage does not meet requirements for accessibility.  
The Ybor City Library Building is scheduled for renovation beginning in 2010-11. Signage will be changed during the renovation. The Administration building and the Public Services Technology Building will be addressed on or before June 30, 2011.

11. Accessible route to instructional and classroom seating area is not provided in multi-level classrooms or raised instructional spaces.  
With regard to the District Office Corporate Training Center, staff is currently conducting a preliminary review on the cost of removing the levels in the room. Staff believes that room utilization would improve if the auditorium were converted to a single level meeting space. Based on this review, renovations could begin later in FY 2010-11.

For the mock courtroom in the Ybor City Public Services Technology Building, HCC is investigating alternatives to the raised witness stand.

12. Handrails along stairs do not extend beyond the bottom or top risers  
This item will be addressed on or before August 2011.

Part 10. Comparable Facilities

Comparable Programs:
Citations:
Section 504:34 CFR 104.34(c)  
Guidelines VI-A  
The college should provide comparable facilities such as shower stalls for persons with disabilities that provide privacy as the other shower stalls provide.

Response  
The ADA accessible shower stall at the Brandon Campus will be addressed and a door is to be installed on or before September 30, 2010.
Comparable Facilities:
Citations:
Title IX: 34 CFR 106.33
Section 504:34 CFR 104.4(b)(ii)
Guidelines VI-D
Section 1006.71, F.S.
Section 1000.05 (3)(d)(2)(q), F.S.
The college should offer comparable facilities and practice fields for males and females participating in athletic programs.

Response
Facilities - HCC will continue to ensure that playing facilities for men and women are comparable and meet Title IX and ADA accommodations. At the present time, the men’s baseball team has games at the NY Yankees Community Field and the women’s softball team play all their games at the Plant City Campus stadium. The Plant City stadium is considered one of the best facilities in this region which often hosts major college tournaments, NCAA tournaments and professional softball events. In comparison, the NY Yankee Community Field has less seating capacity than the Plant City Campus stadium facility. Both of these facilities are considered comparable, as the Yankee Community Field meets baseball guidelines and Plant City Stadium meets softball requirements.

Practice Facility - HCC is aware that the women’s softball practice field at the Brandon Campus is not appropriate for the team to practice. Therefore, the Dale Mabry, Brandon and Plant City Campus Presidents together with HCC’s CFO and Athletics Director will be meeting sometime during July, 2010 to investigate and fully assess the following options as alternatives to the current practice location at the Brandon Campus which does not meet with ADA or Title IX regulations on its restroom facilities:

- The women’s softball team would be able to also practice at the Plant City facility.
- Secure a geographically located alternate practice field near the Dale Mabry or Brandon Campuses that would meet the appropriate ADA and restroom access requirements.
- Consider renovation of the Brandon Campus practice facility by paving the dirt road and adding appropriate restrooms/locker rooms to meet the ADA requirements.

This assessment and decision will be reached by the end of fall term 2010.
The college ensures that Section 1000.05, F.S. and Section 1012.86, F.S. and implementing Rules 6A-19.001-010, F.A.C. referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, ethnicity, national origin, gender, disability, age, or marital status.

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

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

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

FOR  HILLSBOROUGH COMMUNITY COLLEGE
39 COLUMBIA DRIVE
TAMPA, FLORIDA 33606

JOAN B. HOLMES, Ed.D. (Equity Officer)  Date

DR. KEN ATWATER, (College President)  Date

NANCY ATKINS, (Chair, College Board of Trustees)  Date

This concludes the Annual Equity Update Report for 2009/2010.
APPENDIX 1a

Hillsborough Community College is an equal access/equal opportunity employer that makes employment and education-related decisions without regard to race, color, gender, religion, national origin, age, disability, sexual orientation, marital status or any other bias that is or may be prohibited by laws. In addition, the college does not discriminate in employment practices or in the admission and treatment of students. HCC is committed to equitable treatment for all students and employees and to a learning and working environment free of discrimination and harassment for current as well as future students and employees. The college provides equal educational opportunities for qualified individuals with disabilities and complies with, as well as, supports the Americans with Disabilities Act.

HCC's Equity Officer ensures compliance with federal and state laws prohibiting discrimination and sexual harassment.

Employees and students who believe they have been a victim of discrimination or sexual harassment should contact:

Dr. Joan B. Holmes  
Special Assistant to the President for Equity and Special Programs  
Dr. Gwendolyn W. Stephenson District Administrative Center  
39 Columbia Drive, Room 718  
Tampa, Florida 33606  
Telephone: 813-253-7043  
Email: jholmes16@hccfl.edu
APPENDIX 2

ADMINISTRATIVE RULES

Title: STUDENT GRIEVANCE
Identification: 6HX-10-5.16
Page: 1 of 1
Effective Date: 12/17/03

Authority:
SBE 6A-14.0247; 6A-14.0261
FS 1001.64; 1001.65

Signature/Approval: [Signature]

PURPOSE

This rule establishes policy regarding student grievances at Hillsborough Community College.

RULE

The College President will develop and maintain student grievance procedures for Hillsborough Community College. The procedures shall meet the requirements as established by federal and state mandates and by the Southern Association of Colleges and Schools. In addition to being published as administrative procedures, they shall be published in the HCC Student Handbook.

History:

Adopted 3/19/86. Revised 1/16/91; 2/19/92; 3/16/94. Formerly 6HX-10-3.108.
APPENDIX 3

Any revised policies and procedures related to civil rights…

No changes since last 2008-09 annual equity report.
APPENDIX 4
Page 1 of 3

ADMINISTRATIVE PROCEDURES

Title: SUBSTITUTION, ADMISSION AND GRADUATION REQUIREMENTS FOR DISABLED STUDENTS

Identification: 5.12
Page: 1 of 3
Effective Date: 04/29/02

Authority:
SBE 6A-14.0262; 6A-14.0247; 6H-1.041
FS 240.319; 240.152; 240.153; 240.325; 229.053(1)
HCC Rule 6HX-10-3.007

Signature/Approval:
Gwendolyn W. Stephenson

PURPOSE

This procedure establishes direction for granting reasonable substitutions for eligible students due to a visual impairment, hearing impairment, dyslexia, other specific learning disability or other disabilities as designated by the ADA, who have received a standard diploma from a regionally accredited secondary school or earned passing GED scores.

PROCEDURE

A student who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability or other disabilities as designated by the ADA may be eligible for reasonable substitution for any requirement for admission to the College, admission to an academic program/course or graduation.

The following procedural guidelines apply to reasonable substitutions for eligible students due to a visual impairment, hearing impairment, dyslexia or other specific learning disability or other disabilities as designated by the ADA for admission to Hillsborough Community College, admission to a specific academic program at the College, entry into an upper-level institution (as outlined in the applicable articulation agreements) or graduation from the College:

1. DISABLED STUDENT: A student(s) with one of the following disabilities may request substitute admission and/or graduation requirements:

   A. A hearing impairment shall include a hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided in the better ear (i.e., conductive hearing impairment or deafness; sensorineural hearing impairment or deafness; high or low tone hearing loss or deafness; acoustic trauma hearing loss or deafness, etc.).

   B. A visual impairment shall include disorders in the structure and function of the eye, as evidenced by one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, peripheral field constricted to the point it affects one’s ability to function in an educational setting, or a progressive loss of vision which may affect the student’s ability to function in an educational setting (i.e., cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus, etc.)
C. A specific learning disability shall include a disorder in one or more of the basic psychological or neurological processes for understanding or using the spoken or written languages. The disorders may be evidenced in listening, thinking, reading, writing, spelling or performing arithmetic calculations (i.e., dyslexia, dysgraphia, dysphasia, dyscalculia, other specific learning disabilities in the basic psychological or neurological process, etc.). The disorders shall not include learning problems primarily due to hearing, motor handicaps, mental retardation, emotional disturbance or environmental deprivation.

2. **ADMISSION TO HCC** - A student as designated above who has earned a standard diploma or passing GED score who will be eligible for reasonable substitution for any requirement for admission to the College where documentation can be provided that the person's inability to meet the admission requirement is related to the disability.

3. **ADMISSION TO AN ACADEMIC PROGRAM OR GRADUATION** - A student as designated above will be eligible for reasonable substitution for any requirement for graduation or for admission into a program of study where documentation can be provided that the student's inability to meet the requirement is related to the disability and where the inability to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program.

4. **COLLEGE-LEVEL COMMUNICATION AND COMPUTATION SKILLS EXAMINATION (CLAST)** - refer to administrative procedure 3.408, CLAST. Substitutions for pre-CLAST requirements, which includes ENC 1101, ENC 1102, MAC 1102, MAC 1104, MGF 1202, will be handled by the CLAST Exemption Committee.

5. **DOCUMENTATION** - A student must provide documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study or graduation. Documentation should be provided prior to submission of an application for admission to the College or upon admission to the College to ensure that there is no delay with admission, program admission or graduation. Documentation will be given to the Coordinator of Services for Students with Disabilities.

6. **STUDENT’S REQUESTS** - An eligible student should be directed to contact the Coordinator of Services for Students with Disabilities at the student's campus.

   A. Contact may be prior to admission or during the first term of enrollment but must be no later than the third term of enrollment. Course and program substitution requests must be made early in a student's academic career at the College to ensure adequate time for completion prior to graduation.

   B. The Coordinator of Services for Students with Disabilities will explain available services and the procedure for requesting services.
C. The Coordinator of Services for Students with Disabilities will give the name of the student to the Dean of Student Services at the campus of enrollment. The Dean of Student Services will assign the student to a specific counselor who will work with the student through his/her enrollment at HCC.

7. COORDINATOR OF SERVICES FOR STUDENTS WITH DISABILITIES - An eligible student using resources recommended by the Coordinator of Services for Students with Disabilities will attempt all classes and tests required for the degree program. If progress is unsuccessful due to the documented disability, the Coordinator of Services for Students with Disabilities will advise the student to complete and submit a Request for Substitution for Disabled Students form with all supporting documentation attached.

Following review, the Coordinator of Services for Students with Disabilities will certify on the Request for Substitution for Disabled Students form whether the student is eligible based on each student’s documentation substantiating that the disability can be reasonably expected to prevent the student from meeting the requirements for admission to the College, admission to a program of study, or graduation.

Within five (5) work days following receipt, the Coordinator of Services for Students with Disabilities will forward the Request for Substitution for Disabled Students form and all supporting documentation to the Academic Standards Committee chairperson who will present the request to the Academic Standards Committee.

History: Formerly 3.417
APPENDIX 5

EADA Survey Federal Report for 2009