

**The Florida College System
Annual Equity Update Report
Guidelines for 2014-2015**

For

South Florida State College

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



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General Information and Applicable Laws for Reporting

The purpose of the Annual College Equity Update Report is to provide a current status report of the college's efforts to comply with Florida Statutes that relate to nondiscrimination and equal access to postsecondary education and employment. The following Florida Statutes and implementing State Board Rules in the Florida Administrative Code (F.A.C.) apply to this annual report.

- Section (§) 1000.05, Florida Statutes (F.S.) Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required. This section may be cited as the "Florida Educational Equity Act."
- Implementing Rule 6A-19.010, Florida Administrative Code (F.A.C.), Strategies to Overcome Underrepresentation
- §1006.71, F.S., Gender equity in intercollegiate athletics
- Implementing Rule 6A-19.004, F.A.C., Interscholastic, Intercollegiate, Club and Intramural Athletics
- §1007.264, F.S., Persons with disabilities: admission to postsecondary educational institutions; substitute requirements; rules and regulations
- §1007.265, F.S., Persons with disabilities; graduation, study program admission, and upper-division entry; substitute requirements; rules and regulations
- Implementing Rule 6A-10.041, F.A.C., Substitution for Requirements for Eligible Disabled Students at Florida Colleges and Postsecondary Career Centers
- §1012.86, F.S., Florida College System institution employment equity accountability program
- Additional implementing Rules 6A-19.001 – 6A-19.010, F.A.C., related to educational equity.

The report may also reflect efforts by Florida College System institutions to meet federal laws related to civil rights and nondiscrimination in the treatment, admission and employment of students and applicants. Applicable federal laws and regulations enforced by the U.S. Department of Education, U.S. Department of Justice, and the Equal Employment Opportunity Commission include the following:

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

These Guidelines are organized according to the following parts.

- Part I. Description of Plan Development
- Part II. Policies and Procedures that Prohibit Discrimination
- Part III. Strategies to Overcome Underrepresentation of Students
- Part IV. Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
- Part V. Gender Equity in Athletics
- Part VI. College Employment Equity Accountability Plan
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Each part has instructions for completion along with appropriate legal citations. Colleges are encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

One **bound** copy of the Annual College Equity Update Report is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2015. The report should be submitted by mail to the Florida Department of Education, DFC, 325 West Gaines Street, Suite 1544, Tallahassee, Florida 32399. The report should also be submitted electronically to the following email address: lynda.earls@fldoe.org. For assistance or questions, call 850-245-9468.

PART I

Description of Plan Development

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

Description of plan development

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

The SFSC Equity plan is developed and updated through the joint effort of various departments. Information and analysis is provided by appropriate-individuals before review and inclusion in the report.

The persons involved in the development of the plan include:

- Sureka Flemming, Equity Reports Coordinator
- Dr. Christopher van der Kaay, Chief Information Officer
- Dr. Timothy Wise, Dean of Student Services and EA/EO (Equity) Student-Coordinator
- Rick Hitt, Athletic Director
- Susan Hale, Director of Human Resources and EA/EO (Equity) Employee Coordinator
- Charla Ellerker, Counselor, Disabled Student Specialist

The SFSC Equity Committee serves as a college-wide advisory group to ensure that the college provides equal access and opportunity for admission to and employment in any its educational programs or activities. The committee meets periodically to review information, discuss data and strategies, and assess progress of initiatives. One of the committee's vital roles is to review, provide input for, and recommend adoption of the Annual Equity Update Report. All of the above mentioned individuals serve on the Equity Committee along with other members appointed by the president.

The SFSC District Board of Trustees adopted the 2014-15 Equity Update Report on April 22, 2015.

PART II

Policies and Procedures that Prohibit Discrimination

A. Policy and Procedure Review Process

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

1. All SFSC policies, including those developed to assure compliance with Section 1000.05, Florida Statutes, and Rules 6A-19-001-010, FAC, must be approved by the District Board of Trustees in compliance with Florida statutes.
2. All SFSC procedures, including those developed to assure compliance with Section 1000.05, Florida Statutes, and Rules 6A-19-001-010, FAC, must be approved by the president prior to issuance.
3. All recommendations for new policies and procedures (or the revision of existing policies and procedures) are forwarded to the policy and procedure custodian, as appointed by the president, for processing. The custodian prepares and forwards the policy or procedure to the President's Council for review and action.
4. A master file of all policies, procedures, and any revisions thereto, is maintained by the custodian. Electronic versions of current policies and procedures are also maintained by the custodian.
5. Policies must be reviewed every two years in accordance with Florida statutes. Procedures must be reviewed every three years in accordance with board policy. Policies and procedures that have not been reviewed/revised within these time frames are forwarded by the custodian to the appropriate Office(s) of Primary Responsibility (OPR) for action.

B. Policy of Nondiscrimination

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

Please indicate the most recent date of revision: 4/23/2013

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

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

The college continuously posts its notice of nondiscrimination and the name or title, phone number, and address of the person(s) responsible for enforcement of applicable laws and discrimination-related inquiries in public places, including, but not limited to, facilities, websites, course catalogs, student and employee handbooks, code of conduct, etc. The college's commitment to providing equal access, equal opportunity, and an environment free from discrimination and harassment, as well as the names and locations of the individuals responsible for handling related complaints, is announced at all student and employee orientation sessions.

D. Equity Officer/Coordinator

a. Provide the name, title and contact information for the person(s) designated to coordinate the college's compliance with §1000.05, FS; Rule 6A-19.009-.010, F.A.C., Title IX, Section 504, and Title II. Use more space as needed.

- Name: Sureka S. Flemming
Title: Equity Reports Coordinator, Institutional Effectiveness
Phone Number: (863) 784-7487
Address: South Florida State College, Highlands Campus, Building I, Room 108,
600 W. College Drive, Avon Park, FL 33825
sureka.flemming@southflorida.edu

- Name: Dr. Timothy Wise (For Students)
Title: Dean, Student Services, and EA/EO (Equity) Student-Cordinator
Phone Number: (863) 784-7107
Address: South Florida State College, Highlands Campus, Building B, Room
274, 600 W. College Drive, Avon Park, FL 33825
timothy.wise@southflorida.edu

- Name: Susan Hale
Title: Director, Human Resources, and EA/EO (Equity) Employee
Coordinator
Phone Number: (863) 784-7336
Address: South Florida State College, Highlands Campus, Building I, Room 109,
600 W. College Drive, Avon Park, FL 33825
susan.hale@southflorida.edu

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

D. Grievance or Complaint Procedures

Provide as Appendix 2, a copy of the grievance or complaint procedures for use by students, applicants and employees who allege discrimination.

Please indicate the most recent date of revision(s): March 31, 2015

Under Rule 6A-19.010(h), F.A.C. Grievance or complaint procedures should address the following at a minimum.

1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.

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

In the 2013-14 Annual Equity Update Report, SFSC stated its plans to conduct a thorough review of grievance/complaint procedures for matters related to discrimination and harassment. This review resulted in a complete rewrite of related procedures to address specific areas of concern that were noted by the Director, Equity & Civil Rights Compliance, Division of Florida Colleges, in previous reports. The procedures now include timeframes for reporting and investigating/resolving complaints as well as a fully developed appeals process. The new procedures were approved by the president on March 31, 2015

F. Revised Policies and Procedures

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

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)
 Revisions made: (yes) (no)
 If yes, name of procedures(s):
 - 1) *Discrimination, Harassment, and/or Sexual Harassment Complaint Procedure (Administrative Procedure #1095)*
 - 2) *Sexual Harassment of Employees and/or Job Applicants (Administrative Procedure #5230)*

Date of approval of revision: 3/31/15

2. Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Infectious Disease Policy/Procedures
 Revisions made: (yes) (no)
 If yes, name of policy:
 Date of approval of revision:

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

PART III

Strategies to Overcome Underrepresented Students

A. Student Enrollments

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

Data reports reflecting First-Time-In College (FTIC) Enrollments and Overall Enrollments

Florida College System

College: South Florida

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	50	669	7.47	299	3,809	7.85
	2012-13	39	533	7.32	245	3,643	6.73
	2013-14	37	530	6.98	263	3,459	7.60
Male	2011-12	43	669	6.43	141	3,809	3.70
	2012-13	33	533	6.19	164	3,643	4.50
	2013-14	21	530	3.96	110	3,459	3.18
Total	2011-12	93	669	13.90	440	3,809	11.55
	2012-13	72	533	13.51	409	3,643	11.23
	2013-14	58	530	10.94	373	3,459	10.78

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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: South Florida

Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	123	669	18.39	631	3,809	16.57
	2012-13	88	533	16.51	613	3,643	16.83
	2013-14	83	530	15.66	614	3,459	17.75
Male	2011-12	107	669	15.99	394	3,809	10.34
	2012-13	78	533	14.63	391	3,643	10.73
	2013-14	93	530	17.55	375	3,459	10.84
Total	2011-12	230	669	34.38	1,025	3,809	26.91
	2012-13	166	533	31.14	1,004	3,643	27.56
	2013-14	176	530	33.21	989	3,459	28.59

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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: South Florida

Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	8	669	1.20	70	3,809	1.84
	2012-13	6	533	1.13	66	3,643	1.81
	2013-14	13	530	2.45	77	3,459	2.23
Male	2011-12	10	669	1.49	59	3,809	1.55
	2012-13	12	533	2.25	64	3,643	1.76
	2013-14	9	530	1.70	57	3,459	1.65
Total	2011-12	18	669	2.69	129	3,809	3.39
	2012-13	18	533	3.38	130	3,643	3.57
	2013-14	22	530	4.15	134	3,459	3.87

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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: South Florida

Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	188	669	28.10	1,318	3,809	34.60
	2012-13	143	533	26.83	1,191	3,643	32.69
	2013-14	142	530	26.79	1,153	3,459	33.33
Male	2011-12	140	669	20.93	897	3,809	23.55
	2012-13	134	533	25.14	909	3,643	24.95
	2013-14	132	530	24.91	810	3,459	23.42
Total	2011-12	328	669	49.03	2,215	3,809	58.15
	2012-13	277	533	51.97	2,100	3,643	57.64
	2013-14	274	530	51.70	1,963	3,459	56.75

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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: South Florida

Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2011-12	369	669	55.16	2,318	3,809	60.86
	2012-13	276	533	51.78	2,115	3,643	58.06
	2013-14	275	530	51.89	2,107	3,459	60.91
Male	2011-12	300	669	44.84	1,491	3,809	39.14
	2012-13	257	533	48.22	1,528	3,643	41.94
	2013-14	255	530	48.11	1,352	3,459	39.09
Total	2011-12	669	669	100.00	3,809	3,809	100.00
	2012-13	533	533	100.00	3,643	3,643	100.00
	2013-14	530	530	100.00	3,459	3,459	100.00

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). 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: South Florida

Student Participation-Enrollments

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2011-12	0	9	30	34
	2012-13	3	7	29	36
	2013-14	2	9	21	47
Male	2011-12	2	5	11	37
	2012-13	0	4	9	34
	2013-14	0	13	5	37
Total (ALL)	Rpt Year				
	2011-12	2	14	41	71
	2012-13	3	11	38	70
	2013-14	2	22	26	84

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Source: Student Data Base (2011-12, 2012-13, AND 2013-14) Annual Unduplicated Counts. FI. DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013). Total enrollments are reflected for each enrollment category excluding Non-Resident Aliens, Unknown Race, Unknown Gender, or Unknown Citizenship. FTIC counts include students enrolled in courses in the following instructional areas: Advanced and Professional, Postsecondary Vocational, Apprenticeship, Postsecondary Adult Vocational, College Preparatory, Vocational Preparatory and EPI. Enrollments (excludes Supplemental Voc., Adult Basic and Secondary, GED Prep, and LLL).

1. Program Analysis

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

The analysis indicated a further decline in FTIC Black student (male and female) enrollment; it still remains the lowest for all races. Although the trend has been fairly consistent in the past, SFSC experienced a decline in Black male FTIC enrollment in 2013-14. The overall enrollment dropped by approximately 2 percentage points from 6% to 3.96%. The Black male total enrollment percentage increased from 4.50% in 2012-13 to 3.18% in 2013-14. Data shows that the gap with Hispanic males continues to widen in 2013-14. The Hispanic Male FTIC overall enrollment increased another 3 percentage points, from 14.63% to 17.55%. While Hispanic female enrollment slightly decreased, overall enrollment remains relatively steady.

Additional analysis by gender indicated that FTIC enrollment for female students have comprised a sizable proportion of FTIC and overall enrollment since 2011-12. Presently, female students make up 60.91% of the colleges overall enrollment (up approximately 2 percentage points from the previous year).

FTIC LEP and DIS student enrollment continues to remain low. FTIC DIS male enrollment increased, while DIS female enrollment has remained steady. In 2012-13, LEP male enrollment data decreased to its lowest; however, DIS female enrollment increased to its highest value since 2010-11.

2. Achievement of goals

Based on goals from previous equity reports, identify areas where goals set by the college last year were achieved and set goals for 2014-2015. A table is provided to use as appropriate.

Group	FTIC Enrollment				Overall Enrollment		
	2013-2014 Goals	Achieved Y/N	2014-2015 Goals		2013-2014 Goals	Achieved Y/N	2014-2015 Goals
Black	14% (58)	N	12%		10%	Y	12%
Hispanic	32% (176)	Y	35%		28%	Y	30%
Other Minorities	4% (22)	Y	5%		4%	N	4%
White	50% (274)	Y	50%		58%	N	54%
Male	48.50% (255)	N	48.50%		42%	N	42%
Female	51.50% (275)	Y	51.50%		58%	Y	58%
DIS	None	N/A	25		None	N/A	87
LEP	None	N/A	4		None	N/A	30

***Values in parenthesis represent enrollment figures**

Goals for FTIC

*Goal for White FTIC was not changed; it remains at 50% since this population is exceeding the performance of other races.

*Goal for Male FTIC was not changed as they did not meet the 48.5% goal.

*Goal of 32% was met for Hispanic FTIC. We increased our goal to 35%.

*Goal for Black FTIC remains at 14% as the actual figure is 13.51%.

Goals for Overall Enrollments

*Goals for Black Overall Enrollment were increased from 10% to 12%. This goal was met.

*Goals for Hispanic Overall Enrollment were increased from 28% to 30%. This goal was met.

*Goals for Other Overall Enrollment remains at 4% as this goal was not met.

*Goals for male Overall Enrollment was not changed; it remains at 42% as this was not met.

* Goals for female Overall Enrollment was not changed; it remains at 58%. Although this goal was met, it will remain the same to offset overall male enrollment.

3. Methods and Strategies

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

SFSC has implemented various programs/initiatives to increase student completion rates—particularly for its minority and FTIC student population: Student Support Services (TRiO), Panther Youth Program (PYP), Farmworker Career Development Program, College Reach Out Program (CROP), Take Stock In Children (TSIC) and Early Alert. Additional efforts involve enhancing orientation and enrolling students into a first year experience course, implementing a new Client Relationship Management Program (CRM) used college wide to track student retention, communicate with non-returning students to increase retention, and conducting a comprehensive non-returning student survey to identify issues that are affecting retention for different demographics disaggregated by race/ethnicity. Furthermore, SFSC is actively pursuing additional funding to provide more support for black male students by continuing to develop and implement innovative solutions. The Student Success Committee has created a subcommittee to continue developing plans for the Male Initiative with a major goal being the improvement of retention for black male students. A key part of the Male Initiative will be the introduction of the case management model for assisting at-risk students. As part of this process, SFSC has been both researching model programs at peer institutions and researching potential grant opportunities. SFSC has also received a gift of \$56,600 which has been added to the Patrick and Mercedes Carruthers African-American Scholarships. This scholarship is available to African Americans who were born and raised in Highlands County.

B. Student Completions (college degree and certificate programs)

This year's report evaluates degree and certificate completions from 2011-2012 to 2013-2014 by race, gender, DIS and LEP skills of students achieving A.A. Degrees, A.S. Degrees or Certificates of Completion (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 for 2014/2015.

Florida College System

College: South Florida

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	24	266	9.02	5	84	5.95	16	310	5.16
	2012-13	16	272	5.88	8	97	8.25	19	266	7.14
	2013-14	15	248	6.05	5	65	7.69	18	285	6.32
Male	2011-12	6	266	2.26	2	84	2.38	10	310	3.23
	2012-13	3	272	1.10	2	97	2.06	14	266	5.26
	2013-14	9	248	3.63	2	65	3.08	9	285	3.16
Total	2011-12	30	266	11.28	7	84	8.33	26	310	8.39
	2012-13	19	272	6.99	10	97	10.31	33	266	12.41
	2013-14	24	248	9.68	7	65	10.77	27	285	9.47

PERA = CCEE0192 01/24/2015 20:00:02 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: South Florida

Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	37	266	13.91	11	84	13.10	38	310	12.26
	2012-13	47	272	17.28	11	97	11.34	24	266	9.02
	2013-14	39	248	15.73	16	65	24.62	51	285	17.89
Male	2011-12	22	266	8.27	7	84	8.33	38	310	12.26
	2012-13	20	272	7.35	3	97	3.09	36	266	13.53
	2013-14	28	248	11.29	5	65	7.69	41	285	14.39
Total	2011-12	59	266	22.18	18	84	21.43	76	310	24.52
	2012-13	67	272	24.63	14	97	14.43	60	266	22.56
	2013-14	67	248	27.02	21	65	32.31	92	285	32.28

PERA = CCEE0192 01/24/2015 20:00:02 Source: AA1A2012, AA1A2013, AA1A2014

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

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Florida College System

College: South Florida

Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	6	266	2.26	0	84	0.00	4	310	1.29
	2012-13	4	272	1.47	3	97	3.09	1	266	0.38
	2013-14	3	248	1.21	4	65	6.15	2	285	0.70
Male	2011-12	1	266	0.38	2	84	2.38	3	310	0.97
	2012-13	8	272	2.94	2	97	2.06	2	266	0.75
	2013-14	6	248	2.42	0	65	0.00	3	285	1.05
Total	2011-12	7	266	2.63	2	84	2.38	7	310	2.26
	2012-13	12	272	4.41	5	97	5.15	3	266	1.13
	2013-14	9	248	3.63	4	65	6.15	5	285	1.75

PERA = CCEE0192 01/24/2015 20:00:02 Source: AA1A2012, AA1A2013, AA1A2014
DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: South Florida

Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	112	266	42.11	35	84	41.67	79	310	25.48
	2012-13	94	272	34.56	50	97	51.55	67	266	25.19
	2013-14	93	248	37.50	25	65	38.46	75	285	26.32
Male	2011-12	58	266	21.80	22	84	26.19	122	310	39.35
	2012-13	80	272	29.41	18	97	18.56	103	266	38.72
	2013-14	55	248	22.18	8	65	12.31	86	285	30.18
Total	2011-12	170	266	63.91	57	84	67.86	201	310	64.84
	2012-13	174	272	63.97	68	97	70.10	170	266	63.91
	2013-14	148	248	59.68	33	65	50.77	161	285	56.49

PERA = CCEE0192 01/24/2015 20:00:02 Source: AA1A2012, AA1A2013, AA1A2014
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Total completions are reflected for each Degree/Certificate category including the white populations, but excluding non-resident aliens, unknown race, unknown gender, or unknown citizenship. Provide data for each of the reporting years requested above, beginning summer, continuing through fall, and ending in the spring.

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: South Florida

Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2011-12	179	266	67.29	51	84	60.71	137	310	44.19
	2012-13	161	272	59.19	72	97	74.23	111	266	41.73
	2013-14	150	248	60.48	50	65	76.92	146	285	51.23
Male	2011-12	87	266	32.71	33	84	39.29	173	310	55.81
	2012-13	111	272	40.81	25	97	25.77	155	266	58.27
	2013-14	98	248	39.52	15	65	23.08	139	285	48.77
Total	2011-12	266	266	100.00	84	84	100.00	310	310	100.00
	2012-13	272	272	100.00	97	97	100.00	266	266	100.00
	2013-14	248	248	100.00	65	65	100.00	285	285	100.00

PERA = CCEE0192 01/24/2015 20:00:02 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

Florida College System

College: South Florida

Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2011-12	2	2	0	1	1	2
	2012-13	1	4	5	1	2	2
	2013-14	1	5	1	1	3	1
Male	2011-12	1	3	3	2	1	11
	2012-13	1	4	0	0	1	4
	2013-14	0	1	1	1	1	3
Total (ALL)	Rpt Year						
	2011-12	3	5	3	3	2	13
	2012-13	2	8	5	1	3	6
	2013-14	1	6	2	2	4	4

PERA = CCEE0192 01/24/2015 20:00:02 Source: AA1A2012, AA1A2013, AA1A2014

DOE collection years begin with the summer term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring of 2013).

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

2015 data is not available. LEP = Limited English Proficiency and DIS = Disabled

1. Program Analysis

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

2. Achievement of goals

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

Group	AA Degrees	2013-2014 Goal	Achieved Y/N	Goals for 2014-2015
Black	9.68% (24)	10%	N	10%
Hispanic	27.02% (67)	25%	Y	27.50%
Other	3.63% (9)	5%	N	4%
White	59.68% (148)	60%	N	58.50%
Male	39.52% (98)	55%	N	42%
Female	60.48% (150)	45%	Y	58%
LEP	1	None	N/A	2
DIS	6	None	N/A	12

Group	AS Degrees	2013-2014 Goal	Achieved Y/N	Goals for 2014-2015
Black	10.77% (7)	11%	N	11%
Hispanic	32.31% (21)	16%	Y	32.5%
Other	6.15% (4)	3%	Y	6.50%
White	50.77% (33)	70%	N	50%
Male	23.08% (15)	30%	N	25%
Female	76.92% (50)	70%	Y	75%
LEP	2	None	N/A	4
Disability	2	None	N/A	4

Group	Certificates	2013-2014 Goal	Achieved Y/N	Goals for 2014-2015
Black	9.47% (27)	13%	N	10%
Hispanic	32.28% (92)	24%	Y	32.50%
Other	1.75% (5)	2%	N	2%
White	56.49% (161)	61%	N	55.50%
Male	48.77% (139)	59%	N	49%
Female	51.23% (146)	41%	Y	51%
LEP	4	None	N/A	8
Disability	4	None	N/A	8

3. Methods and Strategies

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

SFSC has implemented the following programs/initiatives to increase student completion rates—particularly for its minority and FTIC student population: Student Support Services (TRiO), Panther Youth Program (PYP), Farmworker Career Development Program, College Reach Out Program (CROP), Take Stock In Children (TSIC) and Early Alert. Additional efforts involve enhancing orientation and enrolling students into a first year experience course, implementing a new Client Relationship Management Program (CRM) used college wide to track student retention, communicate with non-returning students to increase retention, and conducting a comprehensive non-returning student survey to identify issues that are affecting retention for different demographics disaggregated by race/ethnicity. Furthermore, SFSC is actively pursuing additional funding to provide more support for black male students by continuing to develop and implement innovative solutions. The Student Success Committee has created a subcommittee to continue developing plans for the Male Initiative with a major goal being the improvement of retention for black male students. A key part of the Male Initiative will be the introduction of the case management model for assisting at-risk students. As part of this process, SFSC has been researching model programs at peer institutions and researching potential grant opportunities. SFSC has also received a gift of \$56,600 which has been added to the Patrick and Mercedes Carruthers African-American Scholarships. This scholarship is available to African Americans who were born and raised in Highlands County.

C. Student Retention by Race and Gender

The Annual College Equity Update Report for 2014-2015 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data is provided for full-time and part-time students by race and gender for two years' comparisons; Fall 2012-2013 FTIC students returning Fall 2013-2014 and Fall 2013-2014 FTIC students returning Fall 2014-2015.

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

- a. Full-time students:

The analysis for Full-time FTIC students indicates a further decline in Black student (male and female) and white male retention rates. Additional analysis indicates an improvement in Hispanic student (male and female) retention. Other race and genders were analyzed, including Non-Resident Alien, American Indian or Alaskan, and Asian/Pacific Islander, however, the enrollment figures were too low to make a fair and accurate assessment of retention.

- b. Part-time students:

Review of the Part-time FTIC students indicate an improvement in Black (male and female), Hispanic (male and female), White (male and female), Asian/Pacific Islander (male and female), and Unknown/Two or More Race retention rates. Data indicates all races obtained at least a 50% retention rate, excluding Black and Asian/Pacific Islander females. Black females are being retained at a 29% retention rate, a 2% increase from the prior year. Asian/Pacific Islander females are being retained at a 40% retention rate. The most significant retention increase occurred among Black and Hispanic males. From 2013-14 through 2014-15 Hispanic males improved by 31% and Black males improved by 27%. Additional improvements occurred among Hispanic females, and White males, although not as significant. Other race and genders were analyzed, including Non-Resident Alien, American Indian or Alaskan, and Asian/Pacific Islander, however, the enrollment figures were too low to make a fair and accurate assessment of retention.

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

SFSC has implemented various programs/initiatives to increase its programs that serve at-risk students who are experiencing lower retention rates including: Student Support Services (TRiO), Panther Youth Program (PYP), College Reach Out Program (CROP), Take Stock In Children (TSIC), Early Alert, and Farmworker Career Development Program. Additional efforts will involve enhancing orientation and enrolling students into a first year experience course and new student orientation, implementing a new Client Relationship Management Program (CRM) used college wide to track student retention, communicating with non-returning students to increase retention, and conducting a comprehensive non-returning student survey to identify issues that are affecting retention for different demographics disaggregated by race/ethnicity.

SFSC is also actively pursuing additional funding to develop and implement innovative solutions to provide more support for black male students. As part of this process, SFSC has been researching both model programs at peer institutions and researching potential grant opportunities. Last year, the college submitted a \$75,000 request to the John S. and James L. Knight Foundation to create a targeted recruitment and retention program for black male students. SFSC is also applied for funding under the federal *My Brother's Keeper* initiative. Furthermore, SFSC secured funding to provide African American students with scholarships opportunities (\$56,600) which has been added to the Patrick and

Mercedes Carruthers African-American Scholarships. This scholarship is available to African Americans who were born and raised in Highlands County.

Florida College System

College: South Florida

Full-Time Student Retention (FTIC)2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	1	2	15	24	0	0	2	3	47	49	89	93	6	8	160	179	339
Num. Retained	0	1	6	11	0	0	2	1	35	37	56	67	6	1	105	118	223
% Retained	0	50	40	46	0	0	100	33	74	76	63	72	100	13	66	66	66

PERA - Retention 01/24/2015 20:04:02
 Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: South Florida

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

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	0	0	24	15	0	1	3	1	47	48	83	102	6	7	163	174	337
Num. Retained	0	0	12	12	0	1	3	1	29	32	54	64	4	4	102	114	216
% Retained	0	0	50	80	0	100	100	100	62	67	65	63	67	57	63	66	64

PERA - Retention 01/24/2015 20:04:02
 Preliminary Student Data Base 2012-13 Fall Beginning-of-Term - IPEDS Fall 2012 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: South Florida

Part-Time Student Retention (FTIC)2013-14 Fall Beginning-of-Term to 2014-15 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	0	5	5	14	0	0	2	5	32	51	44	62	2	7	85	144	229
Num. Retained	0	3	3	4	0	0	2	2	24	33	24	34	2	5	55	81	136
% Retained	0	60	60	29	0	0	100	40	75	65	55	55	100	71	65	56	59

PERA - Retention 01/24/2015 20:04:02

Preliminary Student Data Base 2013-14 Fall Beginning-of-Term - IPEDS Fall 2013 FTIC Degree/Certificate Seeking Students. Preliminary Student Data Base 2014-15 Fall Beginning-of-Term - IPEDS Fall Enrollment

Florida College System

College: South Florida

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

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian/Pacific Islander		Hispanic		White		Unknown/Two or More Races		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	0	1	9	15	0	0	1	1	25	43	39	50	2	2	76	112	188
Num. Retained	0	1	3	4	0	0	0	0	11	24	15	27	1	1	30	57	87
% Retained	0	100	33	27	0	0	0	0	44	56	38	54	50	50	39	51	46

PERA - Retention 01/24/2015 20:04:02

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

D. Student Success in Targeted Programs

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

SFSC does not collect data related to marital status.

SFSC has implemented various programs/initiatives to increase student retention rates college-wide: Student Support Services (TRiO), Panther Youth Program (PYP), College Reach Out Program (CROP), Take Stock In Children (TSIC), Early Alert, and Farmworker Career Development Program. Additional efforts involve enhancing orientation and enrolling students into a first year experience course and new, comprehensive student orientation, implementing a new Client Relationship Management Program (CRM) used college wide to track student retention, communicate with non-returning students to increase retention, and conducting a comprehensive non-returning student survey to identify issues that are affecting retention for different demographics disaggregated by race/ethnicity.

Also, SFSC is actively pursuing additional funding to develop and implement innovative solutions to provide more support for black male students. As part of this process, SFSC has been researching model programs at peer institutions and researching potential grant opportunities. Furthermore, SFSC has secured funding to provide African American students with scholarships opportunities (\$56,600) which has been added to the Patrick and Mercedes Carruthers African-American Scholarships. This scholarship is available to African Americans who were born and raised in Highlands County.

The Student Success Committee has developed a subcommittee that has been charged with developing a comprehensive Male Initiative to target and assist at-risk black males who are demonstrating low retention rates. This committee has also been charged with identifying Best Practices to assist these students towards completion.

E. Student Success Rates in Gatekeeper Courses

The College 2014-2015 Update Report should include an analysis of the success rates of white, black and Hispanic students enrolled in gatekeeper courses (MAC1105, MGF1106, STA2023, MAT 1033 and ENC1101) from 2011-2012 through 2013-2014. Colleges should evaluate increases/decreases in the percentages of students by race successfully completing these courses. Colleges should also identify gaps among white, black and Hispanic students. Strategies to increase the success rates and close the gaps should be included.

Notes regarding the Disparity reports

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

1. Program Analysis

For each course, provide an analysis by race of increases and/or decreases in the percentage of students successfully completing gatekeeper courses from 2011-2012 through 2013-2014. Use space as needed.

This section will focus on analyzing the success rates of White, Black, and Hispanic students enrolled in gatekeeper courses. It will then evaluate the disparity gaps between Black-White students and Hispanic-White students.

In 2013-14 data suggests that Black students course completion rates were higher than in 2012-13 for MAT1033, ENC1101, MAC1105, and MGF1106 courses, excluding STA2023.

In 2013-14 White student course completion rates were higher in ENC1101 and MAC1105 than in 2012-13 when a greater number of White students successfully completed MGF1106 and STA2023.

In 2013-14 Hispanic student course completion rates were higher in ENC1101 and MGF1106 than in 2012-13 when a greater number of Hispanic students successfully completed MAT1033, MAC1105, and STA2023.

Analysis of the Black-White Gap comparison reveals in 2013-14 a greater percentage of White students successfully completed ENC1101 and MAC1105 compared to the previous year when a greater number of Black students successfully passed STA2023. Further analysis suggests a lower percentage of Black students successfully passed ENC1101 and MAC1105 in years 2011-12, 2012-13, and 2013-14.

In 2013-14 the Hispanic-White Disparity Gap revealed a greater percentage of students successfully passed ENC1101, MGF1106, and STA2023 compared to the previous year. However, the Hispanic-White Gap for MAT1033, and MAC1105 indicated a lower percentage of students were successful in completing the courses. Further analysis suggests a lower percentage of students successfully passed ENC1101 in years 2011-12 and 2012-13.

Much of the data reflecting higher percentages of success in Black and Hispanic compared to White is particularly attributed to the low sample size of students. Sample size for both groups was low which may be a factor in the large year to year changes.

2. Continuous Improvement Process:

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

The data has shown mixed results, but overall we believe that the current strategies are effective at assessing and placing students in the appropriate levels, monitoring the progress of each of the above noted populations, and providing tutoring for students who appear at risk.

2. Continuous Improvement Process

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

SFSC has implemented the following programs/initiatives to increase student retention rates college-wide: Student Support Services (TRiO), Panther Youth Program (PYP), College Reach Out Program (CROP), Take Stock In Children (TSIC), Early Alert, and Farmworker Career Development Program. Additional efforts involve enhancing orientation and enrolling students into a first year experience course and new, comprehensive student orientation, implementing a new Client Relationship Management Program (CRM) used college wide to track student retention, communicate with non-returning students to increase retention, and conducting a comprehensive non-returning student survey to identify issues that are affecting retention for different demographics disaggregated by race/ethnicity.

Additionally, SFSC is actively pursuing additional funding to develop and implement innovative solutions to provide more support for black male students. As part of this process, SFSC has been researching model programs at peer institutions and researching potential grant opportunities. Furthermore, SFSC has secured funding to provide African American students with scholarships opportunities (\$56,600), which has been added to the Patrick and Mercedes Carruthers African-American Scholarships. This scholarship is available to African Americans who were born and raised in Highlands County.

The Student Success Committee has developed a subcommittee that has been charged with developing a comprehensive Male Initiative to target and assist at-risk black males who are demonstrating low retention rates. This committee has also been charged with identifying Best Practices to assist these students towards completion.

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

Success Rates for White Students at South Florida Fall End-of-Term

White	2011-12			2012-13			2013-14		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	65	95	68.42	61	86	70.93	82	116	70.69
ENC1101	150	216	69.44	114	183	62.30	138	189	73.02
MAC1105	52	82	63.41	63	92	68.48	57	72	79.17
MGF1106	41	42	97.62	48	55	87.27	30	40	75.00
STA2023	36	50	72.00	38	51	74.51	22	35	62.86

PERA - Disparity Gap 01/24/2015 20:07:00

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

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

Success Rates for Black Students at South Florida Fall End-of-Term

Black	2011-12			2012-13			2013-14		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	17	21	80.95	14	23	60.87	18	23	78.26
ENC1101	19	28	67.86	19	41	46.34	20	34	58.82
MAC1105	5	9	55.56	5	16	31.25	2	4	50.00
MGF1106	8	8	100.00	10	18	55.56	12	14	85.71
STA2023	0	2	0.00	7	9	77.78	4	6	66.67

PERA - Disparity Gap 01/24/2015 20:07:00

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

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

Success Rates for Hispanic Students at South Florida Fall End-of-Term

Hispanic	2011-12			2012-13			2013-14		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	38	56	67.86	38	51	74.51	50	74	67.57
ENC1101	72	111	64.86	57	93	61.29	82	112	73.21
MAC1105	31	44	70.45	40	55	72.73	29	41	70.73
MGF1106	15	18	83.33	22	24	91.67	33	35	94.29
STA2023	15	25	60.00	21	24	87.50	22	28	78.57

PERA - Disparity Gap 01/24/2015 20:07:00

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

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

Gap Comparison in Percentage Successful at South Florida Fall End-of-Term

Course	2011-12		2012-13		2013-14	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
MAT1033	12.53	-0.56	-10.06	3.58	7.57	-3.12
ENC1101	-1.58	-4.58	-15.96	-1.01	-14.20	0.19
MAC1105	-7.85	7.04	-37.23	4.25	-29.17	-8.44
MGF1106	2.38	-14.29	-31.71	4.40	10.71	19.29
STA2023	-72.00	-12.00	3.27	12.99	3.81	15.71

PERA - Disparity Gap 01/24/2015 20:07:00

Source: SDB2012 - SDB2014 Community College Office of Evaluation

DOE collections years begin with the Summer Term. (Ex. 2012-13 includes Summer and Fall of 2012, Winter/Spring 2013).

Part IV

Substitution Waivers for Admissions and Course Substitutions for Students with Disabilities

This Part applies to all college academic programs and substitutions for students with disabilities.

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

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

Colleges are required to develop policies and procedures for providing reasonable substitution for eligible students required by §1007.264 and §1007.265, F.S. and by Rule 6A-10.041, F.A.C. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, F.A.C.

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

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

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

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

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

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

A. Rule 6A-10.041, F.A.C., was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008.

B. Rule 6A-10.041(6) states, “Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within the Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, is incorporated by reference herein to become effective October 25, 2010.”

Complete Form CSR01 on the following page for eligible students with disabilities.

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	1	Gen Ed Math	GEB 1011 Intro to Business	Math
		Gen Ed Math	GEB 2430 Business Ethics	Math
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury	1	Gen Ed Math	GEB 1011 Intro to Business	Math
		Gen Ed Math	Survey of Economics	Math
Other Health Impairment				

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	2	2
Spring	0	0
Summer	0	0
Total	2	2

PART V GENDER EQUITY IN ATHLETICS

Note: If the college does not offer intercollegiate athletics, delete this part from the report.

§1006.71, F.S., Gender equity in intercollegiate athletics: applicable to postsecondary institutions offering athletic programs states, "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 address the following.

A. Assessment of Athletic Programs

§1006.71, F.S. requires 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. Rule 6A-19.004(1) states, "Gender equity in athletics at all levels of public education shall be defined as: Gender equity in athletics is the fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender." Part (2) (a) states, "Participation shall include all varsity roster positions available, but shall not include club or intramural opportunities."

Please address the following.

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders
South Florida State College offers interscholastic sports offerings for women in softball and volleyball, and for men in baseball. (In fall of 2015 SFSC will add Cross Country for Women). These programs are all widely participated in throughout our surrounding service area as well as state wide which provides outstanding recruiting and participation opportunities.
2. Participation rates, substantially proportionate to the enrollment of males and females
The participation rates for men's and women's sports are listed in the table below.
3. Availability of facilities, defined as locker rooms, practice areas, and competitive facilities
Athletic facilities are available for all female and male athletes. The Panther gym, softball field, and baseball fields are all used by their respective players of each sport on an equally scheduled basis. Each athletic team has its own locker room facility, and the strength and training center (fitness center) is open and accessible for all sports teams equally.
4. Scholarship offerings for athletes
Each athletic program has the same scholarship package that which includes books, tuition, applicable fees and a meal plan. SFSC funds 30 scholarships for female sports and 18 scholarships for male sports.
5. Funds allocated for:
All financial listings including other section (e) publicity and promotion, (f) other support cost, (g) travel and per diem allowances, and (k) compensation for coaches and tutors can be found in each respective section of the EADA report.
 - a. The athletic program overall
 - b. Administration
 - c. Recruitment
 - d. Comparable coaching
 - e. Publicity and promotion
 - f. Other support costs
 - g. Travel and per diem allowances

6. Provision of equipment and supplies
Equipment and supplies for each athletic team are purchased through each respective coach from the budget that each sport receives. These purchases are approved by the athletic director to ensure that each program works within its respective budget.
7. Scheduling of games and practice times
Scheduling and practice are also at the discretion of each coach. Schedules are approved by the athletic director to ensure that each sport works within its respective travel budget. This also ensures that in season and out of season guidelines are followed.
8. Opportunities to receive tutoring
South Florida State has open tutoring labs that are accessible to all students on campus, as well as free online tutoring. All students have the opportunity to receive help as they request it at no cost to the students. Coaches may organize team study times for additional academic support at their discretion/as needed.
9. Compensation of coaches and tutors
Coach's compensation is listed in the EADA report with the coach's salaries report. No athletic department funds are expended for tutoring services; tutoring on campus is free to all students.
10. Medical and training services
South Florida State contracts an athletic trainer who facilitates all needs at each home athletic event for all sports. The trainer also holds training room hours during the week that are open and accessible to all student/athletes for extended care.
11. Housing and dining facilities and services
South Florida State College Foundation, Inc., provides housing for students at the Hotel Jacaranda, an historic hotel owned and operated by the Foundation. All students have the opportunity to rent units on a first come first serve basis. There are also rental properties in the area which some families choose to explore. SFSC does not have any housing agreements in place with housing/apartment complexes. Dining facilities are offered on campus through the SFSC cafeteria. All 48 athletic scholarships fund one meal per day five days per week on campus at a monetary value of \$7. Meals are also available for paying guests at the residence facility.

B. Data Analysis

- 1) The college should include the EADA Survey Federal Report for 2014 as Appendix 5. Student athletic data from this report will be used to complete the following table for gender proportionality compared to student enrollments.
- 2) 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 EADA Survey Federal Report for the last two years.

- a. **Note: Reporting years may have been revised for your college to coincide with the EADA report and may be different than data reflected in previous years' reports.**

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2012 through June 30, 2013 and July 1, 2013 through June 30, 2014

New! Provide an explanation of enrollment data used in this part and the body of students represented: (full-time, part-time, students enrolled in career and technical education programs, etc.) Use space as needed.

Enrollment data in this portion consist of unduplicated full-time and part-time degree and certificate seeking students for fiscal year July 1st through June 30th.

	2012/13			2013/14			
	Males	Females	Total	Males	Females	Total	
Total Number of Athletes	24	31	55	Total Number of Athletes	23	31	54
% of Athletes by Gender	44%	56%	100%	% of Athletes by Gender	43%	57%	100%
Total Number Enrollments	1606	2405	4011	Total Number Enrollments	1034	1665	2699
% of Enrollments by Gender	40%	60%	100%	% of Enrollments by Gender	38%	62%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	4%	4%		Record the difference between the percent of athletes and the percent of students enrolled:	5%	5%	

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?

2012-2013: [Yes](#) (yes/no)

2013-2014: [Yes](#) (yes/no)

C. Compliance with Title IX

Following the college's assessment outlined in parts A and B, the college should check at least one component 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

D. Corrective Action Plan

If there are any disparities in section A or B, or if the college has a disproportionate rate of female participants compared to female enrollments, a priority corrective action plan for compliance shall be included in this report.

Corrective Action Plan for Non-Compliance Components in Athletics

Specify modifications proposed for 2014/2015 and include a time line for completion of the plan. If this is not a new Corrective Action Plan, provide an update on the status of the plan.

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
NO	CORRECTIVE	ACTIONS	NOTED

E. Presidential Evaluation Regarding Athletic Program

Has the local or district board of trustees evaluated the college president on the extent to which gender equity goals were achieved during the previous year?

Yes No Month and Date of Evaluation: January 28, 2015

PART VI EMPLOYMENT EQUITY ACCOUNTABILITY PLAN

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

A. Data, Analysis and Benchmarks

Employment Analysis

Data to evaluate employment trends for females and minorities in senior level positions or Executive/Administrative/Managerial (EAM) positions, full-time instructional staff, and full-time instructional staff with continuing contract status are from the Annual Personnel Report (APR) and include the collection years for 2010-2011 through 2014-2015.

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 2013-2014 with 2014-2015. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

Benchmarks

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

Florida College System

College: South Florida

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

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

		Employment																
		Census																
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
Black	Female	194	2.5	40	0.8	7.52%	2	10.5	2	10.0	1	5.6	1	5.6	0	0.0	-1	(100.0%)
	Male	87	1.1	61	1.3	3.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	281	3.6	101	2.1	11.0%	2	10.5	2	10.0	1	5.6	1	5.6	0	0.0	-1	(100.0%)
Hispanic	Female	251	3.2	89	1.9	16.9%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	195	2.5	125	2.6	9.50%	1	5.3	1	5.0	1	5.6	1	5.6	1	5.6	0	0.0%
	Total	446	5.7	214	4.5	26.4%	1	5.3	1	5.0	1	5.6	1	5.6	1	5.6	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	1.24%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	2.14%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	175	2.2	152	3.2	6.39%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	219	2.8	164	3.4	3.68%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	394	5.0	316	6.6	10.1%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
White	Female	3,395	43.1	1,941	40.6	29.5%	9	47.4	9	45.0	8	44.4	8	44.4	9	50.0	1	12.5%
	Male	3,369	42.7	2,205	46.2	21.0%	7	36.8	8	40.0	8	44.4	8	44.4	8	44.4	0	0.0%
	Total	6,764	85.8	4,146	86.8	50.4%	16	84.2	17	85.0	16	88.9	16	88.9	17	94.4	1	6.3%
Total	Female	4,015	50.9	2,222	46.5	61.5%	11	57.9	11	55.0	9	50.0	9	50.0	9	50.0	0	0.0%
	Male	3,870	49.1	2,555	53.5	38.5%	8	42.1	9	45.0	9	50.0	9	50.0	9	50.0	0	0.0%
	Total	7,885	100.0	4,777	100.0	100%	19	100.0	20	100.0	18	100.0	18	100.0	18	100.0	0	0.0%

PERA EQUITY 01/24/15 20:12:35 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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

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

1. Executive/Administrative/Managerial Staff

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

For its 2013-14 Annual Equity Update Report, SFSC focused analysis and goal setting on the total number of underrepresented minorities and females in each category rather than by gender in each category. As a small college, we felt this approach more accurately reflected our progress toward increasing females and minorities in senior level administrative positions. The reporting matrix was revised accordingly (as shown below).

The benchmark used for this report is the census for holders of "Graduate Degree or Higher" within our service area. In 2014-15, 5.6% of SFSC's administrative staff were minorities compared to the 13.2% of regional graduate degree holders who are minorities.

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

	Actual Data (%) 2013-14	Actual Data (%) 2014-15	U.S Census Data (select Benchmark)	Stated Goals (2014-15)	Met Goal (yes/no)	Goals for 2015-16
Black	5.6	0	2.1	5	No	5.6
Hispanic	5.6	5.6	4.5	5	Yes	5.6
Other Minority	0	0	6.6	5	No	5.6
<i>Total Minority</i>	<i>11.2</i>	<i>5.6</i>	<i>13.2</i>	<i>15</i>	<i>No</i>	<i>16.8</i>
Female	50	50	46.5	50	Yes	50

In 2014-15, SFSC's minority representation in the administrative classification dropped to 5.6% when a retiring Black female administrator was replaced by a White male. This change significantly impacted the achievement of our goals as noted above. For many years, goals in this classification were based on a very stable workforce.

We planned for an increase in the number of administrators for 2014-15 in last year's report; however, an expected reorganization did not occur. We continue to have 18 administrators, each representing 5.6%. Two administrators will retire in June – a White female and a White male – that will allow for an increase of minority representation in this classification. Our goals include filling each vacancy with a minority candidate.

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

As vacancies occur and new administrative positions are developed, we will continue to monitor representation and strive to maintain a high level of diversity in this classification.

SFSC recruits both nationally and locally for new and vacant administrative positions and uses targeted ads in nationally-recognized minority publications, professional journals, and educational

institutions to attract diverse candidates. A member of the Equity Committee serves on each search committee for positions in this classification. We also encourage and provide funding for current staff to seek advanced academic preparation.

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

Not at this time.

Florida College System

College: South Florida

Historical Track Of College Full-Time Instructional Staff

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

		Census					Employment												
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15				
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15	
Black	Female	194	2.5	40	0.8	7.52%	1	1.6	1	1.6	3	4.5	3	4.6	3	4.6	0	0.0%	
	Male	87	1.1	61	1.3	3.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	281	3.6	101	2.1	11.0%	1	1.6	1	1.6	3	4.5	3	4.6	3	4.6	0	0.0%	
Hispanic	Female	251	3.2	89	1.9	16.9%	0	0.0	0	0.0	0	0.0	1	1.5	1	1.5	0	0.0%	
	Male	195	2.5	125	2.6	9.50%	1	1.6	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	446	5.7	214	4.5	26.4%	1	1.6	1	1.6	0	0.0	1	1.5	1	1.5	0	0.0%	
Non-Resident Aliens	Female	0	0.0	0	0.0	1.24%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Male	0	0.0	0	0.0	0.90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	0	0.0	0	0.0	2.14%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
Other	Female	175	2.2	152	3.2	6.39%	1	1.6	1	1.6	1	1.5	1	1.5	1	1.5	0	0.0%	
	Male	219	2.8	164	3.4	3.68%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%	
	Total	394	5.0	316	6.6	10.1%	1	1.6	1	1.6	1	1.5	1	1.5	1	1.5	0	0.0%	
White	Female	3,395	43.1	1,941	40.6	29.5%	33	51.6	32	51.6	32	48.5	31	47.7	33	50.8	2	6.5%	
	Male	3,369	42.7	2,205	46.2	21.0%	28	43.8	27	43.5	30	45.5	29	44.6	27	41.5	-2	(6.9%)	
	Total	6,764	85.8	4,146	86.8	50.4%	61	95.3	59	95.2	62	93.9	60	92.3	60	92.3	0	0.0%	
Total	Female	4,015	50.9	2,222	46.5	61.5%	35	54.7	34	54.8	36	54.5	36	55.4	38	58.5	2	5.6%	
	Male	3,870	49.1	2,555	53.5	38.5%	29	45.3	28	45.2	30	45.5	29	44.6	27	41.5	-2	(6.9%)	
	Total	7,885	100.0	4,777	100.0	100%	64	100.0	62	100.0	66	100.0	65	100.0	65	100.0	0	0.0%	

PERA EQUITY 01/24/15 20:18:43 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014
 Notes: IPEDS Fall Staff Criteria Used For Data Categorization. DOE collection years begin with the Summer Term. (ex. 2008-09 includes Summer and Fall of 2008, Winter/Spring 2009).
 Census Ratios = Equity Category of Total Degree Holding Population / Total Degree Holding Population Within the Colleges Service Area.

2. Full-time Instructional Staff

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

For its 2013-14 Annual Equity Update Report, SFSC focused analysis and goal setting on the total number of underrepresented minorities and females in each category rather than by gender in each category. As a small college, we felt that this approach more accurately reflected our progress toward increasing females and minorities in faculty positions. The reporting matrix was revised accordingly (as shown below).

Total minority representation among instructional faculty is 7.6% compared to 13.2% of graduate degree-holders in the region. The female representation is 58.5% compared to 46.5% in the benchmark. We are reporting 65 instructional faculty, each representing approximately 1.5% of the total.

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

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select Benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015-2016
Black	4.6	4.6	2.1	4.6	Yes	4.6
Hispanic	1.5	1.5	4.5	3	No	4.6
Other Minority	1.5	1.5	6.6	3	No	3
<i>Total Minority</i>	<i>7.6</i>	<i>7.6</i>	<i>13.2</i>	<i>10.6</i>	<i>No</i>	<i>12.2</i>
Female	54.4	58.5	46.5	50	Yes	50

Although we met our goals (and exceeded the benchmarks) for Blacks and females among instructional faculty, increased representation of qualified Hispanics and "Other" minority groups is still needed. Three position vacancies exist for 2015-16, creating opportunity to increase representation. Our goals include filling each vacancy with a minority candidate – two Hispanics and one "Other" minority.

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

As vacancies occur and new faculty positions are developed, we will continue to monitor representation and strive to increase diversity in our instructional faculty.

SFSC recruits both nationally and locally for new and vacant faculty positions and uses targeted ads in nationally-recognized minority publications, professional journals, and educational institutions to attract diverse candidates. A member of the Equity Committee serves on each faculty search committee. We also encourage and provide funding for current staff to seek advanced academic preparation.

SFSC will continue to pursue funding to increase staffing and salary levels for instructional faculty based on program and enrollment needs. We will also continue to promote diversity

within the college community, ensure equal access and opportunity in employment, and provide cultural programming within our service district.

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

Previously identified barriers affecting recruitment and retention of qualified minority candidates for faculty positions include our rural location, existing cultural and social opportunities within the service district, and, as applicable, area schools and employment opportunities for spouses/dependents. All of these barriers still exist.

Florida College System

College: South Florida

Historical Track Of College Full-Time Continuing Contract Instructional Staff

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

		Census					Employment											
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2010-11		2011-12		2012-13		2013-14		2014-15			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2013-14 2014-15	% DIF 2013-14 2014-15
Black	Female	194	2.5	40	0.8	7.52%	1	2.3	1	2.0	1	2.0	1	2.0	1	2.1	0	0.0%
	Male	87	1.1	61	1.3	3.48%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	281	3.6	101	2.1	11.0%	1	2.3	1	2.0	1	2.0	1	2.0	1	2.1	0	0.0%
Hispanic	Female	251	3.2	89	1.9	16.9%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	195	2.5	125	2.6	9.50%	1	2.3	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	446	5.7	214	4.5	26.4%	1	2.3	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	1.24%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Male	0	0.0	0	0.0	0.90%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	2.14%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
Other	Female	175	2.2	152	3.2	6.39%	1	2.3	1	2.0	1	2.0	1	2.0	1	2.1	0	0.0%
	Male	219	2.8	164	3.4	3.68%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	394	5.0	316	6.6	10.1%	1	2.3	1	2.0	1	2.0	1	2.0	1	2.1	0	0.0%
White	Female	3,395	43.1	1,941	40.6	29.5%	18	41.9	22	44.0	23	46.0	23	46.9	23	48.9	0	0.0%
	Male	3,369	42.7	2,205	46.2	21.0%	22	51.2	25	50.0	25	50.0	24	49.0	22	46.8	-2	(8.3%)
	Total	6,764	85.8	4,146	86.8	50.4%	40	93.0	47	94.0	48	96.0	47	95.9	45	95.7	-2	(4.3%)
Total	Female	4,015	50.9	2,222	46.5	61.5%	20	46.5	24	48.0	25	50.0	25	51.0	25	53.2	0	0.0%
	Male	3,870	49.1	2,555	53.5	38.5%	23	53.5	26	52.0	25	50.0	24	49.0	22	46.8	-2	(8.3%)
	Total	7,885	100.0	4,777	100.0	100%	43	100.0	50	100.0	50	100.0	49	100.0	47	100.0	-2	(4.1%)

PERA EQUITY 01/24/15 20:24:03 Source: APR2011 - APR2015, 2009 American FactFinder Educational Attainment Census Data, SDB2014

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

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

3. Full-time Continuing Contract Instructional Staff

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

For its 2013-14 Annual Equity Update Report, SFSC focused analysis and goal setting on the total number of underrepresented minorities and females in each category rather than by gender in each category as indicated in previous narrative for administrators and instructional staff.

The stated goals for 2015-16 represent projected movement of current faculty, including expected retirements. For many years, all of our minority faculty members were on continuing contract. While we have made progress in hiring minority faculty, increases in the continuing contract category will not be realized for several years.

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

	Actual Data (%) 2013/2014	Actual Data (%) 2014/2015	U.S Census Data (select Benchmark)	Stated Goals (2014/2015)	Met Goal (yes/no)	Goals for 2015-2016
Black	2	2.1	2.1	2	Yes	4.1
Hispanic	0	0	4.5	N/A	N/A	*
Other Minority	2	2.1	6.6	2	Yes	2
<i>Total Minority</i>	<i>4</i>	<i>4.2</i>	<i>13.2</i>	<i>4</i>	<i>N/A</i>	<i>6.1</i>
Female	51	53.2	46.5	50	Yes	59.2

*There were no stated goals for Hispanic faculty moving to continuing contract in 2014-15 because none were eligible. The first eligibility opportunity for Hispanic faculty will be the 2018-19 academic year.

Goals include the movement of one Black faculty and 4 female faculty to continuing contract in 2015-16. Total faculty on continuing contract was reduced by the retirements of 3 White males. The total number of continuing contract faculty in 2015-16 will be 49 with each representing approximately 2% of the total.

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

Our efforts to increase minority representation in continuing contract faculty are directly tied to the methods and strategies for recruiting instructional faculty.

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

Previously identified barriers still exist and are noted in the "Instructional Staff" section of this report.

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

- 1) Under §1012.86(3)(a), F.S., the college should provide a summary of the results of the evaluation of department chairpersons, deans, provosts, and vice presidents in achieving employment accountability goals. The summary should also briefly describe the remedial steps to be taken when staff evaluations yield unsatisfactory progress toward meeting intended goals. Provide a brief summary below and use space as needed.

Evaluations of all SFSC department chairpersons, deans, and vice presidents have been completed for 2014. Results indicate that all designated personnel made satisfactory progress in achieving employment accountability goals.

In the event evaluations showed unsatisfactory progress toward meeting intended goals, the college would provide additional training on diversity and non-discrimination. If unsatisfactory progress persisted, the college could choose to initiate disciplinary action, including possible non-renewal of contract or leadership reassignment.

- 2) Under §1012.86(3)(b), F.S., Florida College System institution boards of trustees shall annually evaluate the performance of the Florida College System institution presidents in achieving the annual and long-term goals and objectives. A summary of the results of such evaluations shall be reported to the Commissioner of Education and the State Board of Education as part of the Florida College System institution's annual employment accountability plan, and to the Legislature as part of the annual equity progress report submitted by the State Board of Education.

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

SFSC's District Board of Trustees provided an evaluation of the president on January 28, 2015. The president received satisfactory ratings in achieving annual and long-term goals and objectives, including his commitment and progress in supporting college planning and equity goals, as well as gender equity in athletics.

C. Additional Requirements

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

- 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.

SFSC's standing Equity Committee is comprised of a diverse group of administrators, faculty, and professional staff. The screening committee for each full-time faculty and administrative position includes a member of the Equity Committee who is responsible for ensuring that the College's equity procedures are followed.

Screening committee chairs are typically the direct supervisors of positions to be filled. Committee members are recommended by the chair and reviewed by the EA/EO Employee Coordinator to ensure that diversity and balance in the committee's composition. Screening committee chairs for full-time faculty and administrative positions may choose from the list of Equity Committee members to establish the "Equity Representative" for the search. The EA/EO Employee Coordinator is authorized to appoint the "Equity Representative" as needed.

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

Faculty employed prior to the 2013-14 academic year are eligible for continuing contract after having successfully completed three consecutive years of employment, subject to program continuation, continued funding, and continued satisfactory performance. Faculty employed for 2013-14 and beyond are subject to criteria under the newly revised SBE Rule 6A-14.0411 that changed the eligibility period from three (3) years to five (5) years and identifies additional measures of satisfactory service. Up to 2 years of prior full-time postsecondary teaching experience may be used in calculating the eligibility period for new faculty.

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

Faculty are notified of the criteria for attaining continuing contract status at employee orientation. Reappointment recommendations follow the annual performance review process for all faculty on annual contract and include the criteria set forth by SBE Rule 6A-14.0411 and SFSC's policy. Board reappointment is communicated to faculty through instructional supervisors. Faculty employed prior to the 2013-14 academic year were provided with notice of eligibility when they were reappointed to a third year of faculty employment. Faculty hired for 2013-14 and beyond will be notified of their eligibility at the appropriate time based on their prior postsecondary teaching experience.

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

Each year, SFSC sets aside a portion of its Staff and Program Development budget for equity initiatives. These funds are used primarily for targeted advertising when positions become available and for program development. For 2015-16, we anticipate hiring two or three faculty members giving opportunity to increase representation in under-represented groups.

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

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

Job Classification (the IPEDS Fall Staff Survey job classifications may be used as appropriate)	Number of New Hires*	Salary Range	Number of Existing Employee(s) with Comparable Experience	Salary Range
Faculty	2	\$46,627- \$58,260	63	\$38,149- \$83,003
Library & Other Teaching Occupations	3	\$30,000-	22	\$21,914- \$90,619
Management Occupations	1	\$112,268	14	\$74,271- \$112,268
Business & Financial Operations	1	\$36,000	20	\$33,000- \$80,371
Computer, Engineering & Science	2	\$28,000	10	\$27,000- \$81,552
Office & Administrative Support	3	\$20,032- \$22,700	72	\$20,032- \$52,876

* IPEDS definition of *New Hires*:

“The part that is collected on new hires from degree-granting institutions that have 15 or more full-time staff has the following reporting requirement: includes full-time permanent new hires on the payroll of the institution between July 1 and October 31, 2014 either for the first time (new to the institution) or after a break in service AND who are still on the payroll of the institution as November 1, 2014.”

FLORIDA EDUCATIONAL EQUITY ACT
2014/2015 ANNUAL EQUITY UPDATE REPORT
Signature Page

(name of institution)

The college ensures that §1000.05, F.S. and §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, color, 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 §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 §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, §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)

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2014/2015.

APPENDIX 1

Nondiscrimination Policy

**SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES POLICIES**

POLICY NO. 1.10

TITLE: EQUAL OPPORTUNITY

LEGAL AUTHORITY: FLORIDA STATUTES: 1000.05, 1001.64

OFFICE OF PRIMARY RESPONSIBILITY: PRESIDENT'S OFFICE/
EQUITY OFFICERS

South Florida State College (SFSC) will comply with the provisions of the Florida Educational Equity Act and all other applicable state and federal laws, rules, regulations, and executive orders by establishing procedures to ensure that no applicant, employee, or student is illegally or inappropriately discriminated against because of race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, or genetic information in admission to, or employment in, any of its education programs or activities.

Notification of the current equity coordinator(s) and contact information will be posted and prominently displayed for applicants, students and employees.

HISTORY: Last Revised 5/22/13

Issued by District Board of Trustees: 8/10/84

Reviewed: 7/01/07, 7/22/09, 6/27/12

Revised: 4/10/86, 1/22/02, 7/01/04, 9/26/12, 5/22/13

**SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES POLICIES**

POLICY NO. 5.23

TITLE: PROHIBITED DISCRIMINATION

LEGAL AUTHORITY: TITLE VII (42 U.S.C. Sec. 2000 e-2)
TITLE IX (20 U.S.C. 1681)
FLORIDA STATUTE 1001.64

OFFICE OF PRIMARY RESPONSIBILITY: VICE PRESIDENT FOR ADMINISTRATIVE
SERVICES/HUMAN RESOURCES

South Florida State College is committed to providing an educational and work environment free from harassment and prohibited discrimination based on such factors as race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, or genetic information.

The college will not tolerate prohibited harassment or discrimination of its applicants, employees or students by employees, students, or vendors and will attempt to protect its students and employees from non-student or non-employee harassment.

Each complaint of harassment or discrimination that is reported to a college official shall be investigated thoroughly, promptly, and with an emphasis on confidentiality. Retaliation against any applicant, employee or student for making a complaint or reporting harassment will not be tolerated.

The president is authorized to create and maintain procedures for prompt corrective action up to and including termination of employment for employees or dismissal from the educational program for students consistent with due process.

Harassment or discrimination includes:

- A. Any slurs, innuendoes, or other verbal or physical conduct reflecting on an individual's race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, or genetic information which has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment; has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's employment or educational opportunities.
- B. The denial of, or the provision of, aid, benefits, grades, rewards, employment, faculty assistance, services, or treatment on the basis of sexual advances or requests for sexual favors.

- C. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition on an individual's employment or education; submission to or rejection of such conduct is used as a basis for educational or employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The president shall establish procedures for college personnel and students who wish to file a complaint dealing with alleged harassment and/or discrimination. The president will ensure that these procedures and any related notices include the name(s) or titles(s), complete telephone number, and mailing address of the individual(s) responsible for handling the concerns of applicants, students, or employees who feel they have been harassed or discriminated against.

Bad faith claims of illegal or improper harassment are claims made when the person making the claim knows the claim is false but makes it anyway. Persons who make bad faith claims under this subsection will be subjected to disciplinary action up to and including termination of employment or dismissal from the educational program.

HISTORY: Last Revised: 5/22/13

Issued by District Board of Trustees: 5/20/90

Reviewed: 7/1/04, 7/1/07, 7/22/09, 6/27/12

Revised: 12/19/01, 1/28/04, 5/22/13

APPENDIX 2

Grievance Procedures

SOUTH FLORIDA STATE COLLEGE ADMINISTRATIVE PROCEDURES

Procedure: 1095

Title: Discrimination, Harassment, and/or Sexual Harassment Complaint Procedure

Based on Policy: [1.09 – Grievance Procedures](#)
[5.23 – Prohibited Discrimination](#)

Office of Primary Responsibility: Vice President for Administrative Services/Vice President for Educational and Student Services

I. Purpose:

The purpose of this procedure is to specify the appropriate process for students, employees, applicants for admission or employment or third parties alleging discrimination or harassment based on race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, or genetic information for filing a discrimination or harassment complaint.

Employee: This procedure does not apply to employee performance appraisals, unless it is alleged that the appraisal is based on factors other than the employee's performance.

Student: This procedure does not apply to complaints related to matters such as academic problems, academic grades, mistreatment by any college employee that is not related to discrimination, wrongful fee assessment, financial aid concerns, records and registration errors, and student employment of a general nature.

II. Definitions:

Employee: Throughout this procedure the term "employee" includes current employees and applicants for employment.

Student: Throughout this procedure, the term "Student" includes current students and applicants for admission.

Complaint: The dissatisfaction that occurs when an employee believes that any condition of employment is unjust or inequitable based on discrimination or harassment or when a student believes that any condition of his or her educational experience is unjust or inequitable based on discrimination or harassment.

Complainant: An individual or group of individuals who file a complaint against another individual or group of individuals.

EA/EO (Equal Access/Equal Opportunity) Coordinator: Individual (s) appointed by the president to assist an employee or student in defining the specifics of an incident or complaint, facilitate the following procedures, and monitor the case through to its conclusion. The EA/EO coordinator does not represent the employee or student. Specific contract information, including name, office location, and telephone number for the EA/EO employee coordinator and the EA/EO student coordinator are included on the college's website and are prominently displayed throughout all college campuses and centers.

Harassment: Consists of verbal or physical conduct on the basis of race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation or genetic information, that: (1) is intended to or is reasonably likely to embarrass, distress, agitate, disturb or trouble the person or designated group to whom it is directed or to create an intimidating, hostile or offensive educational or work environment; (2) has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation; or (3) otherwise adversely affects an individual's employment or educational opportunities.

Harassment, as defined above, may include, but is not limited to, repeated remarks of a demeaning nature, implied or explicit threats, slurs, innuendoes or gestures, demeaning jokes, stories, pictures, objects or activities directed at recipient which reflect upon the recipient's race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation or genetic information.

Sexual Harassment: A form of discrimination which is against the law and is against Board policy. The college will not tolerate sexual harassment activities by any of its students or employees. Sexual harassment is behavior based on

sex which falls under one of the following categories:

- A. Harassment which culminates in a tangible employment or academic action such as discharge, demotion, undesirable reassignment, or lowered grading; or
- B. Harassment in which no adverse tangible employment or academic action is taken but which is sufficient to constructively alter an employee's working conditions or student's educational experience.

Respondent: An individual or group of individuals against whom a complaint is filed.

III. Guiding principles:

Retaliation

It is a violation of college policy to retaliate or take reprisal against any person who has filed a complaint or who has complained about discrimination, harassment or sexual harassment based on the fact that the employee raised an issue about discrimination, harassment or sexual harassment to his or her supervisor, or any supervisor or manager of the college, to any dean, vice president, or other administrator, to any other person, entity, or human rights agency.

False or malicious complaints

Any employee or student found to have acted dishonestly or maliciously in filing a complaint, or in their actions or witness statements during an official investigation, shall also become subject to possible disciplinary action.

IV. Procedure:

- A. The college will thoroughly investigate and resolve all appropriate complaints.
- B. The privacy of both the complainant and the respondent will be respected, consistent with the college's legal obligations under state and federal laws and with the necessity to investigate allegations of misconduct and take corrective action when this has occurred.

1. **Employee:** During the investigation, the college reserves the right to

reassign an employee or place an employee on paid leave.

2. Student: During an investigation, the college reserves the right to reassign a student in accordance with the Student Code of Conduct.

3. C. The EA/EO coordinators are responsible for investigation of all employee and student complaints.

1. Employee: All communications, documents, and records, paper or electronic, pertinent to an employee complaint process shall be kept in files separate from human resource records.
2. Student: All communications, documents, and records, paper or electronic, pertinent to a student complaint process shall be kept in files separate from student academic records.

3. D. Filing a complaint:

In the event that an employee or student believes that he/she has been the subject of discrimination, harassment or sexual harassment and cannot resolve the issue with the alleged party, that individual shall report his/her complaint to the appropriate EA/EO employee coordinator or the EA/EO student coordinator within sixty (60) working days of the alleged incident. Information on contacting the EA/EO coordinators is available on the college website and prominently displayed throughout college facilities.

1. Employee: In the event that the alleged party is the EA/EO coordinator, the employee should report his/her complaint to the vice president, administrative services. Contact information for the vice president, administrative services is available on the college website.

2. Student: In the event that the alleged party is the EA/EO coordinator, the student should report his/her complaint to the vice president, academic affairs and student services. Contact information for the vice president, academic affairs and student services is available on the college website.

Any administrator or faculty who is informed of a complaint must refer the complainant to the appropriate EA/EO coordinator immediately. The EA/EO coordinator will describe the complaint process to the complainant and review information relative to the complaint. If a

complainant cannot state a sufficient basis in fact or law to support a discrimination, harassment or sexual harassment claim, the EA/EO coordinator shall assist the complainant with selecting a more appropriate internal means of resolving the specific complaint.

Additionally, any administrator or faculty who has knowledge of a complaint must refer the complainant to the appropriate EA/EO coordinator. The college has an obligation under law to investigate all reports of discrimination, harassment and/or sexual harassment, whether or not a complaint has been filed by the victim.

E. Investigation:

1. Informal:

The EA/EO coordinator will attempt to resolve the allegation informally by meeting with both parties, either individually or together. The informal resolution process is an attempt to resolve complaints quickly and to the satisfaction of all parties, while protecting confidentiality to the extent authorized by law. The aim of the informal dispute resolution is not to determine if there was intent to discriminate or harass, or actual discrimination, harassment and/or sexual harassment, but to ensure that the alleged discriminatory and/or harassing conduct ceases and the matter is resolved promptly at the lowest possible level. Both parties must agree to an informal resolution process. The EA/EO coordinator will complete the informal investigation within thirty (30) working days.

If the complaint is resolved by mutual agreement of the parties, the matter will be considered settled. The EA/EO coordinator will file a written report outlining the result of the informal complaint to both parties and the president within fifteen (15) working days of final resolution of the informal complaint.

2. Formal:

If the complaint cannot be resolved informally, the complainant

shall file a formal, written complaint with the EA/EO coordinator.

- a. All complaints should be in writing. Written complaints may be submitted in the form of a letter or memo. The complaint should include the following:
 - Complainant's name and signature.
 - Description of the act or acts complained of.
 - Identity of the person or persons involved in the complaint (the "respondents").
 - Date(s) on which alleged acts occurred.
 - Names and contact information of potential witnesses.
 - Effect the alleged acts have had on the complainant.
 - Complainant's desired resolution.
 - Any other information the complainant believes is relevant.
- b. Written complaints must be filed within ten (ten) working days after receipt of the informal report. Upon receipt of the written complaint, the following will occur:
 - c. The EA/EO coordinator will review the formal complaint process with the complainant and provide a copy of the applicable college policy and procedure.
 - d. The EA/EO coordinator will notify the president and the appropriate department administrator of the formal complaint.
 - e. The EA/EO coordinator will conduct a prompt and thorough investigation by reviewing documents and interviewing witnesses.
 - f. Any persons thought to have information or evidence relevant to the complaint shall be interviewed and such interviews shall be appropriately documented.
 - g. If determined necessary, and appropriate senior-level administrator will conduct interviews jointly with the

EA/EO coordinator.

- h. While interviewing witnesses, the EA/EO coordinator will not disclose information gathered from witness interviews to anyone other than the complainant and respondent. Both the complainant and the respondent have the right to know the statements made and the identification of persons making statements.
- i. The EA/EO coordinator may remind a reluctant witness that it is his or her duty to cooperate with the investigation.
- j. The EA/EO coordinator may secure any information that was given during in informal process.
- k. Other acceptable methods for gathering information include, but are not limited to, visual inspection of offensive materials and follow-up interviews as necessary.
- l. In determining whether the alleged conduct constitutes discrimination, harassment and/or sexual harassment, the totality of the circumstances, the nature of the conduct, frequencies, and the context in which the alleged conduct occurred will be investigated.
- m. The EA/EO coordinator will provide a copy of the written complaint to the respondent.
- n. The EA/EO coordinator will file a written report with the appropriate vice president and the president within thirty (30) working days after the formal complaint has been filed. The report shall include (1) an outline of the basis of the complaint (2) the names of the persons involved, (3) a description of the facts of the case that were in dispute, (4) a description of the findings of the investigation and (5) the final resolution of the investigation.
- o. The EA/EO coordinator will meet individually with the

complainant and respondent to discuss the findings and provide a written summary of the overall findings. The college will take appropriate action to endure nondiscrimination.

F. Appeal/Final resolution of complaint

1. Right to appeal

Both the complainant and the respondent have the right to appeal the equity officer's findings. The appealing party may petition the President for review of a decision by the EA/EO coordinator within five (5) working days of the date of the decision. The written petition shall state the facts of the case, a summary of the findings of the equity officer and the appealing party's reason for petitioning the resident for review. The president's action will be limited to review of the basis for the EA/EO coordinator's disposition and will not necessarily involve a new factual investigation. Notwithstanding the above, the resident may, but is not required to, direct that further facts be gathered, direct a group (no more than three) to review the facts and make a recommendation to the president, or direct that additional remedial action be taken.

The president will act on the matter by letter, memo, or directive with notification to the complainant, the respondent and other appropriate persons within fifteen (15) working days of the receipt of the petition of appeal. The decision of the president shall be final.

2. Decline to appeal

In cases where no appeal is filed within five (5) working days of receipt of the summary report and findings of the formal investigation, the determination of the EA/EO coordinator will be final.

3. Withdrawal of complaints

Once filed, the college has an obligation to investigate complaints raising claims of discrimination, harassment or sexual harassment. However, in appropriate circumstances, and at the discretion and judgment of the President, the college may agree upon a written and signed request to do so by the complainant, to withdraw a complaint. Both the complainant and the respondent will be notified of the withdrawal.

History: Last Reviewed 3/31/15

Adopted: 4/10/1986

Reviewed: 2/28/05, 2/28/08, 6/27/12

Revised: 2/6/02; 4/23/13, 3/31/15

SOUTH FLORIDA STATE COLLEGE
ADMINISTRATIVE PROCEDURES

Procedure: 5230

Title: Sexual Harassment of Employees and/or Job Applicants

Based on Policy: [5.23 – Prohibited Discrimination](#)

Office of Primary Responsibility: Vice President for Administrative Services/Human Resources/Equity

I. Purpose:

To provide procedures for the reporting of sexual harassment, efficient processing of charges, and enforcement of penalties for violations when the charges are being levied by college employees or job applicants

II. Procedure:

- A. Any college employee or job applicant who believes that he/she has been the victim of sexual harassment should report the incident immediately to the EA/EO (Equal Access/Equal Opportunity) employee coordinator. The incident must be reported within 60 days of its occurrence in accordance with SFSC Administrative Procedure 1095: Discrimination, Harassment, and/or Sexual Harassment Complaint Procedure for Employees and Students.

History: Last Revised: 3/31/15

Adopted: 5/31/1990

Reviewed: 10/29/04, 10/29/07

Revised: 10/30/01, 3/31/15

APPENDIX 3

Revised Policies and/or Procedures

(Revised procedures are contained in Appendix 2)

APPENDIX 4

Policy and Procedures to Implement Rule 6A-10.041, F.A.C.

*(Substitution for Requirements for Eligible Disabled Students
at Florida Colleges and Postsecondary Career Centers)*

SOUTH FLORIDA STATE COLLEGE ADMINISTRATIVE PROCEDURES

PROCEDURE NO. 1101

TITLE: SUBSTITUTION COURSES FOR STUDENTS WITH DISABILITIES

BASED ON POLICY: 1.10 EQUAL OPPORTUNITY

OFFICE OF PRIMARY RESPONSIBILITY: VICE PRESIDENT FOR EDUCATIONAL AND
STUDENT SERVICES

I. Purpose:

To establish a mechanism whereby a qualified student with a documented disability may request a reasonable substitution requirement for admission to the college, admission to a program of study or course, graduation or other college policy or procedure in accordance with Florida Statute 1007.265 provided that the course substitution does not constitute a fundamental alteration in the nature of the program. Course substitutions may be granted on a case by case basis when the accommodations provided are not sufficient or when the disability affects enrollment in a degree or program, or graduation from the college.

II. Procedure:

- A. Students requesting a course substitution due to a documented disability will make that known to the college by a process of self-identification or referral to the disabilities specialist located in the Advising and Counseling Center on the Highlands Campus.
- B. All students, regardless of disability, are eligible for admission to the college due to the open door and equal opportunity admission policy.
- C. For admission into programs for the Associate in Arts degree, Associate in Science degree, and certain occupational certificate(s), a standard high school diploma, or certificate of completion is required. In all degree and certificate programs, the state of Florida established scores on the Post-Secondary Education Readiness Test (PERT) or equivalent and/or Tests of Adult Basic Education (TABE) are required for either admission to or completion of the degree or program.
- D. To maximize student success and to afford the student a greater degree of flexibility, decisions for acceptable course substitutions will be made on an individual student basis. The student may file a Substitution Request form with the disabilities specialist.
- E. After verification and review of the documentation, the Special Exceptions Committee shall consider the student's request and may recommend a substitution of a course and/or graduation requirements to the dean of the division in which the course is assigned. The dean will make the final decision. Courses in which learning outcomes are critical to a degree or program may not be substituted. The committee must find alternative instructional activities to accomplish the same or

equivalent outcomes of the course to be substituted or the student may not be accommodated.

In making the recommendation, the Special Exceptions Committee shall use the following criteria:

1. The degree to which the student's ability to complete the course will be adversely affected by the documented disability
 2. The degree to which the student's performance in the course or a previous course with reasonable accommodation was successful
 3. The extent to which alternative courses or equivalent learning activities are available to accommodate the student, e.g., courses or alternative learning activities that do not compromise or fundamentally alter the major learning outcomes required of the course, degree, or program
 4. The extent to which any of the alternative learning activities or courses will adversely affect the student's success at the next level of his/her education or employment
- F. If the student's substitution request is denied by the dean of the division in which the course is assigned, the student may appeal to the Students with Disabilities Substitution Committee (SDSC).
1. The SDSC shall consist of the dean, student services, the EA/EO officer, the equity coordinator, the dean of the division in which the course is assigned, and the disabilities specialist.
 2. The student shall petition in writing by completing the Course Substitution Hearing Request form available from the disabilities specialist.
 3. A meeting of the SDSC shall be conducted within seven working days after Course Substitution Hearing Request form is filed.
 4. The SDSC shall review all of the documentation and materials related to the original denial. The student may attend the meeting and present additional reasons for challenging the decision. The student may be accompanied by others, but only the student may address the committee. Once the committee has heard all of the arguments or met any standards for the meeting which were set at its beginning (such as time limits), the committee shall meet independently and determine its recommendation to the vice president for educational and student services who will make the final decision.
- G. The college will accept for transfer credit, course substitutions previously granted by regionally accredited postsecondary institutions. Course substitutions previously granted by non-regionally accredited institutions will be reviewed for equivalency on an institution-by-institution basis for transfer acceptance. The college's disabilities specialist will secure information regarding the student's documented disability from the transferring institution to ensure coordination of appropriate accommodation for the student.
- H. A letter is sent to the student indicating the findings of the committee.

- I. The dean, student services shall maintain appropriate records of the number of students granted substitutions by type of disability, the substitution provided, the substitutions identified as available for each documented disability and the number of requests for substitution that were denied.

HISTORY: Last Revised: 4/14/15

Adopted: 6/2/87

Reviewed: -

Revised: 8/26/87, 1/22/02, 6/1/05, 5/20/08, 7/10/12, 3/31/15, 4/14/15

APPENDIX 5

EADA Survey Federal

Report

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.

Sport	Men's	Women's Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/> Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/> Basketball	<input type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/> Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/> Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/> Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/> Football	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/> Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/> Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/> Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/> Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/> Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input checked="" type="checkbox"/> Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/> Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/> Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/> Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/> Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/> Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/> Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/> Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office for Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Sports Selection - Men's and Women's Teams

Sports Selection - Men's and Women's Teams

Select the varsity sports teams at your institution.					
Sport	Men's	Women's	Sport	Men's	Women's
Archery	<input type="checkbox"/>	<input type="checkbox"/>	Badminton	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>		Basketball	<input type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	Bowling	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input type="checkbox"/>	<input type="checkbox"/>	Diving	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	Fencing	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey		<input type="checkbox"/>	Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>
Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	Rodeo	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	<input type="checkbox"/>
Skiing	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>
Softball		<input checked="" type="checkbox"/>	Squash	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	Swimming and Diving (combined)	<input type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming		<input type="checkbox"/>	Table Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field (Indoor)	<input type="checkbox"/>	<input type="checkbox"/>	Track and Field (Outdoor)	<input type="checkbox"/>	<input type="checkbox"/>
Track and Field and Cross Country (combined)	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	Weight Lifting	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	Other Sports (Specify sports in the caveat box.)*	<input type="checkbox"/>	<input type="checkbox"/>

CAVEAT

* If you indicated in the caveat box that your other sports are Dancing and/or Cheerleading, please also specify in the caveat box that your institution has a letter from the Office for Civil Rights confirming that the OCR has determined that Dancing and/or Cheerleading are varsity sports at your institution.

- If you save the data on this screen, then return to the screen to make changes, note the following:
- 1) If you select an additional team remember to include associated data for that sport on subsequent screens;
- 2) If you delete a sport but have already entered associated data on other screens, all associated data for that sport will be deleted from subsequent screens. However, because the survey system has to recalculate the totals, you must re-save every screen.

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	23	
Softball		20
Volleyball		11
Total Participants Men's and Women's Teams	23	31
Unduplicated Count of Participants	23	31

(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)

CAVEAT

(For each men's or women's team that includes opposite sex participants, specify the number of male and the number of female students on that team in this caveat box. This does not apply for coed teams. Additionally, provide any other clarifying information here.)

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If you save the data on this screen, then return to the screen to make changes, please note you must re-save every screen because the survey system has to recalculate the totals.

Head Coaches - Men's Teams

For each men's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field. The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Coaching Position Totals	1	0	1	0	0	0	0	0	1

CAVEAT

Head Coaches - Women's Teams

For each women's team, indicate whether the head coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

The Swimming and Diving (combined) fields allow up to 2 head coaches. The Track and Field and Cross Country (combined) fields allow up to 3.

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Softball	1		1						1
Volleyball					1		1		1
Coaching Position Totals	1	0	1	0	1	0	1	0	2

CAVEAT

Head Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays head coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach (for coaching duties only)	85,169	63,119
Number of Head Coaches Used to Calculate the Average	1	2
Number of Volunteer Head Coaches (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	85,169	63,119
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	2.00

CAVEAT

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Institution: South Florida State College (137315)
 User ID: E1373151

Assistant Coaches - Men's Teams

For each men's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball		1		1					1
Coaching Position Totals	0	1	0	1	0	0	0	0	1
CAVEAT									

Institution: South Florida State College (137315)
 User ID: E1373151

Assistant Coaches - Women's Teams

For each women's team, indicate whether the assistant coach is male or female, was assigned to the team on a full-time or part-time basis, and whether the coach was employed by the institution on a full-time basis or on a part-time or volunteer basis, by entering a 1 in the appropriate field.

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Softball						1		1	1
Volleyball		1		1					1
Coaching Position Totals	0	1	0	1	0	1	0	1	2
CAVEAT									

Assistant Coaches' Salaries - Men's and Women's Teams

Enter only salaries and bonuses that your institution pays assistant coaches as compensation for coaching. Do not include benefits on this screen.

Do not include volunteer coaches in calculating the average salary and the Full-Time Equivalent (FTE) Total.

For help calculating the FTE total click on the "Need help? Click here for screen instructions" link on this screen.

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach (for coaching duties only)	4,804	5,786
Number of Assistant Coaches Used to Calculate the Average	1	2
Number of Volunteer Assistant Coaches. (Do not include these coaches in your salary or FTE calculations.)	0	0
Average Annual Institutional Salary per Full-time equivalent (FTE)	24,020	28,930
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.20	0.40
CAVEAT		

Athletically Related Student Aid - Men's and Women's Teams

Athletically related student aid is any scholarship, grant, or other form of financial assistance, offered by an institution, the terms of which require the recipient to participate in a program of intercollegiate athletics at the institution. Other student aid, of which a student-athlete simply happens to be the recipient, is not athletically related student aid. If you do not have any aid to report, enter a 0.

	Men's Teams	Women's Teams	Total
Amount of Aid	158,709	232,114	390,823
Ratio (percent)	41	59	100%
CAVEAT			

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Recruiting Expenses - Men's and Women's Teams

Recruiting expenses are all expenses an institution incurs attributable to recruiting activities. This includes, but is not limited to, expenses for lodging, meals, telephone use, and transportation (including vehicles used for recruiting purposes) for both recruits and personnel engaged in recruiting, and other expenses for official and unofficial visits, and all other expenses related to recruiting. If you do not have any recruiting expenses to report, enter a 0.

	Men's Teams	Women's Teams	Total
Total	984	3,610	4,594
CAVEAT			

Operating (Game-Day) Expenses - Men's and Women's Teams by Team

Operating expenses are all expenses an institution incurs attributable to home, away, and neutral-site intercollegiate athletic contests (commonly known as "game-day expenses"), for (A) Lodging, meals, transportation, uniforms, and equipment for coaches, team members, support staff (including, but not limited to team managers and trainers), and others; and (B) Officials.

For a sport with a men's team and a women's team that have a combined budget, click on the "Need help? Click here for screen instructions" link for special instructions.

Varsity Teams	Participants	Men's Teams Operating Expenses per Participant	By Participants Team	Women's Teams Operating Expenses per Participant	By Total Team	Operating Expenses
Baseball	23	1,788	41,121			41,121
Softball				20	1,096	21,922
Volleyball				11	2,434	26,772
Total Operating Expenses Men's and Women's Teams	23		41,121	31		48,694
CAVEAT						

Note: This screen is for game-day expenses only.

Total Expenses - Men's and Women's Teams

Enter all expenses attributable to intercollegiate athletic activities. This includes appearance guarantees and options, athletically related student aid, contract services, equipment, fundraising activities, operating expenses, promotional activities, recruiting expenses, salaries and benefits, supplies, travel, and any other expenses attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	295,276		295,276
Softball		214,096	214,096
Volleyball		213,097	213,097
Total Expenses of all Sports, Except Football and Basketball, Combined	295,276	427,193	722,469
Total Expenses Men's and Women's Teams	295,276	427,193	722,469
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			123,250
Grand Total Expenses			845,719
CAVEAT			

Total Revenues - Men's and Women's Teams

Your total revenues must cover your total expenses.
 Enter all revenues attributable to intercollegiate athletic activities. This includes revenues from appearance guarantees and options, an athletic conference, tournament or bowl games, concessions, contributions from alumni and others, institutional support, program advertising and sales, radio and television, royalties, signage and other sponsorships, sport camps, state or other government support, student activity fees, ticket and luxury box sales, and any other revenues attributable to intercollegiate athletic activities.

Varsity Teams	Men's Teams	Women's Teams	Total
Baseball	295,276		295,276
Softball		213,097	213,097
Volleyball		214,096	214,096
Total Revenues of all Sports, Except Football and Basketball, Combined	295,276	427,193	722,469
Total Revenues Men's and Women's Teams	295,276	427,193	722,469
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			123,250
Grand Total for all Teams (includes by team and not allocated by gender/sport)			845,719
CAVEAT			

Summary - Men's and Women's Teams

Your Grand Total Revenues must be equal to or greater than your Grand Total Expenses or you will not be able to lock your survey.

	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	85,169	126,238	211,407
2 Total of Assistant Coaches' Salaries	4,804	11,572	16,376
3 Total Salaries (Lines 1+2)	89,973	137,810	227,783
4 Athletically Related Student Aid	158,709	232,114	390,823
5 Recruiting Expenses	984	3,610	4,594
6 Operating (Game-Day) Expenses	41,121	48,694	89,815
7 Summary of Subset Expenses (Lines 3+4+5+6)	290,787	422,228	713,015
8 Total Expenses for Teams	295,276	427,193	722,469
9 Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	4,489	4,965	9,454
10 Not Allocated Expenses			123,250
11 Grand Total Expenses (Lines 8+10)			845,719
12 Total Revenues for Teams	295,276	427,193	722,469
13 Not Allocated Revenues			123,250
14 Grand Total Revenues (Lines 12+13)			845,719
15 Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	0	0	0
16 Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			0

To return to a data entry screen, click on the link in the [Navigation Menu](#).

To proceed to the Supplemental Information screen, click on the link in the [Navigation Menu](#) or click on the "Next" button on this screen.

APPENDIX 6

Fall Staff Report

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 26 South Florida**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff**

Tenured

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	22	0	0	22
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	0	0	22	0	0
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	1	0	0	1
	Black or African American	0	0	0	1	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	23	0	0	23
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total		0	0	0	25	0	0	25
Total		0	0	0	47	0	0	47

**Florida College System
2015 IPEDS Human Resources Survey
Reporting Year 2014-15
College: 26 South Florida**

**Part A - Full-Time Instructional Staff
Number of Full-Time Instructional Staff**

On Tenure Track

		Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
Gender	Race/Ethnicity							
Men	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	0	0	0	0
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	5	0	0	5
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total		0	0	0	5	0	0
Women	Race/Ethnicity							
	Nonresident Alien	0	0	0	0	0	0	0
	Hispanic/Latino	0	0	0	1	0	0	1
	American Indian or Alaska Native	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0
	Black or African American	0	0	0	2	0	0	2
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	10	0	0	10
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
Total		0	0	0	13	0	0	13
Total		0	0	0	18	0	0	18

**Florida College System
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College: 26 South Florida**

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

	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Function							
Instructional Exclusively credit	38	13	0	0	0	0	51
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	9	5	0	0	0	0	14
Instruction/research/public service	0	0	0	0	0	0	0
Total	47	18	0	0	0	0	65

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College: 26 South Florida**

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

		Instructional Staff	Research	Public Service
Gender	Race/Ethnicity			
Men	Nonresident Alien	0	0	0
	Hispanic/Latino	0	0	0
	American Indian or Alaska Native	0	0	0
	Asian	0	0	0
	Black or African American	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	27	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	0	0	0
	Total	27	0	0
Women	Race/Ethnicity			
	Nonresident Alien	0	0	0
	Hispanic/Latino	1	0	0
	American Indian or Alaska Native	0	0	0
	Asian	1	0	0
	Black or African American	3	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	33	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	0	0	0
Total	38	0	0	
Total		65	0	0

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

		Archivists, Curators, and Museum Technicians Librarians	Librarians	Library Technicians	Student, Academic Affairs and Other Educational Services
Gender	Race/Ethnicity				
Men	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	3
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	1	0
	Black or African American	0	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	0	0	2
	Two or more races	0	0	0	0
	Race and ethnicity unknown	0	0	0	1
	Total	0	0	1	7
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	4
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	2	0	9
	Two or more races	0	0	0	0
	Race and ethnicity unknown	1	0	0	0
Total	1	2	0	13	
Total		1	2	1	20

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

		Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	Healthcare Practitioners and Technical Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	1	2	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	1	0	0
	Black or African American	0	1	1	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	8	3	4	6	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	9	4	7	9	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	1	0	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	2	1	2	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	9	14	4	9	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	9	17	5	11	0	
Total		18	21	12	20	0

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

		Service Occupations	Sales and Related Occupations	Office and Administrative Support Occupations	Natural Resources, Construction, and Maintenance Occupations	Production, Transportation, and Material Moving Occupations
Gender	Race/Ethnicity					
Men	Nonresident Alien	1	0	0	0	0
	Hispanic/Latino	3	0	1	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	5	0	0	1	0
	Black or African American	3	0	0	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	8	0	3	11	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	1	0	0	0	0
	Total	21	0	4	13	0
Women	Race/Ethnicity					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	1	0	8	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	2	0	0
	Black or African American	1	0	7	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	3	0	54	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
Total	5	0	71	0	0	
Total		26	0	75	13	0

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

	Tenured	On Tenure Track	Not on Tenure Track with Multi-Year Contract	Not on Tenure Track with Annual Contract	Not on Tenure Track with Less than Annual Contract	Without Faculty Status	Total
Occupational Category							
Instructional Exclusively credit	38	13	0	0	0	0	51
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	9	5	0	0	0	0	14
Instruction/research/public service	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Public Service	0	0	0	0	0	0	0
Archivists, Curators, and Museum Technicians Librarians	0	0	0	0	0	1	1
Librarians	1	1	0	0	0	0	2
Library Technicians	0	0	0	0	0	1	1
Student, Academic Affairs and Other Educational Services	2	0	0	0	0	18	20
Management Occupations	0	0	0	0	0	18	18
Business and Financial Operations Occupations	0	0	0	0	0	21	21
Computer, Engineering, and Science Occupations	0	0	0	0	0	12	12
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	2	1	0	0	0	17	20
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	0	0
Service Occupations	0	0	0	0	0	26	26
Sales and Related Occupations	0	0	0	0	0	0	0
Office and Administrative Support Occupations	0	0	0	0	0	75	75
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	13	13
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	0	0
Total	52	20	0	0	0	202	274

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

		Total Employees for Salary Reporting	Total Number of Months	Salary Outlays
Gender	Academic Rank			
Men	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	27	277	1,514,510
	Lecturers	0	0	0
	No academic rank	0	0	0
	Total	27	277	1,514,510
Women	Academic Rank			
	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	38	399	2,207,370
	Lecturers	0	0	0
	No academic rank	0	0	0
Total	38	399	2,207,370	
Total		65	676	3,721,880

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

	Total Salary Outlays
Occupational Category	
Postsecondary Teachers - Research	0
Postsecondary Teachers - Public Service	0
Library and Other Teaching Occupations	1,176,147
Management Occupations	1,888,872
Business and Financial Occupations	1,050,880
Computer, Engineering, and Science Occupations	523,825
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	834,827
Healthcare Practitioners and Technical Occupations	0
Service Occupations	643,149
Sales and Related Occupations	0
Office and Administrative Support Occupations	2,020,798
Natural Resources, Construction, and Maintenance Occupations	376,612
Production, Transportation, and Material Moving Occupations	0

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

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

**Florida College System
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College: 26 South Florida**

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

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

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College: 26 South Florida**

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

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

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

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

**Florida College System
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College: 26 South Florida**

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

		Total
Gender	Race/Ethnicity	
Men	Nonresident Alien	0
	Hispanic/Latino	0
	American Indian or Alaska Native	0
	Asian	1
	Black or African American	1
	Native Hawaiian or Other Pacific Islander	0
	White	2
	Two or more races	0
	Race and ethnicity unknown	0
	Total	4
Women	Race/Ethnicity	
	Nonresident Alien	0
	Hispanic/Latino	0
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	0
	Native Hawaiian or Other Pacific Islander	0
	White	8
	Two or more races	0
	Race and ethnicity unknown	0
Total	8	
Total		12

**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 26 South Florida**

		Asian Male	Black Male	White Male	White Female	Total
Occupation Category	Salary Range					
Management Occupations	Below 25,000	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0
	Above 75,000	0	0	1	0	1
Business And Financial Operations	Below 25,000	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0
	35,000 To 40,000	0	0	0	1	1
	45,000 To 55,000	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0
	Above 75,000	0	0	0	0	0
Computer Engineering And Science	Below 25,000	0	0	0	0	0
	25,000 To 30,000	1	1	0	0	2
	30,000 To 35,000	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0
	Above 75,000	0	0	0	0	0
Instruction	Below 25,000	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0
	45,000 To 55,000	0	0	0	1	1
	55,000 To 65,000	0	0	0	1	1
	Above 75,000	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0
	30,000 To 35,000	0	0	0	1	1
	35,000 To 40,000	0	0	0	0	0
	45,000 To 55,000	0	0	0	1	1
	55,000 To 65,000	0	0	0	0	0

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**Florida College System
Equity Fall Staff Survey New Hires (As Of Fiscal Year)
Occupational Activity By Ethnicity And Gender
College: 26 South Florida**

		Asian Male	Black Male	White Male	White Female	Total
Occupation Category	Salary Range					
Non-Postsecondary Teaching	Above 75,000	0	0	1	0	1
Office And Administrative Support Occupations	Below 25,000	0	0	0	2	2
	25,000 To 30,000	0	0	0	1	1
	30,000 To 35,000	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0
	Above 75,000	0	0	0	0	0
Total		1	1	2	8	12

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 26 South Florida**

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

		Asian		Black		Hispanic		White		Total
		F	M	F	M	F	M	F	M	
Terms Employed	Salary Range									
9-10 Month	35,000 To 40,000	0	0	0	0	1	0	0	0	1
	40,000 To 45,000	0	0	0	0	0	0	1	0	1
	45,000 To 55,000	0	0	1	0	0	0	10	12	23
	55,000 To 65,000	1	0	0	0	0	0	5	8	14
	65,000 To 75,000	0	0	0	0	0	0	2	1	3
	Above 75,000	0	0	0	0	0	0	0	0	0
11-12 Month	35,000 To 40,000	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	2	1	3
	55,000 To 65,000	0	0	1	0	0	0	9	3	13
	65,000 To 75,000	0	0	1	0	0	0	3	2	6
	Above 75,000	0	0	0	0	0	0	1	0	1
Total		1	0	3	0	1	0	33	27	65

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 26 South Florida**

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

		Asian		Black		Hispanic		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range													
Management Occupations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	3	1	0	0	4
	Above 75,000	0	0	0	0	0	1	0	0	6	7	0	0	14
Business And Financial Operations	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	1	0	0	0	0	0	0	0	0	0	1
	35,000 To 40,000	0	0	0	0	0	0	0	0	3	2	0	0	5
	40,000 To 45,000	0	0	0	0	1	0	0	0	4	0	0	0	5
	45,000 To 55,000	0	0	0	1	0	0	0	0	2	0	0	0	3
	55,000 To 65,000	0	0	0	0	0	0	0	0	2	1	0	0	3
	65,000 To 75,000	0	0	1	0	0	0	0	0	2	0	0	0	3
	Above 75,000	0	0	0	0	0	0	0	0	1	0	0	0	1
Computer Engineering And Science	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	1	0	1	0	1	0	0	0	0	0	0	3
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	1	1	0	0	2
	40,000 To 45,000	0	0	1	0	0	0	0	0	3	0	0	0	4
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	1	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	1	0	0	1

(Continued)

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 26 South Florida**

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

		Asian		Black		Hispanic		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range													
Community Service, Legal, Arts, And Media	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	1	0	1	0	0	2	1	0	0	5
	30,000 To 35,000	0	0	1	0	0	1	0	0	1	1	0	0	4
	35,000 To 40,000	0	0	0	0	0	0	0	0	2	1	0	0	3
	40,000 To 45,000	0	0	0	0	0	0	0	0	2	0	0	0	2
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	1	0	0	0	0	0	1	1	0	0	3
	65,000 To 75,000	0	0	0	0	0	0	0	0	1	1	0	0	2
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators And Museum Technicians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	1	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	1	0	0	0	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	1	0	0	0	1
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

**Florida College System
Equity Fall Staff Survey
Fall Ending Term 2013-14
College: 26 South Florida**

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

		Asian		Black		Hispanic		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range													
Library Technicians	Below 25,000	0	1	0	0	0	0	0	0	0	0	0	0	1
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	30,000 To 35,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Postsecondary Teaching	Below 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	25,000 To 30,000	0	0	0	0	1	0	0	0	1	0	0	0	2
	30,000 To 35,000	0	0	0	0	2	0	0	0	2	0	0	0	4
	35,000 To 40,000	0	0	0	0	0	2	0	0	0	0	0	0	2
	40,000 To 45,000	0	0	0	0	1	0	0	0	0	0	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	2	0	0	0	2
	55,000 To 65,000	0	0	0	0	0	1	0	0	2	1	0	1	5
	65,000 To 75,000	0	0	0	1	0	0	0	0	1	0	0	0	2
	Above 75,000	0	0	0	0	0	0	0	0	1	1	0	0	2
Service Occupations	Below 25,000	0	5	1	3	0	2	0	1	1	5	0	1	19
	25,000 To 30,000	0	0	0	0	1	0	0	0	0	1	0	0	2
	30,000 To 35,000	0	0	0	0	0	0	0	0	2	0	0	0	2
	35,000 To 40,000	0	0	0	0	0	0	0	0	0	1	0	0	1
	40,000 To 45,000	0	0	0	0	0	1	0	0	0	1	0	0	2
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0

(Continued)

		Asian		Black		Hispanic		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Occupation Activity	Salary Range													
Office And Administrative Support Occupations	Below 25,000	0	0	5	0	2	1	0	0	20	0	0	0	28
	25,000 To 30,000	2	0	1	0	3	0	0	0	25	3	0	0	34
	30,000 To 35,000	0	0	1	0	2	0	0	0	6	0	0	0	9
	35,000 To 40,000	0	0	0	0	1	0	0	0	1	0	0	0	2
	40,000 To 45,000	0	0	0	0	0	0	0	0	1	0	0	0	1
	45,000 To 55,000	0	0	0	0	0	0	0	0	1	0	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Natural Resources,Construction And Maintenance Occup	Below 25,000	0	0	0	0	0	0	0	0	0	4	0	0	4
	25,000 To 30,000	0	0	0	0	0	0	0	0	0	3	0	0	3
	30,000 To 35,000	0	0	0	1	0	0	0	0	0	3	0	0	4
	35,000 To 40,000	0	1	0	0	0	0	0	0	0	0	0	0	1
	40,000 To 45,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0	0	0	0	1	0	0	1
	55,000 To 65,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		2	8	13	8	14	11	0	1	104	45	1	2	209