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

For

South Florida State College

Produced by:

The Division of Florida Colleges
Florida Department of Education

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General Information and Applicable Laws for Reporting

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

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

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

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

The Report should be prepared according to the following parts:

Part I.	Description of Plan Development
Part II.	Policies and Procedures that Prohibit Discrimination
Part III.	Strategies to Overcome Underrepresentation of Students
Part IV.	Substitution Waivers for Admissions and Course Substitutions for Eligible Students with Disabilities
Part V.	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. Each college is encouraged to provide additional information that best illustrates and documents the work, progress and commitment to increase minority participation in all areas of educational programs and employment. Appendices may be added or incorporated into the report as appropriate and as suggested in the Guidelines.

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

PART I
Description of Plan Development

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

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

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. Leana Revell, Vice President for Educational and Student Services
-Dr. Christopher van der Kaay, Chief Information Officer
-Annie Alexander-Harvey, Dean of Student Services and EA/EO (Equity) Student-Coordinator
- Dr. Kimberly Batty-Herbert, Dean of Arts & Sciences
-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 to admission to, and employment in any its employment and educational programs. 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 2013-14 Equity Update Report on April 23, 2014.

PART II
Policies and Procedures that Prohibit Discrimination

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

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

The college 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-19.001 through 6A-19.010, FAC; 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

- Name: Annie Alexander - Harvey____

   Title: Dean, Student Services, and EA/EO (Equity) Student-Coordinator

   Phone Number: (863) 784-7107_____

   Address: South Florida State College, Highlands Campus, Building B,

                    Room 274, 600 W. College Drive, Avon Park, FL 33825

- 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

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

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

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

Under Rule 6A-19.010(2)(h), FAC, grievance or complaint procedures should address the following at a minimum:
1. Procedure(s) shall be available to all students and their parents, employees and applicants for admission or employment.
2. Notification of these procedures shall be placed in prominent and common information sources.
3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.
4. Procedures shall prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination.

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

The review of SFSC's 2012-13 Annual Equity Update Report indicated that some of our grievance/complaint procedures were lacking timeframes for reporting, investigating or resolving complaints. Further, it was noted that an appeals process was not fully developed in those procedures. Focusing on these concerns for the 2013-14 report, it was determined by the Equity Coordinators that a thorough review of all SFSC grievance/complaint policies and procedures is needed. The specific policy and procedures cited are slated for internal review (as described in Part II, A., 5.) within the 2014-15 equity reporting cycle. Following our adopted process will ensure that all constituents have opportunity for input and appropriate approval levels for any recommended revisions are secured. We project completion of the review and revision of related policies and procedures prior to submission of the 2014-15 Annual Equity Report.

G. Revised Policies and Procedures

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

1. Student and/or Employee Harassment Policy and Procedures for Reporting and Investigating Claims of Harassment (if different than the college's nondiscrimination grievance procedures.)
    Revisions made: (yes) ___ (no) ✓
    If yes, name of procedures(s) and date of approval of revision:

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

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

PART III
Strategies to Overcome Underrepresented Students

A. Student Enrollments

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

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

Florida College System

College: South Florida

Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
Gender	Rpt Year	Total	Overall Enrollment	%	Total	Overall Enrollment	%
Female	2010-11	43	623	6.90	322	4,135	7.79
	2011-12	50	669	7.47	299	3,809	7.85
	2012-13	39	533	7.32	245	3,643	6.73
Male	2010-11	30	623	4.82	162	4,135	3.92
	2011-12	43	669	6.43	141	3,809	3.70
	2012-13	33	533	6.19	164	3,643	4.50
Total	2010-11	73	623	11.72	484	4,135	11.70
	2011-12	93	669	13.90	440	3,809	11.55
	2012-13	72	533	13.51	409	3,643	11.23

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

Florida College System

College: South Florida

Student Participation-Enrollments

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	66	623	10.59	570	4,135	13.78
	2011-12	123	669	18.39	631	3,809	16.57
	2012-13	88	533	16.51	613	3,643	16.83
Male	2010-11	92	623	14.77	390	4,135	9.43
	2011-12	107	669	15.99	394	3,809	10.34
	2012-13	78	533	14.63	391	3,643	10.73
Total	2010-11	158	623	25.36	960	4,135	23.22
	2011-12	230	669	34.38	1,025	3,809	26.91
	2012-13	166	533	31.14	1,004	3,643	27.56

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

Florida College System

College: South Florida

Student Participation-Enrollments

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	8	623	1.28	76	4,135	1.84
	2011-12	8	669	1.20	70	3,809	1.84
	2012-13	6	533	1.13	66	3,643	1.81
Male	2010-11	12	623	1.93	67	4,135	1.62
	2011-12	10	669	1.49	59	3,809	1.55
	2012-13	12	533	2.25	64	3,643	1.76
Total	2010-11	20	623	3.21	143	4,135	3.46
	2011-12	18	669	2.69	129	3,809	3.39
	2012-13	18	533	3.38	130	3,643	3.57

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

Florida College System

College: South Florida

Student Participation-Enrollments

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	167	623	26.81	1,451	4,135	35.09
	2011-12	188	669	28.10	1,318	3,809	34.60
	2012-13	143	533	26.83	1,191	3,643	32.69
Male	2010-11	205	623	32.91	1,097	4,135	26.53
	2011-12	140	669	20.93	897	3,809	23.55
	2012-13	134	533	25.14	909	3,643	24.95
Total	2010-11	372	623	59.71	2,548	4,135	61.62
	2011-12	328	669	49.03	2,215	3,809	58.15
	2012-13	277	533	51.97	2,100	3,643	57.64

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

Florida College System

College: South Florida

Student Participation-Enrollments

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2010-11	284	623	45.59	2,419	4,135	58.50
	2011-12	369	669	55.16	2,318	3,809	60.86
	2012-13	276	533	51.78	2,115	3,643	58.06
Male	2010-11	339	623	54.41	1,716	4,135	41.50
	2011-12	300	669	44.84	1,491	3,809	39.14
	2012-13	257	533	48.22	1,528	3,643	41.94
Total	2010-11	623	623	100.00	4,135	4,135	100.00
	2011-12	669	669	100.00	3,809	3,809	100.00
	2012-13	533	533	100.00	3,643	3,643	100.00

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

Florida College System

College: South Florida

Student Participation-Enrollments

		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2010-11	3	7	35	25
	2011-12	0	9	30	34
	2012-13	3	7	29	36
Male	2010-11	2	11	31	34
	2011-12	2	5	11	37
	2012-13	0	4	9	34
	Rpt Year				
Total (ALL)	2010-11	5	18	66	59
	2011-12	2	14	41	71
	2012-13	3	11	38	70

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

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

   The analysis indicates FTIC Black student (male and female) enrollment remains the lowest of all races, yet fairly consistent from year to year. In 2011-12, the Black FTIC student enrollment percentage was the highest for the past three years reported. In 2012-13, the Black male total enrollment percentage was higher than the two previous reporting years.   The Black male total enrollment percentage increased .8% from 3.70% in 2011-12 to 4.50% in 2013-14 (increase 23 students); the 2012-13 percentage was also .6% higher than the 2010-2011 reporting year. However, Black enrollment percentages lacked compared to Hispanic enrollment. By 2011-12 Hispanic FTIC enrollment more than doubled compared to Black FTIC enrollment. Data over the past three years for FTIC Hispanic students (male and female) revealed that the highest enrollment percentages occurred in 2011-12. Hispanic FTIC females showed the most significant enrollment increase of 8%. In 2012-13 the highest total overall enrollment for Hispanic students (male and female) occurred while the lowest FTIC enrollment was revealed for Hispanic FTIC males.

   Additional analysis by gender indicates that FTIC female students have dominated enrollment compared to their male counterparts since 2011-12.

   The analysis of FTIC LEP and DIS student enrollment remains low and fairly consistent. Data suggest FTIC DIS male enrollment has decreased, while DIS female enrollment has remained steady. In 2012-13 LEP male enrollment data decreased to its lowest, reporting a figure of zero. However, DIS female enrollment increased to its highest in 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 by race, gender, DIS and LEP; and set goals for 2013/2014. A table is provided to use as appropriate.

Group	2012/2013 Goals for FTIC	Achieved Y/N	2013/2014 Goals for FTIC	2012/13 Goals for Overall Enrollments	Achieved Y/N	2013/2014 Goals for Overall Enrollments
Black	14%	N	14%	14%	N	10%
Hispanic	36%	N	32%	27%	N	28%
Other	3%	Y	4%	3.39%	Y	4%
White	63%	N	50%	60%	N	58%
Male	54%	N	48.50%	41%	N	42%
Female	57%	N	51.50%	59%	N	58%
DIS		N/A				
LEP		N/A				

Add narrative under table, explaining goals were too aggressive, etc. Required by statute to evaluate your goals and set new goals.

<p style="text-align:center"><ins>Goals for FTIC</ins></p>

*Goal for White FTIC was modified from 63% to 50% to reflect a more realistic goal. The actual figure is 51.97%

*Goal for Male FTIC was modified from 54% to 48.5% to reflect a more realistic goal. The actual figure is 48.22%

*Goal for Hispanic FTIC was decreased from 36% to 32% to reflect a more realistic goal. The actual figure is 31.14%

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

<p style="text-align:center"><ins>Goals for Overall Enrollments</ins></p>

*Goals for Black Overall Enrollment were modified from 14% to 12% to reflect a more realistic goal. The actual figure is 11.23%

*Goals for Hispanic Overall Enrollment was modified from 27% to 28% since the actual figure, 27.56%, was considerably close to goal set in 2012/13.

*Goals for Other Overall Enrollment was modified from 3.39% to 4% since the actual figure, 3.57%, was considerably close to goal set in 2012/13.

*Goals for male Overall Enrollment was modified from 41% to 42% since the actual figure, 41.94%, was considerably close to goal set in 2012/13.

*Goals for female Overall Enrollment decreased from 59% to 58% as a result of goal increases for the male category.

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.

Continue implementing the retention plan to encourage minority student participation in First Year Experience (FYE) programs, encourage minority student participation in TRiO (Student Support Services), Take Stock in Children, Panther Youth Program (PYP), Farmworker, and CROP programs. Also, a subcommittee has been developed to build upon the new student orientation by targeting minority and female students to do peer mentoring. Furthermore, 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. The college recently 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 planning to submit a funding proposal under the federal *My Brother's Keeper* initiative. The college has also received a gift of $56,600 which has been added to the Patrick and Mercedes Carruthers African-American Scholarships.

B. Student Completions (college degree and certificate programs)

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

Florida College System

College: South Florida

Student Participation/Completions

Race: Black		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
	2010-11	20	334	5.99	5	93	5.38	15	426	3.52
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
	2010-11	6	334	1.80	3	93	3.23	16	426	3.76
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
	2010-11	26	334	7.78	8	93	8.60	31	426	7.28
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

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

Florida College System

College: South Florida

Student Participation/Completions

Race: Hispanic		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
	2010-11	49	334	14.67	18	93	19.35	39	426	9.15
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
	2010-11	33	334	9.88	9	93	9.68	42	426	9.86
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
	2010-11	82	334	24.55	27	93	29.03	81	426	19.01
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

CCTCMIS = CCEE0192 01/02/2014 13:03:10 Source: AA1A2011, AA1A2012, AA1A2013

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

Florida College System

College: South Florida

Student Participation/Completions

Race: Other		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	4	334	1.20	1	93	1.08	4	426	0.94
	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
Male	2010-11	3	334	0.90	1	93	1.08	7	426	1.64
	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
Total	2010-11	7	334	2.10	2	93	2.15	11	426	2.58
	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

CCTCMIS = CCEE0192 01/02/2014 13:03:10 Source: AA1A2011, AA1A2012, AA1A2013

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

Florida College System

College: South Florida

Student Participation/Completions

Race: White		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	130	334	38.92	43	93	46.24	102	426	23.94
	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
Male	2010-11	89	334	26.65	13	93	13.98	201	426	47.18
	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
Total	2010-11	219	334	65.57	56	93	60.22	303	426	71.13
	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

CCTCMIS = CCEE0192 01/02/2014 13:03:10 Source: AA1A2011, AA1A2012, AA1A2013

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

Florida College System

College: South Florida

Student Participation/Completions

Race: All		AA Degrees			AS Degrees			Certificates		
		Num	Total	%	Num	Total	%	Num	Total	%
Gender	Rpt Year									
Female	2010-11	203	334	60.78	67	93	72.04	160	426	37.56
	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
Male	2010-11	131	334	39.22	26	93	27.96	266	426	62.44
	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
Total	2010-11	334	334	100.00	93	93	100.00	426	426	100.00
	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

CCTCMIS = CCEE0192 01/02/2014 13:03:10 Source: AA1A2011, AA1A2012, AA1A2013

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

Florida College System

College: South Florida

Student Participation/Completions

		AA Degrees		AS Degrees		Certificates	
		LEP	DIS	LEP	DIS	LEP	DIS
Gender	Rpt Year						
Female	2010-11	6	1	1	0	3	2
	2011-12	2	2	0	1	1	2
	2012-13	1	4	5	1	2	2
Male	2010-11	4	3	4	1	3	1
	2011-12	1	3	3	2	1	11
	2012-13	1	4	0	0	1	4
Total (ALL)	Rpt Year						
	2010-11	10	4	5	1	6	3
	2011-12	3	5	3	3	2	13
	2012-13	2	8	5	1	3	6

CCTCMIS = CCEE0192 01/02/2014 13:03:10 Source: AA1A2011, AA1A2012, AA1A2013

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

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

    The analysis indicates that Black male and female completers continue to trail other races in the Degree/Certificate completion category. In 2012-13 data revealed Black male AA Degree completers reached an all time completion low of 1.10%. Thus far, 2012-13 Black male data reflects their highest completion percentage in certificate completions; however, it was still the lowest percentage compared to other race and genders. Additional analysis indicates the overall student participation/completions percentage for Hispanic students are notably higher, compared to the overall student participation/completion percentages for Black students. Also, Hispanic female student participation/completion percentages remain higher in AA and AS Degree categories, excluding the Certificate category. In 2012-13, a greater percentage of Hispanic males were awarded Certificates than Hispanic females. Analysis further suggests that a greater percentage of Hispanic female students are seeking AA and AS level degrees than Hispanic males. Also, it must be noted that participation numbers among Black student completers is low.

    Additionally, analysis by gender indicates female student completers have dominated total completions for each Degree category with the exception of Certificate completions. Over the past three years male students have earned a higher percentage of certificates.

    These findings were cross validated with other National/State level reports such as IPEDS. The college will closely monitor completion for the Black student population in the upcoming year.

2. **Achievement of goals:**
    Based on the data, modify goals as necessary. Report goals below:

Group	AA Degrees	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black	6.99%	12%	N	10%
Hispanic	24.63%	23%	Y	25%
Other	4.41%	3%	Y	5%
White	63.97%	62%	Y	60%
Male	40.81%	34%	Y	55%
Female	59.19%	66%	N	45%
LEP				
DIS				

Group	AS Degrees	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black	10.31%	8%	Y	11%
Hispanic	14.43%	23%	N	16%
Other	5.15%	2%	Y	3%

White	70.10%	67%	Y	70%
Male	25.77%	39%	N	30%
Female	74.23%	61%	Y	70%
LEP				
Disability				

Group	Certificates	2012/13 Goal	Achieved Y/N	Goals for 2013/14
Black	12.41%	8%	Y	13%
Hispanic	22.56%	24%	N	24%
Other	1.13%	2%	N	2%
White	63.91%	66%	N	61%
Male	58.27%	56%	Y	59%
Female	41.73%	44%	N	41%
LEP				
Disability				

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 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 Program, College Reach Out Program (CROP), Take Stock In Children (TSIC). 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, 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 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. The college recently 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 planning to submit a funding proposal under the federal *My Brother's Keeper* initiative. SFSC has also recently 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 2013/2014 should include analysis of data and identification of methods and strategies used by the college to increase persistence and retention of FTIC students. Data are provided for full-time and part-time students by race and gender for two years' comparisons: Fall 2011/2012 FTIC students returning Fall 2012/2013 and Fall 2012/2013 FTIC students returning Fall 2013/2014.

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Florida College System

College: South Florida

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

</div>

	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

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

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Florida College System

College: South Florida

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

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	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	2	0	23	30	0	1	4	1	55	70	79	116	5	2	168	220	388
Num. Retained	2	0	3	14	0	1	3	1	32	51	46	75	3	2	89	144	233
% Retained	100	0	13	47	0	100	75	100	58	73	58	65	60	100	53	65	60

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

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

CCTCMIS - Retention 01/16/2014 12:59:44

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)2011-12 Fall Beginning-of-Term to 2012-13 Fall Beginning-of-Term

	Non-Resident Alien		Black		American Indian or Alaskan Native		Asian		Hispanic		White		Unknown/Not Reported		All Students		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FTIC	1	1	6	15	0	0	0	1	33	50	38	74	1	4	79	145	224
Num. Retained	1	1	3	4	0	0	0	0	21	29	15	34	0	3	40	71	111
% Retained	100	100	50	27	0	0	0	0	64	58	39	46	0	75	51	49	50

CCTCMIS - Retention 01/16/2014 12:59:44

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

C. Student Retention by Race and Gender

1. Identify areas by race and gender where the retention rates have not improved from the previous year. Use space as needed.
   a.   Full-time students: Data indicates a lower retention rate of Hispanic females, White females, and Unknown/Two or More Races females.

   b.   Part-time students: Data indicates a lower retention rate of Black males, Hispanic males and females, White males, and Unknown/Two or More Races females.

3. 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: Student Support Services (TRiO), Panther Youth Program (PYP), College Reach Out Program (CROP), Take Stock In Children (TSIC), and Farmworker 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, 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. The college recently 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 planning to submit a funding proposal under the federal *My Brother's Keeper* initiative. Furthermore, SFSC has recently 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.

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

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

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

SFSC does not collect data related to marital status.

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

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), and Farmworker 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, 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. The college recently 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 planning to submit a funding proposal under the federal *My Brother's Keeper* initiative. Furthermore, SFSC has recently 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.

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

Notes regarding the Disparity reports:
- Success is defined as grades of A, B, C and S.
- Courses with grades of X, P, P/ and Z are excluded from the data.
- In the Gap Comparison Table, a ***negative gap*** indicates that the percentage of successful black or Hispanic students completing the courses is less than the percentage of successful white students. A

positive gap indicates that the success rate of black or Hispanic students exceeds the success rate of white students. The gaps are represented by percentage points.

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

   Analysis of the data suggest in 2012-13 a greater percentage of white students successfully passed MAT1033 and MGF1106 compared to the previous year when a greater number of black students successfully passed MAT1033 and MGF1106. Further analysis suggests a lower percentage of black students successfully passed ENC1101, STA2023, and MAC1105 in years 2011-12 and 2012-13.

   Analysis of the Hispanic-White Gap comparison reveals a greater percentage of students successfully passed MAT1033, MGF1106, and STA2023 compared to the previous year. However, the Hispanic-White Gap for MAC1105 indicates a greater percentage for both years 2011-12 and 2012-2013. 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 Black students.

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 the current strategies are effective and will continue to assess and place students in the appropriate levels, monitor progress of each of the above noted populations, and provide tutoring for students who appear at risk.

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

White	2010-11			2011-12			2012-13		
	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful	White # Successful	White # Enrolled	White % Successful
Course									
MAT1033	56	91	61.54	65	95	68.42	61	86	70.93
ENC1101	131	204	64.22	150	216	69.44	114	183	62.30
MAC1105	50	92	54.35	52	82	63.41	63	92	68.48
MGF1106	54	59	91.53	41	42	97.62	48	55	87.27
STA2023	0	0	0.00	36	50	72.00	38	51	74.51

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Black	2010-11			2011-12			2012-13		
	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful	Black # Successful	Black # Enrolled	Black % Successful
Course									
MAT1033	8	16	50.00	17	21	80.95	14	23	60.87
ENC1101	23	41	56.10	19	28	67.86	19	41	46.34
MAC1105	7	17	41.18	5	9	55.56	5	16	31.25
MGF1106	1	4	25.00	8	8	100.00	10	18	55.56
STA2023	0	0	0.00	0	2	0.00	7	9	77.78

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

Hispanic	2010-11			2011-12			2012-13		
	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful	Hispanic # Successful	Hispanic # Enrolled	Hispanic % Successful
Course									
MAT1033	20	27	74.07	38	56	67.86	38	51	74.51
ENC1101	52	74	70.27	72	111	64.86	57	93	61.29
MAC1105	24	35	68.57	31	44	70.45	40	55	72.73
MGF1106	11	13	84.62	15	18	83.33	22	24	91.67
STA2023	0	0	0.00	15	25	60.00	21	24	87.50

Florida College System

Part III Student Participation

Gatekeeper Courses: Disparity Gaps

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

	2010-11		2011-12		2012-13	
	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap	Black-White Gap	Hispanic-White Gap
Course						
MAT1033	-11.54	12.53	12.53	-0.56	-10.06	3.58
ENC1101	-8.12	6.05	-1.58	-4.58	-15.96	-1.01
MAC1105	-13.17	14.22	-7.85	7.04	-37.23	4.25
MGF1106	-66.53	-6.91	2.38	-14.29	-31.71	4.40
STA2023	0.00	0.00	-72.00	-12.00	3.27	12.99

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

This Part applies to all college academic programs.

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

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

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

Rule 6A-10.041(1), FAC, requires that reasonable substitutions are made available for eligible students for the following:
- Requirements for admission to the institution;
- Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
- Requirements for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program; and
- Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.

Rule 6A-10.041(2), FAC, requires that the college have policies and procedures addressing the following to implement §1007.264, F.S., and §1007.265, F.S.
- A mechanism to identify persons eligible for reasonable substitutions due to a disability;
- A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability;
- A mechanism for making the designated substitutions known to affected persons;
- A mechanism for making substitution decisions on an individual basis; and
- A mechanism for a student to appeal denial of a substitution or a determination of eligibility.

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

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

A. **Rule 6A-10.041, FAC,** was revised October 25, 2010, to reflect new classifications of disabilities identified in the ADA Amendments Act of 2008. Colleges should submit as Appendix 4, copies of the policies and procedures developed for compliance with Rule 6A-10.041, FAC.

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

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

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disabilities	3	6 cr. Gen Ed Mathematics	ACG 2001 GEB 1011 ECO 1000	Mathematics
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Other Health Impairment				

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

Semester	Number of substitutions requested	Number of substitutions granted
Fall	0	0
Spring	2	2
Summer	1	1

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

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

This year's Gender Equity in Athletics Update should include:
  A. an assessment of its athletic programs on each of the statutory areas listed below;
  B. a copy of the Equity in Athletic Disclosure Act (EADA) Survey Federal Report for 2013 (submitted annually to the U.S. Department of Education Policy and Budget Development Staff and as required by section 485(g) of the Higher Education Act of 1965); and
  C. *Corrective Action Plan*, if applicable. The college may find it necessary to update an existing plan or create a new corrective action plan if it determines it is out of compliance with any of the following components of the Florida Educational Equity Act.

A. Assessment of Athletic Programs: §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, FAC, Interscholastic, Intercollegiate, Club and Intramural Athletics, also identifies areas required for compliance. Rule 6A-19.004(1), FAC, 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 position available, but shall not include club or intramural opportunities."

The following areas are required to be addressed in the assessment:

1. Sports offerings and whether they effectively accommodate the interests and abilities of members of both genders.
   South Florida State has interscholastic sports offerings for women in softball and volleyball, and for men in baseball. These programs are widely played throughout our surrounding service area as well as state wide which provides outstanding recruiting 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.
   South Florida State 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, which include books, tuition, applicable fees, and a meal plan. SFSC provides athletic scholarships to 30 female students and 18 male students.

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 of coaches and tutors can be found in each respective section of the EADA report supplied.

   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
   h. 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 each program works within its respective budget.
   i. 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 each sport works within its respective travel budget and also to ensure that in-season and out of season practice guidelines are adhered to.

   j. Opportunities to receive tutoring.
       South Florida State College has 3 open tutoring labs that are accessible to all students on campus, as well as free on-line tutoring. All students have the opportunity to receive help as they request it and there is no cost to the students. Coaches may organize team study times for additional academic support if they see fit.

   k. Compensation of coaches and tutors.
       Coaches compensation is listed in the EADA portion of this report within the coach's salaries report. No athletic department funds are expended for tutoring services, tutoring on campus is free to all students.

   l. 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.

m. Housing and dining facilities and services.

South Florida State College offers a student residence hall which provides rental units to all students on a first-come, first-serve basis. There are also rental apartments in the area which some families choose. SFSC does not have any agreements in place with housing/apartment complexes. Dining facilities are offered on campus through the SFSC cafeteria. All 50 scholarship athletes enjoy one meal per day five days per week on campus for the same monetary value of $7. Meals are also available at the residence facility for paying guests.

The assessment should be a narrative evaluation of the effectiveness of efforts within the athletic program to ensure equity according to the factors listed in this part and for efforts toward gender equity participation and coaching equity in the report year. Use space as needed.
(see answers above)

B. Data Assessment: Colleges should also include data related to: employment of athletic directors and coaches; sports offerings for males and females; and student athletic participation rates by gender for 2011/2012 and 2012/2013.

1) In response to this requirement, the college should insert the most recent EADA Survey Federal Report as Appendix 5. (See Appendix 5)

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:

Athletic Participation by Gender Compared to Student Enrollments by Gender for 2012/2013 and 2013/2014

	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)

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all colleges offering intercollegiate sports. Use Table B

(above) to show the relationship between the rate at which females are enrolled full-time in the college and the rate at which females are participating in intercollegiate sports.

C. Following the college's assessment outlined in parts A and B, the college should check at least one 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. If there are any disparities in section A or B, or if the college has a disproportionate rate of female participates 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.

(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:
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 22, 2014
If not, please ensure completion of the evaluation prior to submission of the 2014/2015 College Annual Equity Update Report.

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 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 continuing contract instructional positions are from the Annual Personnel Report (APR) and includes the collection years of 2009/10 through 2013/14.

The separate data reports reflect annual employment numbers and percentages by race and by gender. The data reports also provide numerical and percentage differences in employment demographics, comparing 2012/13 with 2013/14. Colleges should establish goals for increasing the employment of females and minorities in those areas that did not meet or exceed national standard benchmarks.

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

Executive/administrative/managerial Staff:

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)

		Census					Employment										
		Bach. Deg. and Higher		Grad. Deg. and Higher		Stu Pop.	2009-10		2010-11		2011-12		2012-13		2013-14			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	194	2.5	40	0.8	6.66%	2	10.5	2	10.5	2	10.0	1	5.6	1	5.6	0	0.0%
	Male	87	1.1	61	1.3	4.44%	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	11.1%	2	10.5	2	10.5	2	10.0	1	5.6	1	5.6	0	0.0%
Hispanic	Female	251	3.2	89	1.9	15.3%	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	9.51%	1	5.3	1	5.3	1	5.0	1	5.6	1	5.6	0	0.0%
	Total	446	5.7	214	4.5	24.8%	1	5.3	1	5.3	1	5.0	1	5.6	1	5.6	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.93%	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	0.86%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	1.80%	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	6.02%	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	4.65%	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	10.7%	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	28.3%	9	47.4	9	47.4	9	45.0	8	44.4	8	44.4	0	0.0%
	Male	3,369	42.7	2,205	46.2	23.3%	7	36.8	7	36.8	8	40.0	8	44.4	8	44.4	0	0.0%
	Total	6,764	85.8	4,146	86.8	51.6%	16	84.2	16	84.2	17	85.0	16	88.9	16	88.9	0	0.0%
Total	Female	4,015	50.9	2,222	46.5	57.3%	11	57.9	11	57.9	11	55.0	9	50.0	9	50.0	0	0.0%
	Male	3,870	49.1	2,555	53.5	42.7%	8	42.1	8	42.1	9	45.0	9	50.0	9	50.0	0	0.0%
	Total	7,885	100.0	4,777	100.0	100%	19	100.0	19	100.0	20	100.0	18	100.0	18	100.0	0	0.0%

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

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

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

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

There were no demographic changes in the SFSC administrative staff during 2013-14 reporting period. Minorities comprise 11.2% of this classification, compared to 13.2% of the regional minority population who hold graduate degrees. 50% of the administrative staff is female.

b. **Did the college achieve its goals as stated in the 2012/13 Equity Update Report?**

	Actual Data (%) 2012-13	Actual Data (%) 2013-14	U.S Census Data (select Benchmark)	Stated Goals (2013-14)	Met Goal (yes/no)
Black					
-female	5.6	5.6	.8	5.6	Y
-male	0	0	1.3	1.3	N
Hispanic					
-female	0	0	1.9	1.9	N
-male	5.6	5.6	2.6	5.6	Y
White					
-female	44.4	44.4	40.6	41	Y
-male	44.4	44.4	46.2	43	Y
Other Minority					
-female	0	0	3.2	0	Y
-male	0	0	3.4	0	Y
by Gender					
Female (total)	50	50	46.5	50	Y
Male (total)	50	50	53.5	50	Y

The stated goals for 2013-14 were based on the continuing employment of 18 administrators. An anticipated reorganization for 2014-15 will increase total administrators to 19 with each employee in this classification representing 5% of the total. Two retirements will occur in the 2014-15 reporting period – one white male and one black female – creating opportunity and challenge to increase minority representation in the administrative category.

SFSC has elected to aggregate the data for this section of the report to more accurately represent our progress and set realistic goals toward increasing representation of females and minorities in senior level administrative positions.

	Actual Data (%) 2012-13	Actual Data (%) 2013-14	U.S Census Data (select Benchmark)	Stated Goals (2013-14)	Met Goal (yes/no)	Goals for 2014-15
Black	5.6	5.6	2.1	5.6	Y	5
Hispanic	5.6	5.6	4.5	5.6	Y	5
Other Minority	0	0	3.2	0	Y	5
Female	50	50	46.5	50	Y	50

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:**

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 every search committee for positions in this classification.

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

Not at this time. We have successfully recruited a female for one of our 2014-15 administrative vacancies and have a diverse applicant pool for the other.

Full-time Instructional Staff:

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.	2009-10		2010-11		2011-12		2012-13		2013-14			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	194	2.5	40	0.8	6.66%	1	1.6	1	1.6	1	1.6	3	4.5	3	4.6	0	0.0%
	Male	87	1.1	61	1.3	4.44%	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	11.1%	1	1.6	1	1.6	1	1.6	3	4.5	3	4.6	0	0.0%
Hispanic	Female	251	3.2	89	1.9	15.3%	0	0.0	0	0.0	0	0.0	0	0.0	1	1.5	1	100.0%
	Male	195	2.5	125	2.6	9.51%	1	1.6	1	1.6	1	1.6	0	0.0	0	0.0	0	0.0%
	Total	446	5.7	214	4.5	24.8%	1	1.6	1	1.6	1	1.6	0	0.0	1	1.5	1	100.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.93%	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	0.86%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	1.80%	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	6.02%	1	1.6	1	1.6	1	1.6	1	1.5	1	1.5	0	0.0%
	Male	219	2.8	164	3.4	4.65%	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	10.7%	1	1.6	1	1.6	1	1.6	1	1.5	1	1.5	0	0.0%
White	Female	3,395	43.1	1,941	40.6	28.3%	30	49.2	33	51.6	32	51.6	32	48.5	31	47.7	-1	(3.1%)
	Male	3,369	42.7	2,205	46.2	23.3%	28	45.9	28	43.8	27	43.5	30	45.5	29	44.6	-1	(3.3%)
	Total	6,764	85.8	4,146	86.8	51.6%	58	95.1	61	95.3	59	95.2	62	93.9	60	92.3	-2	(3.2%)
Total	Female	4,015	50.9	2,222	46.5	57.3%	32	52.5	35	54.7	34	54.8	36	54.5	36	55.4	0	0.0%
	Male	3,870	49.1	2,555	53.5	42.7%	29	47.5	29	45.3	28	45.2	30	45.5	29	44.6	-1	(3.3%)
	Total	7,885	100.0	4,777	100.0	100%	61	100.0	64	100.0	62	100.0	66	100.0	65	100.0	-1	(1.5%)

CCTCMIS EQUITY 03/14/14 13:04:21 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

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

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

2. Full-time Instructional Staff:

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

There are 67 full-time instructional faculty members at SFSC; however, the data compiled by national and state sources for this report does not recognize two full-time instructors who teach in our Adult Education program – one of which is an Hispanic male; the other, a White female. They are now classified as "Other Teachers and Instructional Support Staff" and will no longer appear in the Annual Equity Update Report. For 2013-14, we are reporting 65 full-time instructional faculty with each instructor representing 1.5% of the total.

In 2013, the college hired two minority female instructors. Total minority representation among instructional faculty is 7.6% compared to the benchmark of 13.2% graduate degree-holders in the region. The female representation is 55.4% compared to 46.5% in the benchmark.

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

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select Benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)
Black					
-female	4.5	4.6	.8	4.4	Y
-male	0	0	1.3	1.3	N
Hispanic					
-female	0	1.5	1.9	1.9	N
-male	0	0	2.6	1.5*	N
White					
-female	48.5	47.7	40.6	41	Y
-male	45.5	44.6	46.2	45	N
Other Minority					
-female	1.5	1.5	3.2	1.6	N
-male	0	0	3.4	1.5	N
by Gender					
female (total)	54.5	54.4	46.5	50	N
Male (total)	45.5	45.6	53.5	50	Y

*Goal included the Hispanic male who is no longer recognized by national and state sources for this report.

SFSC has elected to aggregate the data for this section of the report to more accurately represent our progress and set realistic goals toward increasing representation of females and minorities among the instructional faculty.

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select Benchmark)	Stated Goals (2013/2014)	Met Goal (yes/no)	Goals for 2014-15
Black	4.5	4.6	2.1	5.7	N	4.6
Hispanic	0	1.5	4.5	3.4	N	3
Other Minority	1.5	1.5	6.6	3.1	N	3
Female	54.5	54.4	46.5	50	Y	50

Our goals for 2014-15 reflect hiring at least one additional Hispanic and one additional "Other" minority as opportunities arise. We anticipate filling two or three faculty positions in 2014-15. It may take several years to make significant progress in meeting the benchmark data.

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 every faculty search committee. When appropriate, we continue to encourage and provide funding for current staff to seek advanced academic preparation in a "grow your own" concept.

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.

Full-time Continuing Contract Instructional Staff:

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.	2009-10		2010-11		2011-12		2012-13		2013-14			
		#	%	#	%	%	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	# DIF 2012-13 2013-14	% DIF 2012-13 2013-14
Black	Female	194	2.5	40	0.8	6.66%	1	2.9	1	2.3	1	2.0	1	2.0	1	2.0	0	0.0%
	Male	87	1.1	61	1.3	4.44%	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	11.1%	1	2.9	1	2.3	1	2.0	1	2.0	1	2.0	0	0.0%
Hispanic	Female	251	3.2	89	1.9	15.3%	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	9.51%	1	2.9	1	2.3	1	2.0	0	0.0	0	0.0	0	0.0%
	Total	446	5.7	214	4.5	24.8%	1	2.9	1	2.3	1	2.0	0	0.0	0	0.0	0	0.0%
Non-Resident Aliens	Female	0	0.0	0	0.0	0.93%	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	0.86%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0%
	Total	0	0.0	0	0.0	1.80%	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	6.02%	1	2.9	1	2.3	1	2.0	1	2.0	1	2.0	0	0.0%
	Male	219	2.8	164	3.4	4.65%	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	10.7%	1	2.9	1	2.3	1	2.0	1	2.0	1	2.0	0	0.0%
White	Female	3,395	43.1	1,941	40.6	28.3%	15	42.9	18	41.9	22	44.0	23	46.0	23	46.9	0	0.0%
	Male	3,369	42.7	2,205	46.2	23.3%	17	48.6	22	51.2	25	50.0	25	50.0	24	49.0	-1	(4.0%)
	Total	6,764	85.8	4,146	86.8	51.6%	32	91.4	40	93.0	47	94.0	48	96.0	47	95.9	-1	(2.1%)
Total	Female	4,015	50.9	2,222	46.5	57.3%	17	48.6	20	46.5	24	48.0	25	50.0	25	51.0	0	0.0%
	Male	3,870	49.1	2,555	53.5	42.7%	18	51.4	23	53.5	26	52.0	25	50.0	24	49.0	-1	(4.0%)
	Total	7,885	100.0	4,777	100.0	100%	35	100.0	43	100.0	50	100.0	50	100.0	49	100.0	-1	(2.0%)

CCTCMIS EQUITY 03/14/14 13:04:21 Source: APR2010 - APR2014, 2009 American FactFinder Educational Attainment Census Data, SDB2013

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

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

3. **Full-time Continuing Contract Instructional Staff:**

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

As noted in the previous section, two of our full-time faculty members (Adult Education) no longer appear in the Equity Update Report. The 2012-13 data has been adjusted to reflect their "absence." Both are on continuing contract; one is a White female and the other is a Hispanic male.

The two Black females recently hired will be eligible for continuing contract in 2016. The Hispanic female hired in the fall of 2013-14 will be eligible in 2018. All other minority faculty are already on continuing contract.   The representative value of each continuing contact faculty member is 2%.

b) **Did the college achieve its goals as stated in the 2012/13 Equity Update Report?**

	Actual Data (%) 2012/2013	Actual Data (%) 2013/2014	U.S Census Data (select Benchmark)	Stated Goals (2013-14)	Met Goal (yes/no)
Black					
-female	2	2	.8	1.9	Y
-male	0	0	1.3	N/A	N/A
Hispanic					
-female	0	0	1.9	N/A	N/A
-male	0	0	2.6	1.9*	N*
White					
-female	46	46.9	40.6	49.2	Y
-male	50	49	46.2	44.1	Y
Other Minority					
-female	2	2	3.2	1.9**	Y
-male	0	0	3.4	N/A	Y
by Gender					
Female (total)	50	51	46.5	53.7	Y
Male (total)	50	49	53.5	46.3	N

*Goal included the Hispanic male who is no longer recognized by national and state sources for this report.

**Goal based on 52 faculty on continuing contract, each representing 1.9%. Due to the reclassification issues mentioned above, actual data now reflects 50 continuing contract faculty (2% representative value).

SFSC has elected to aggregate the data for this section of the report to more accurately represent our progress and set realistic goals. The stated goals for 2014-15 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.

	Actual Data (%) 2012-13	Actual Data (%) 2013-14	U.S Census Data (select Benchmark)	Stated Goals (2013-14)	Met Goal (yes/no)	Goals for 2014-15
Black	2	2	2.1	1.9	Y	2
Hispanic	0	0	4.5	1.9	N	N/A
Other Minority	2	2	6.6	1.9	Y	2
Female	50	51	46.5	53.7	Y	50

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

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

   Evaluations of all SFSC department chairpersons, deans, and vice presidents have been completed for 2013. Results indicate that all designated personnel made satisfactory progress in achieving employment accountability goals.

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

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

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

   SFSC's District Board of Trustees provided an evaluation of the president on January 22, 2014. 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:

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.

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 before 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 which 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 criterion for attaining continuing contract status at employee orientation.   Reappointment recommendations follow the annual performance review process for all faculty on annual contract.   Board reappointment is communicated to faculty through instructional supervisors. Faculty employed prior to the 2013-14 academic year will be provided with notice of eligibility when they are reappointed to a third year of faculty employment. Faculty hired for 2013-14 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 Section 1012.86, F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the implementation of strategies and the achievement of goals in a timely manner:

Each year, SFSC sets aside a portion of its Staff and Program Development budget for equity incentives. These funds are used primarily for targeted advertising when positions become available and for program development.   For 2014-15, we

anticipate hiring two or three faculty members giving opportunity to increase representation in under-represented groups.

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

(See above.)

6) 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 section 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)	# of New Hires*	Salary Range	# of Existing Employee(s) with Comparable Experience	Salary Range
Faculty	3	$34,880-$63,557	64	$34,880-$79,050
Library and Other Teaching Occupations**	3	$20,268-$42,727	23	$20,268-$70,648
Management Occupations	1	$230,000	0	N/A
Computer, Engineering, and Science Occupations	1	$26,000-$28,000	12	$26,000-$42,961
Office and Administrative Support	2	$20,268-$25,678	68	$20,268-$38,948
Natural Resources, Construction, and Maintenance	1	$17,886-$22,700	11	$17,886-28,329

* 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, 2012 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, 2012."

** IPEDS includes the following classifications in the broad category "Library and Other Teaching Occupations":   Librarians; Archivists, Curators, and Museum Technicians/Librarians; Library Technicians; and Other Teachers and Instructional Support Staff. Since these classifications are not similarly aggregated in SFSC's organizational structure and salary schedule, the number of comparably experienced employees and their salary ranges are not accurately portrayed in the above chart.

The entry level salary schedule for faculty at SFSC is based on academic preparation and years of directly related full-time work experience. Entry level salaries are standardized based on a 10-month contract period. Two percent over the base salary is granted for each year of experience up to a maximum of 6 years or 12%.

	2013-14
Degree Level	Min/Max Entry Level
Bachelor's (or lesser) degree	$38,756 to $43,407
Master's degree	$42,388 to $47,475
Master's degree plus 30 hours	$44,109 to $49,402
Doctoral degree	$47,289 to $52,964

A higher initial salary may be granted for unusual expertise, skill, or value to the College at the discretion of the President.

Career Service positions, such as those listed in the Office and Administrative Support category above, are also granted 2% over the base salary for each year of experience up to a maximum of 6 years.

SFSC conducts periodic salary studies within the market area to maintain a competitive salary schedule. In the event adjustments to minimum salaries are approved as the result of such a study, the salaries of current employees are adjusted upwards as applicable.   No such changes were made in 2013-14.

_____
(name of institution)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001, FAC, through 6A-19.010, FAC, referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, ethnicity, national origin, gender, disability, age or marital status.

The college has developed policies and procedures for providing reasonable substitutions for admission, graduation, study program admission and upper-division entry for eligible students with disabilities as required by §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 2013/2014.

APPENDIX 1
Policy of Nondiscrimination

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

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,

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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/Complaint Procedures

SOUTH FLORIDA STATE COLLEGE
ADMINISTRATIVE PROCEDURES

PROCEDURE NO. 1095

TITLE: GRIEVANCE PROCEDURE: DISCRIMINATION

BASED ON POLICY: 1.09 GRIEVANCE PROCEDURES

OFFICE OF PRIMARY RESPONSIBILITY: VICE PRESIDENT FOR
ADMINISTRATIVE
SERVICES/EQUITY

I. Purpose:

It is the firm policy of the college to provide equal access to and equal opportunity within all programs and activities of the college without regard to race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, or genetic information.

II. Procedure:

A. The college recognizes that individual interpretations of its efforts in this regard may vary. In the event a person feels that he/she has received discriminatory treatment because of one or more of the above factors, the college provides a process through which individuals may appeal the application of college rules and regulations. Individuals may appeal any of the following:

1. A finding of a violation of policies and/or procedures of the college

2. Arbitrary or capricious actions by a college employee that adversely impact an applicant, student, or employee

3. Removal from the college or a program of the college

4. Denial of admission or readmission to the college or a program of the college

(The basis upon which a grade was awarded may not be challenged under this procedure.)

B. An individual who perceives that he/she has received discriminatory treatment should contact the designated Equal Access/Equal

Opportunity (EA/EO) coordinator. SFSC provides an EA/EO coordinator for both student and employee issues. Current contact information, including names or titles, phone numbers, and addresses for these coordinators is posted in public places, including but not limited to, facilities, websites, course catalogs, student and employee handbooks, code of conduct, etc.

The EA/EO coordinator does not represent this individual, but assists him/her in defining the specifics and arranging meetings with campus officials. The EA/EO coordinator monitors the process of the case to its end.

1. Individual discusses situation with EA/EO coordinator to define the issue(s).

2. EA/EO coordinator arranges a meeting between the individual and the college employee(s) in question to discuss the issue(s).

3. If the matter is not resolved, the EA/EO coordinator will arrange a meeting of the individual, the college employee(s), and the immediate supervisor(s) of the employee(s).

4. If no resolution at the level above, the EA/EO coordinator will arrange a hearing for the individual before the internal EA/EO committee. Both the individual and the college employee(s) will give testimony. The EA/EO coordinator serves as reporter for the hearings and will have a record of the proceeding prepared.

Steps 5 and 6 below apply to student grievances only.

5. If the issue is not resolved at this level, the EA/EO coordinator will forward a copy of the record of the internal committee to the president.

6. The decision of the president will be final.

For cases in which the individual is a college employee: if the matter has not been resolved at the completion of Step 3 above, the steps in South Florida State College Administrative Procedures 1090 or 1091 will be followed until resolution is complete.

HISTORY: Last Revised: 4/23/13

Adopted: 4/10/86
Reviewed: 2/28/05, 2/28/08, 6/27/12
Revised: 2/6/02; 4/23/13

APPENDIX 3
Revisions

NONE

APPENDIX 4
Substitution Waivers for Students With Disabilities

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 Office 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, Associate in Applied 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 are required for either admission to or completion of the degree or program.

D. In order 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. When a student with a documented disability cannot successfully complete a required course, 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 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, i.e., 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 Hearing Request form available from the disabilities specialist.

3. A meeting of the SDSC shall be conducted within seven working days after Hearing Request FORM B 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 substitution procedure shall be included in the college *Catalog.*

H. 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.

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.

APPENDIX 5
EADA Survey

Print Form(s)	Get PDF File	Go Back

Equity in Athletics 2013

Institution Information

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

Registration

- Required fields are indicated with asterisks (*).

South Florida Community College (137315)

Field	Value
First Name*	Sureka
Last Name*	Flemming
Title*	Reports Coordinator
Address 1*	South Florida Community College
Address 2	600 West College Drive
City*	Avon Park
State*	FL
Zip*	33825 - 9356
Phone*	863 - 784 - 7487
Extension	
Fax	- -
E-mail Address*	sureka.flemming@southflorida.edu
Confirm E-mail Address*	

Comment

* Please use this box if you would like to provide additional contact information such as a cell phone number or the best time to reach you if there are questions about your survey. Also, if the person listed above is not the person who enters the data, please provide the name and contact information for the person who enters the data. This information is for the survey help desk staff only. It will not be seen by the public.

Identification

- **Please enter/review all applicable information. Required fields are indicated with asterisks (*).**

General Information

Institution Name	South Florida Community College
Address 1 *	600 W College Dr
Address 2	
City *	Avon Park
State *	FL
ZIP Code *	33825 - 9356
Telephone *	863 - 453 - 6661 Ext.

Athletic Department

Athletic Director Name *	Rick Hitt
Address 1 *	600 W COLLEGE DR
Address 2	
City *	AVON PARK
State *	FL
ZIP Code *	33825 - 9356
Telephone *	863 - 784 - 7035 Ext. 7036

Chief Administrative Officer

Chief Administrative Officer's Name *	Dr. Thomas C. Leitzel
Title *	President
Telephone *	863 - 453 - 6661 Ext.
Fax	- -
E-mail Address *	Thomas.Leitzel@southflorida.edu

EADA General

Designated Reporting Year*
Note: The reporting period must be 12 months. The dates for the reporting year should be consistent from year to year.

Begins: (MM/DD) 05/07 /2012   **Ends: (MM/DD)** 05/06 /2013

Number of full-time undergraduates by gender: The numbers below were reported on your institution's 2012-13 IPEDS Survey and should not be changed unless they were reported incorrectly to IPEDS. If the numbers are incorrect, please call the EADA Help Desk to correct them.

	Number	Percent
Male full-time undergraduates	458	48
Female full-time undergraduates	506	52
Total full-time undergraduates	964	100 %

Athletic Sanctioning Body for the designated reporting year (select one):*

○ NCAA Division I-A   ○ NAIA Division I

○ NCAA Division I-AA   ○ NAIA Division II

○ NCAA Division I-AAA   ○ NAIA Division III

○ NCAA Division II (with football)   ◉ NJCAA Division I

○ NCAA Division II (without football)   ○ NJCAA Division II

○ NCAA Division III (with football)   ○ NJCAA Division III

○ NCAA Division III (without football)   ○ NCCAA Division I

○ Other   ○ NCCAA Division II

Other Description: [   ]

Update Status

Date Completed	9/11/2013
Update Status	Updated

Print Form(s)	Get PDF File	Go Back

Print Form(s)	Get PDF File	Go Back

Equity in Athletics 2013

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

Screening Questions

Please answer these questions carefully as your responses will determine which subsequent data entry screens are appropriate for your institution.

1. How will you report Operating (Game-day) Expenses?

◉ By Team   ◯ Per Participant

2. Select the type of varsity sports teams at your institution.

☑ Men's Teams

☑ Women's Teams

☐ Coed Teams

3. Do any of your teams have assistant coaches?

◉ Yes

☑ Men's Teams

☑ Women's Teams

☐ Coed Teams

◯ No

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 type of team remember to include associated data for that type of team on subsequent screens;
2) If you delete a type of team but have already entered associated data on other screens, all associated data for that type of team 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

Select the varsity sports teams at your institution.

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

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	22	
Softball		15
Volleyball		13
Total Participants Men's and Women's Teams	22	28
Unduplicated Count of Participants (This is a head count. If an individual participates on more than one team, count that individual only once on this line.)	22	28

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.)

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)	73,756	57,741
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)	73,756	57,741
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	1.00	2.00

CAVEAT

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	1	0	0	0	0	0	1

CAVEAT

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)	4,545	4,687
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)	22,725	23,435
Sum of Full-Time Equivalent (FTE) Positions Used to Calculate the Average	0.20	0.40

CAVEAT

Institution: South Florida Community College (137315)

User ID: E1373151

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	113,668	213,171	326,839
Ratio (percent)	35	65	100%
CAVEAT			

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	3,190	4,762	7,952

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	Men's Teams			Women's Teams			Total Operating Expenses
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Baseball	22	2,107	46,350				46,350
Softball				15	3,541	53,119	53,119
Volleyball				13	1,773	23,048	23,048
Total Operating Expenses Men's and Women's Teams	22		46,350	28		76,167	122,517
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	249,452		249,452
Softball		238,128	238,128
Volleyball		190,416	190,416
Total Expenses of all Sports, Except Football and Basketball, Combined	249,452	428,544	677,996
Total Expenses Men's and Women's Teams	249,452	428,544	677,996
Not Allocated by Gender/Sport (Expenses not attributable to a particular sport or sports)			113,634
Grand Total Expenses			791,630

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	249,452		249,452
Softball		238,128	238,128
Volleyball		190,416	190,416
Total Revenues of all Sports, Except Football and Basketball, Combined	249,452	428,544	677,996
Total Revenues Men's and Women's Teams	249,452	428,544	677,996
Not Allocated by Gender/Sport (Revenues not attributable to a particular sport or sports)			113,634
Grand Total for all Teams (includes by team and not allocated by gender/sport)			791,630

CAVEAT

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

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	73,756	115,482	189,238
2	Total of Assistant Coaches' Salaries	4,545	9,374	13,919
3	Total Salaries (Lines 1+2)	78,301	124,856	203,157
4	Athletically Related Student Aid	113,668	213,171	326,839
5	Recruiting Expenses	3,190	4,762	7,952
6	Operating (Game-Day) Expenses	46,350	76,167	122,517
7	Summary of Subset Expenses (Lines 3+4+5+6)	241,509	418,956	660,465
8	Total Expenses for Teams	249,452	428,544	677,996
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	7,943	9,588	17,531
10	Not Allocated Expenses			113,634
11	Grand Total Expenses (Lines 8+10)			791,630
12	Total Revenues for Teams	249,452	428,544	677,996
13	Not Allocated Revenues			113,634
14	Grand Total Revenues (Lines 12+13)			791,630
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.

Institution: South Florida Community College (137315)

User ID: E1373151

Supplemental Information (optional)

This screen may be used to help the reader better understand the data you have provided, or to help a prospective student-athlete make an informed choice of an athletics program.

This information will be viewable on the EADA public website. Please do not include the names of individuals or write messages to the help desk.

To explain specific data entered on a previous screen, please use the caveat box on that screen.

APPENDIX 6
Fall Staff Report

Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
College: 26 South Florida

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

Tenured

Gender	Race/Ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
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	24	0	0	24
	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	24	0	0	24
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	49	0	0	49

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Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
College: 26 South Florida

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

On Tenure Track

Gender	Race/Ethnicity	Professors	Associate professors	Assistant professors	Instructors	Lecturers	No academic rank	Total
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	4	0	0	4
	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	4	0	0	4
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	1	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	7	0	0	7
	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	8	0	0	8
Total		0	0	0	12	0	0	12

Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
College: 26 South Florida

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

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 then Annual Contract	Without Faculty Status	Total
Instructional Exclusively credit	42	9	0	4	0	0	55
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	7	3	0	0	0	0	10
Instruction/research/public service	0	0	0	0	0	0	0
Total	49	12	0	4	0	0	65

Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
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

Gender	Race/Ethnicity	Instructional Staff	Research	Public Service
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	29	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	0	0	0
	Total	29	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	31	0	0
	Two or more races	0	0	0
	Race and ethnicity unknown	0	0	0
	Total	36	0	0
Total		65	0	0

Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
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

Gender	Race/Ethnicity	Archivists, Curators, and Museum Technicians Librarians	Librarians	Library Technicians	Other Teachers and Instructional Support Staff
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	0
	Total	0	0	1	6
Women	Race/Ethnicity				
	Nonresident Alien	0	0	0	0
	Hispanic/Latino	0	0	0	3
	American Indian or Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	0	2	0	12
	Two or more races	0	0	0	0
	Race and ethnicity unknown	1	0	0	0
	Total	1	2	0	16
Total		1	2	1	22

Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
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

Gender	Race/Ethnicity	Management Occupations	Business and Financial Operations Occupations	Computer, Engineering, and Science Occupations	Community Service, Legal, Arts, and Media Occupations	Healthcare Practitioners and Technical Occupations
Men	**Nonresident Alien**	0	0	0	0	0
	Hispanic/Latino	1	0	1	1	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	0	1	0	1	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	8	4	6	5	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	9	5	7	7	0
Women	**Race/Ethnicity**					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	1	1	0	0
	American Indian or Alaska Native	0	0	0	0	0
	Asian	0	0	0	0	0
	Black or African American	1	2	1	2	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	8	12	4	9	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	9	15	6	11	0
Total		18	20	13	18	0

Florida College System
2014 IPEDS Human Resources Survey
Reporting Year 2013-14
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

Gender	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
Men	Nonresident Alien	1	0	0	0	0
	Hispanic/Latino	4	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	9	0	4	10	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	1	0	0	0	0
	Total	23	0	5	12	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	6	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	White	3	0	49	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	5	0	65	0	0
Total		28	0	70	12	0

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 then Annual Contract	Without Faculty Status	Total
Occupational Category							
Instructional Exclusively credit	42	9	0	4	0	0	55
Instructional Exclusively not-for-credit	0	0	0	0	0	0	0
Instructional Combined credit/not-for-credit	7	3	0	0	0	0	10
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	0	0	1	0	0	2
Library Technicians	0	0	0	0	0	1	1
Other Teachers and Instructional Support Staff	2	0	0	0	0	20	22
Management Occupations	0	0	0	0	0	18	18
Business and Financial Operations Occupations	0	0	0	0	0	20	20
Computer, Engineering, and Science Occupations	0	0	0	0	0	13	13
Community Service, Legal, Arts, and Media Occupations	2	1	0	0	0	15	18
Healthcare Practitioners and Technical Occupations	0	0	0	0	0	0	0
Service Occupations	0	0	0	0	0	28	28
Sales and Related Occupations	0	0	0	0	0	0	0
Office and Administrative Support Occupations	0	0	0	0	0	70	70
Natural Resources, Construction, and Maintenance Occupations	0	0	0	0	0	12	12
Production, Transportation, and Material Moving Occupations	0	0	0	0	0	0	0
Total	54	13	0	5	0	198	270

CCTCMIS - Project HR IPEDS Human Resources 11/12/2013 10.52.47 AM
Source. Florida College System 2013-14

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Florida College System
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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

Gender	Academic Rank	Total Employees for Salary Reporting	Total Number of Months	Salary Outlays
Men	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	29	296	1,612,967
	Lecturers	0	0	0
	No academic rank	0	0	0
	Total	29	296	1,612,967
Women	Academic Rank			
	Professors	0	0	0
	Associate professors	0	0	0
	Assistant professors	0	0	0
	Instructors	36	380	2,087,663
	Lecturers	0	0	0
	No academic rank	0	0	0
	Total	36	380	2,087,663
Total		65	676	3,700,630

Florida College System
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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

Occupational Category	Total Salary Outlays
Postsecondary Teachers - Research	0
Postscondary Teachers - Public Service	0
Library and Other Teaching Occupations	1,230,396
Management Occupations	1,892,334
Business and Financial Occuaptions	1,003,032
Computer, Engineering, and Science Occupations	547,713
Community Service,Legal, Arts and Media Occupations	760,161
Healthcare Practitioners and Technical Occupations	0
Service Occupations	700,975
Sales and Related Occupations	0
Office and Administrative Support Occupations	1,907,841
Natural Resources, Construction, and Maintenance Occupations	352,443
Production, Transportation, and Material Moving Occupations	0

Florida College System
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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

Gender	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 then Annual Contract	Without Faculty Status	Total
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	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	1	0	0	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
	White	0	0	0	1	0	0	1
	Two or more races	0	0	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0	0	0
	Total	0	0	0	3	0	0	3
Total		0	0	0	3	0	0	3

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

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

Florida College System
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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

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

Florida College System
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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	1	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	0	0	0	1	0
Women	**Race/Ethnicity**					
	Nonresident Alien	0	0	0	0	0
	Hispanic/Latino	0	0	1	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	1	0	0
	Two or more races	0	0	0	0	0
	Race and ethnicity unknown	0	0	0	0	0
	Total	0	0	2	0	0
Total		0	0	2	1	0

Florida College System
2014 IPEDS Human Resources Survey
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Part H - New Hires - Full-Time Non-Instructional Staff
Total Number of Newly Hired Full-Time Non-Instructional Staff
By Gender and Race/Ethnicity

Gender	Race/Ethnicity	Total
Men	Race/Ethnicity	
	Nonresident Alien	0
	Hispanic/Latino	1
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	0
	Native Hawaiian or Other Pacific Islander	0
	White	3
	Two or more races	0
	Race and ethnicity unknown	0
	Total	4
Women	Race/Ethnicity	
	Nonresident Alien	0
	Hispanic/Latino	2
	American Indian or Alaska Native	0
	Asian	0
	Black or African American	1
	Native Hawaiian or Other Pacific Islander	0
	White	4
	Two or more races	0
	Race and ethnicity unknown	0
	Total	7
Total		11

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

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

(Continued)

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

Occupation Category	Salary Range	Black Female	Hispanic Male	Hispanic Female	White Male	White Female	Total
Non-Postsecondary Teaching	Above 75,000	0	0	0	0	0	0
Office And Administrative Support Occupations	Below 25,000	0	0	0	0	1	1
	25,000 To 30,000	0	0	1	0	0	1
	35,000 To 40,000	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0
Natural Resources,Construction And Maintenance Occup	Below 25,000	0	0	0	1	0	1
	25,000 To 30,000	0	0	0	0	0	0
	35,000 To 40,000	0	0	0	0	0	0
	45,000 To 55,000	0	0	0	0	0	0
	55,000 To 65,000	0	0	0	0	0	0
	65,000 To 75,000	0	0	0	0	0	0
	Above 75,000	0	0	0	0	0	0
Total		1	1	2	3	4	11

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	1	2
	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	4	9	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	3	1	4
	55,000 To 65,000	0	0	1	0	0	0	6	3	10
	65,000 To 75,000	0	0	1	0	0	0	4	2	7
	Above 75,000	0	0	0	0	0	0	1	0	1
Total		1	0	3	0	1	0	31	29	65

CCTCMIS - Project New Salaries 12/18/2013 01 40 52 PM
Source. Florida College System 2014

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Florida College System
Equity Fall Staff Survey
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Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

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

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

(Cont amued)

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

Occupation Activity	Salary Range	Asian F	Asian M	Black F	Black M	Hispanic F	Hispanic M	Non-Resident F	Non-Resident M	White F	White M	Unknown F	Unknown M	Total
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	1	0	0	0	0	1	0	0	2
	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	0	1	0	0	0	0	1	0	0	2
	35,000 To 40,000	0	0	0	0	0	2	0	0	0	1	0	0	3
	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	1	0	0	0	0	0	2	0	0	0	3
	55,000 To 65,000	0	0	0	0	0	1	0	0	2	1	0	0	4
	65,000 To 75,000	0	0	0	1	0	0	0	0	1	1	0	0	3
	Above 75,000	0	0	0	0	0	0	0	0	1	0	0	0	1
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	1	0	0	0	2	0	0	4
	30,000 To 35,000	0	0	0	0	0	0	0	0	1	0	0	0	1
	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	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)

Other Full-Time Employees
Salary Ranges By Ethnicity and Gender

Occupation Activity	Salary Range	Asian		Black		Hispanic		Non-Resident		White		Unknown		Total
		F	M	F	M	F	M	F	M	F	M	F	M	
Office And Administrative Support Occupations	Below 25,000	0	0	4	0	2	0	0	0	17	2	0	0	25
	25,000 To 30,000	2	0	1	0	3	1	0	0	23	2	0	0	32
	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	3	0	0	3
	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	1	0	0	1
	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
Total		2	7	14	7	14	11	0	1	99	48	1	1	205