

Division of Florida Colleges 2015-2016 College Annual Equity Report

February 18, 2016



FLORIDA DEPARTMENT OF
EDUCATION
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General Information and Applicable Laws for Reporting

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

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

Florida Statutes require postsecondary institutions in the Florida College System to develop and annually update plans that will positively impact efforts to increase diversity among students and employees. Until this year, colleges have submitted new plans each year. For the 2016 reporting purposes, the Florida College System will utilize the statutory guidelines for colleges to create a baseline plan to be updated each year. Therefore, the college equity plan submitted in April 2015 for 2014-2015 will be considered as the college’s most recent baseline report. The employment equity accountability plan will continue to be submitted as an annual plan as required under §1012.86, F.S.

For April 2016, the Division of Florida Colleges (DFC) has reduced the preparation steps formerly completed by each institution. The DFC continues to provide certified data, focused on the areas of measurement required by the Florida Educational Equity Act. Additionally, the DFC provides formulas in excel formats that eliminate the need for manual calculation of accomplishments. Colleges will be able to add formulas that draw data automatically from related tables such as goals and goal achievement.

By focusing on requirements within the statutory areas, the DFC encourages each college to devote its attention to the development of effective methods and strategies for any areas of improvements identified in their analysis of data. Where appropriate, the new reporting guidelines request a response such as new methods and strategies to increase the participation and/or employment of underrepresented minorities.

Data reports for students and the three targeted classes of employees are provided as excel spreadsheets at the end of these instructions. Additionally, excel tables have been created for setting goals and reflecting goal achievement. The college may choose to integrate these reports into the body of the report or include them as appendices.

The College Annual Equity Update is due to the Florida Department of Education, Division of Florida Colleges (DFC) by April 30, 2016. The update should be submitted by email to the following email address: Alexander.Jordan@fldoe.org. The requirement to send a paper copy has been eliminated. For assistance or questions, please call 850-245-9468.

Requirements for the 2015-2016 update should address the following six parts of your 2014-2015 report.

Part I. Description of Plan Development

Are there any changes to the development of the college equity plan? No Yes ___

If yes, provide the following applicable updates:

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

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

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

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

The SFSC District Board of Trustees adopted the 2015-16 Equity Update Report on April 27, 2016.

Part II. Policies and Procedures that Prohibit Discrimination

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

A. Have there been any updates to the college's policy of nondiscrimination adopted by the governing board? No ___ Yes If yes:

- 1) Provide the date of revision: 12-9-2015
- 2) Describe the revision: Addition of "pregnancy" to the list of protected classes. (Policy 5.23 - Prohibited Discrimination)
- 3) Provide the web link(s) to document the revision:

<https://www.southflorida.edu/wp-content/uploads/sites/3/2015/09/5.23-Prohibited-Discrimination.pdf>

B. Have there been any updates to the procedures utilized to notify staff, students, applicants for employment and admission, collective bargaining units and the general public of this policy? No Yes ___ If yes, provide updated information.

C. Have there been any updates to person(s) designated to coordinate the college's compliance with §1000.05, F.S.; Rule 6A-19.009-.010, F.A.C.; Title IX; Section 504; or Title II? Yes ___ No

If yes, provide the name/title, phone number, address and email address for each update and confirm if this information is available in the regular notice of nondiscrimination.

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 South Florida State College
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D. Have there been any updates to the college’s grievance or complaint procedures for use by students, applicants and employees who allege discrimination? No ___ Yes x If yes:

- 1) Provide the date of revision: 10-13-2015
- 2) Describe the revision: Addition of “pregnancy” to the list of protected classes. (Procedure 1094 – Discrimination, Harassment, and/or Sexual Harassment Complaint Procedure)
- 3) Provide the web link(s) to document the revision:

<https://www.southflorida.edu/wp-content/uploads/sites/3/2015/09/1095-Discrimination-Harassment-and-or-Sexual-Harassment-Complaint-Procedure.pdf>

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

- 1) Notifications of these procedures are placed in prominent and common information sources. No ___ Yes x
- 2) Procedure(s) are designed to encourage prompt and equitable resolution of student, employee and applicant complaints but do not prohibit individuals from seeking redress from other available sources. No ___ Yes x
- 3) Procedures prohibit retaliation against any person filing a complaint alleging discrimination or any person alleged to have committed discrimination. No ___ Yes x
 If any answers in “E” are “No,” provide the college’s plan for compliance.

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

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

Address the following for any policies or procedures in “F” marked “Yes”

- **Course Substitution**
 - a) The name of the policy and/or procedure(s):
 Procedure 1101 –Substitution Courses for Students with Disabilities
 - b) The date of revision: **10-13-2015**
 - c) A description of the revision: **Updated to reflect current college procedures or practices. (Removed Associate in Applied Science degree no longer offered; removed designation of procedure publication; added provision for sending a letter to the student indicating the findings of the Students with Disabilities Substitution Committee.)**
 - d) The web link(s) to document the revision:
 <http://www.southflorida.edu/wp-content/uploads/sites/3/2015/09/1101-Substitution-Courses-for-Students-with-Disabilities.pdf>

- **Other policies or procedures related to civil rights or nondiscrimination (1)**
 - a) The name of the policy and/or procedure(s):
 Policy 1.10 – Equal Opportunity
 - b) The date of revision: **12-9-2015**
 - c) A description of the revision: **Addition of “pregnancy” to the list of protected classes.**
 - d) The web link(s) to document the revision:
 <https://www.southflorida.edu/wp-content/uploads/sites/3/2015/05/POL1.10-SFSC.pdf>

- **Other policies or procedures related to civil rights or nondiscrimination (2)**
 - a) The name of the policy and/or procedure(s):
 Procedure 1100 – Equal Opportunity
 - b) The date of revision: **10-13-2015**
 - c) A description of the revision: **Addition of “pregnancy” to the list of protected classes.**
 - d) The web link(s) to document the revision:
 <https://www.southflorida.edu/wp-content/uploads/sites/3/2015/05/POL1.10-SFSC.pdf>

- **Other policies or procedures related to civil rights or nondiscrimination (3)**
 - a) The name of the policy and/or procedure(s):
 Procedure 5240 – Employee Recruitment and Selection
 - a) The date of revision: **10-13-15**
 - b) A description of the revision: **Addition of “pregnancy” to the list of protected classes.**
 - c) The web link(s) to document the revision:
 <http://www.southflorida.edu/wp-content/uploads/sites/3/2015/10/5240-Employee-Recruitment-and-Selection.pdf>

Part III. Strategies to Overcome Underrepresentation of Students

A. Student Enrollments

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

Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal setting process for 2015-2016 in the excel table provided.

Florida College System College: South Florida Student Participation-Enrollments

Race: Black		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	39	533	7.32	245	3,643	6.73
	2013-14	37	530	6.98	263	3,459	7.60
	2014-15	36	506	7.11	248	3,489	7.11
Male	2012-13	33	533	6.19	164	3,643	4.50
	2013-14	21	530	3.96	110	3,459	3.18
	2014-15	18	506	3.56	112	3,489	3.21
Total	2012-13	72	533	13.51	409	3,643	11.23
	2013-14	58	530	10.94	373	3,459	10.78
	2014-15	54	506	10.67	360	3,489	10.32

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). 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).

Race: Hispanic		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
	2012-13	88	533	16.51	613	3,643	16.83
	2013-14	83	530	15.66	614	3,459	17.75
Female	2014-15	111	506	21.94	696	3,489	19.95
	2012-13	78	533	14.63	391	3,643	10.73
	2013-14	93	530	17.55	375	3,459	10.84
Male	2014-15	79	506	15.61	390	3,489	11.18
	2012-13	166	533	31.14	1,004	3,643	27.56
	2013-14	176	530	33.21	989	3,459	28.59
Total	2014-15	190	506	37.55	1,086	3,489	31.13

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). 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).

Race: Other		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
	2012-13	6	533	1.13	66	3,643	1.81
	2013-14	13	530	2.45	77	3,459	2.23
Female	2014-15	12	506	2.37	89	3,489	2.55
	2012-13	12	533	2.25	64	3,643	1.76
	2013-14	9	530	1.70	57	3,459	1.65
Male	2014-15	8	506	1.58	71	3,489	2.03
	2012-13	18	533	3.38	130	3,643	3.57
	2013-14	22	530	4.15	134	3,459	3.87
Total	2014-15	20	506	3.95	160	3,489	4.59

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). 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).

Race: White		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	143	533	26.83	1,191	3,643	32.69
	2013-14	142	530	26.79	1,153	3,459	33.33
	2014-15	127	506	25.10	1,123	3,489	32.19
Male	2012-13	134	533	25.14	909	3,643	24.95
	2013-14	132	530	24.91	810	3,459	23.42
	2014-15	115	506	22.73	760	3,489	21.78
Total	2012-13	277	533	51.97	2,100	3,643	57.64
	2013-14	274	530	51.70	1,963	3,459	56.75
	2014-15	242	506	47.83	1,883	3,489	53.97

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). 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).

Race: All		FTIC			Total Enrollments		
		Total	Overall Enrollment	%	Total	Overall Enrollment	%
Gender	Rpt Year						
Female	2012-13	276	533	51.78	2,115	3,643	58.06
	2013-14	275	530	51.89	2,107	3,459	60.91
	2014-15	286	506	56.52	2,156	3,489	61.79
Male	2012-13	257	533	48.22	1,528	3,643	41.94
	2013-14	255	530	48.11	1,352	3,459	39.09
	2014-15	220	506	43.48	1,333	3,489	38.21

	2012-13	533	533	100.00	3,643	3,643	100.00
	2013-14	530	530	100.00	3,459	3,459	100.00
Total	2014-15	506	506	100.00	3,489	3,489	100.00

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). 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).

Achievement of Goals: ENROLLMENTS

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

	2014-2015 Goals for FTIC	2014-2015 Goals Achieved FTIC Yes/No	2015-2016 Goals for FTIC		2014-2015 Goals for Overall Enrollments	2014-2015 Goals Achieved Overall Enrollments Yes/No	2015-2016 Goals for Overall Enrollments
Black	12%	N	12%		12%	N	11.50%
Hispanic	39%	N	39%		32%	N	33%
Other Minorities	4%	N	4%		5.50%	N	5%
White	50%	N	50%		54%	N	54%
Male	48.50%	N	45%		42%	N	39%
Female	51.50%	Y	55%		58%	Y	61%
DIS	15	N	13		87	Y	97
LEP	4	N	3		30	Y	31

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		FTIC		Total Enrollments	
		LEP	DIS	LEP	DIS
Gender	Rpt Year				
Female	2012-13	3	7	29	36
	2013-14	2	9	21	47
	2014-15	2	8	25	51
Male	2012-13	0	4	9	34
	2013-14	0	13	5	37
	2014-15	0	4	5	45
Total (ALL)	Rpt Year				
	2012-13	3	11	38	70
	2013-14	2	22	26	84
	2014-15	2	12	30	96

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Source: Student Data Base (2012-13, 2013-14, AND 2014-15) Annual Unduplicated Counts. Fl. DOE years begin with the summer term. (Ex. 2013-14 includes Summer and Fall of 2013, Winter/Spring of 2014). 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).

The college is achieving goals: Yes ___ No X If no, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups

The analysis indicated a further decline in FTIC Black student (male and female) enrollment; it still remains the lowest for all races. Although the trend has been fairly consistent in the past, SFSC experienced a slight decline in Black male FTIC enrollment in 2014-15. The overall enrollment decreased from 3.96% to 3.56%. The Black male total enrollment percentage increased from 3.18% in 2012-13 to 3.21% in 2014-15. Data shows that the gap with Hispanic males remains consistent in 2014-15. Although the Hispanic Male FTIC overall enrollment decreased by approximately 2 percentage points, from 17.55% to 15.61%. While Hispanic female enrollment increased, overall enrollment decreased. Part of this is attributed to the slight decrease in Black, White, and Other female enrollment.

Additional analysis by gender indicated that FTIC enrollment for male students has decreased in both FTIC and overall enrollment from 2013-14 to 2014-15 while female enrollments increased. Current 2014-15 data report FTIC females have gained an even greater percentage from a 3.78%

difference in 2013-14 to 13.78% difference in 2014-15. Presently, female students make up 61.79% of the college's overall enrollment (up approximately 1 percentage point from the previous year).

FTIC LEP and DIS student enrollment continues to remain low. Since 2012-13 there have been zero student enrollments reported for FTIC LEP males while FTIC DIS female enrollment remained steady. FTIC DIS male and female decreased. FTIC DIS male enrollment in decreased from 13 student enrollments to 4 increased in 2014-15, while DIS female enrollment has remained steady. Total Enrollments in LEP and DIS female enrollment increased while male LEP remained consistent. 2014-15 DIS male data increased to its highest value in both male and female.

SFSC has implemented various programs/initiatives to increase student enrollment rates—particularly for its minority and FTIC student population:

1. Student Support Services (SSS-TRiO), According to the SSS annual report, 163 students were served which represents an increase of three over the required number funded. This group consistently serves first-generation, low-income students who are minorities.
2. Panther Youth Program (PYP)
3. Farmworker Career Development Program

SFSC's Farmworker Career Development Program (FCDP) helps migrant and seasonal farmworkers and their dependents overcome educational and employment acquisition barriers. The FCDP provides educational and supportive services to eligible farmworkers to obtain the career-related education needed to prepare to enter or advance in the workforce; prepare their children and/or dependents for success in school; and have the economic stability to exercise their rights as citizens in their communities. The program has continuously been recognized for exceeding performance measures set forth by the US DOL. In the current year, 94% of students exited were placed in high-wage jobs and the average wage at placement is \$14.95. The program currently serves 90 students.

4. College Reach Out Program (CROP)
5. Take Stock in Children (TSIC)
6. GPS Orientation / FYE Courses

These programs and their impact on student success are described in detail on page 16, Section C of this report.

- 2) New methods and strategies to target underrepresented students where goals have not been achieved

This year, SFSC has implemented various new programs/initiatives to increase student completion rates—particularly for its minority and FTIC student population:

The Student Success Committee has created a subcommittee to continue developing plans for the Minority Male Initiative with a major goal being the improvement of recruitment and

retention for black male students. The College is partnering with all five high schools in the service district in an effort to bring underrepresented, at-risk minority students to campus each semester to expose them to the opportunities available in college. During this academic year, students from all five high schools will participate in a half-day workshop held on campus that will provide them with information and advice from key college staff, current minority students, recent successful graduates and a motivational speaker.

This year, the President initiated a Retention Task Force led by the Dean of Student Services. The members of the committee were faculty and staff from across all departments of the College. This group has spent the year reviewing best practices, researching the literature and investigating new methods, and, recommending initiatives aimed at retaining all students with an emphasis on at-risk minority students.

The College Recruiter has made multiple visits to all high schools and local events. She has met with various groups in a variety of forums that target minority students. The College sponsored a College for a Day session that attracted over 600 students from five high schools and GED programs in an effort to attract a wide array of students. In addition, Open Houses have been initiated to bring students and their families to meet with college personnel. These are new programs and it is too early for data to be available. Early reports are promising

B. Student Completions (college degree and certificate programs)

This year’s report evaluates student academic achievements of Associate of Arts (AA) Degrees, Associate of Science (AS) Degrees or Certificates of Completion (Career Technology, PSAV). The data years are 2012-2013 to 2014-2015, and the categories for assessment are race, gender, disability (DIS) and limited English-language proficiency (LEP). Associate of Applied Science (AAS) Degrees are included in the data for AA Degrees.

Achievement of Goals: COMPLETIONS

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

	2014- 2015 AA Degrees	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	7.37% (25)	10	N	10
Hispanic	30.97	27.50	Y	31
Other Minorities	3.24	4	N	4
White	58.41	58.50	N	58.50
Male	34.22	42	N	40
Female	65.78	58	Y	60
DIS	9	12	N	12

LEP	1	2	N	2
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	2014- 2015 AS Degrees	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	9.20(8)	11	N	10
Hispanic	26.44(23)	32.5	N	28
Other Minorities	5.75 (5)	6.50	N	6
White	58.62(51)	50	Y	59
Male	25.29 (22)	25	Y	27
Female	74.71(65)	75	N	73
DIS	1	4	N	2
LEP	1	4	N	2

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	2014- 2015 Certificate	2014- 2015 Goal	Achieved Yes/No	Goals for 2015 - 2016
Black	12.99(33)	10	Y	14
Hispanic	31.89(81)	32.50	N	32
Other Minorities	1.18(3)	2	N	2
White	53.94(137)	55.50	N	54
Male	52.76(134)	49	Y	51
Female	47.24 (120)	51	N	49
DIS	11	8	Y	13
LEP	0	8	N	2

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Group	AA Degrees	2015-2016 Goal	Achieved Y/N	Goals for 2016-2017
Black	7.37% (25)	10%	N	10%
Hispanic	30.97% (105)	27.50%	Y	31%
Other	3.24% (11)	4%	N	4%
White	58.41% (198)	58.50%	N	58.50%
Male	34.22% (116)	42%	N	40%
Female	65.78% (223)	58%	Y	60%
LEP	1	2	N	2
DIS	9	12	N	12

Colleges should continue to assess, modify and/or develop new methods and strategies for accomplishing any goals set in 2014-2015 that remain to be achieved. Each college will address the following based on the data reports provided. Following assessment, the college will complete a goal-setting process for 2015-2016 using the excel table provided.

The college is achieving goals: Yes X No ___ If no, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student enrollment from underrepresented groups.

SFSC has implemented various programs/initiatives to increase student enrollment rates—particularly for its minority and FTIC student population:

1. Student Support Services (SSS-TRiO), SSS demonstrated a 79% persistence rate for those students in their programs per their latest report.
2. The TSIC program presently serves 132 students from middle school to high school. The TSIC Leadership Council just selected 24 at-risk or disadvantaged students. For the past 19 years, the TSIC program has graduated over 370 students from our serving counties, Desoto, Hardee and Highlands. In the fall of 2015, there were 132 TSIC grads who were still attending college. Yet, another eighty-five TSIC grads had obtained a college degree: Certification or Technical (6); A.A. or A.S. degrees (42); B.A. or B.S. degrees (29); and Master’s (8). SFSC’s Take Stock in Children program has been honored as a Gold Level program by the state TSIC organization for the past two consecutive years (2014 and 2015).
3. Since the inception of SFSC’s Guide to Personal Success (GPS), more than 1,700 students have completed this first year experience (FYE) initiative, and fall-fall student retention has climbed 19.4%. GPS reduced the number of students stopping out during their first year of study. The

primary components of GPS—freshman orientation and a First Year Experience course—were designed to provide a meaningful support program for first-year students, especially those in at-risk populations. The project was initially launched as a pilot effort and then scaled-up. To date, it has been scaled-up to capture 100% of entering students. SFSC regularly participates in the national SENSE survey. Since the launch of GPS, the college has also found notable improvements in first-year student engagement between the 2011 and 2015 SENSE administrations. The impact of GPS has been substantial, resulting in not only increases in student-reported engagement across all competencies, but students are reporting interaction levels with campus services that out-pace national averages. SFSC students are more than twice as likely to participate in a student organization and 31% more likely to receive sufficient financial aid.

- 2) New methods and strategies, if applicable.

An Early Alert program is being designed to improve the retention of all at-risk students especially minorities. Research is in progress to identify software to improve communication between the faculty and the staff designated to provide case management / advice / and counsel. Recommendations have been made to add new staff to assist with this effort, specifically a Retention and Student Success Coordinator.

This year, the President initiated a Retention Task Force led by the Dean of Student Services. The members of the committee were faculty and staff from across all departments of the College. This group has spent the year reviewing best practices, researching the literature and investigating new methods, and, recommending initiatives aimed at retaining all students with an emphasis on at-risk minority students.

C. Student Success in Targeted Programs

The college's plan for 2014-2015 should have included methods and strategies to increase the participation of students in programs and courses in which students have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering and career education, as required under §1000.05, F.S., Part (4). Colleges should provide any updates to methods and strategies if applicable.

The college is providing updates: Yes No If yes, provide:

- 1) An evaluation of each of the methods and strategies developed to increase student participation from underrepresented groups.

SFSC has implemented various programs/initiatives to increase student participation rates in the targeted programs:

- 1) The Student Support Services (TRiO) program has resulted in a more than **500%** increase in the 4-year graduation rate for these at-risk student groups, including a profound impact on black and Hispanic students. Through this SSS program, the college is able to provide services for roughly 45% of its low-income and FGIC student population each year.
- 2) SFSC's Tutoring and learning Center (TLC) offers a technology-enhanced facility that has diagnostic learning tools and educational software. Students come to the Open Learning Lab in the TLC to use computer-assisted study modules. Tutors and faculty are available to provide assistance with mathematics, writing, and reading. Data indicate that students use this service extensively. During the fall term, labs were visited by 699 students, almost 3200 times with lab usage of approximately 4400 hours. Data reveal that most students (~90%) that use this service are "satisfied" or "very satisfied".
- 3) New methods and strategies, if applicable.

This year, the President initiated a Retention Task Force led by the Dean of Student Services. The members of the committee were faculty and staff from across all departments of the College. This group has spent the year reviewing best practices, researching the literature and investigating new methods, and, recommending initiatives aimed at retaining all students with an emphasis on at-risk minority students.

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

Course Substitution Report, Form CSR01

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

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability	1	3 credit Math GE	GEB 1011	Business
		3 credit Math GE	GEB 2430	Business
Orthopedic Impairment				
Speech Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
	1	3 credit Math GE	GEB 1011	Business

Traumatic Brain Injury		3 credit Math GE	ECO 1000	Social Science
Other Health Impairment				

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

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

Part V. Gender Equity in Athletics
(Include and address only if athletic programs are offered by the college)

A. Assessment of Athletic Programs

§1006.71, F.S., gender equity in intercollegiate athletics is applicable to postsecondary institutions offering athletic programs. Florida College System institutions that offer athletic programs 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.

For this part, provide the college's latest Equity in Athletics Disclosure Act (EADA) Survey Federal Report as an appendix.

B. Data Assessment

§1006.71, F.S., requires an assessment of major areas to evaluate the college's progress toward gender equity in athletics.

Provide updates or new information related to sports offerings; participation; availability of facilities; scholarship offerings; funds allocated for administration, recruitment, comparable coaching, publicity and promotions; or other considerations by the college to continue efforts to achieve gender equity. If the college is not in compliance with Title IX, updates must be included in the college's Corrective Action Plan in Part D of this report.

1. Sports offerings: South Florida State College offers interscholastic sports offerings for women in softball and volleyball, and for men in baseball. (In fall of 2015 SFSC began their first season of Cross Country for women.) These programs are all widely participated in throughout our surrounding service area as well as state wide which provides outstanding recruiting and participation opportunities.
2. Participation rates are 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: Athletic facilities are available for all female and male athletes. The Panther gym, softball field, and baseball field 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 to offer which includes books, tuition, applicable fees and a meal plan. SFSC funds 30 scholarships for female sports and 18 scholarships for male sports.
5. Funds allocated for athletic recruitment, administration, coaching, publicity and promotions, can be found in the EADA report.

6. **Equipment and Supplies:** Equipment and supplies for each athletic team are purchased through each respective coach from the budget that each sport receives. These purchases are approved by the athletic director to ensure that each program works within its respective budget.
7. **Scheduling of games and practice times:** Scheduling for games and practice are also at the discretion of each sport coach. Schedules are approved by the Athletic director to ensure that each sport works within its respective travel budget.
8. **Opportunities for tutoring:** South Florida State has open tutoring labs that are accessible to all students on campus, as well as free online tutoring. All students have the opportunity to receive help as they request it at no cost to the students. Coaches may organize team study times for additional support at their discretion/as needed.
9. **Medical and training services:** South Florida State contracts with 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.
10. **Housing and dining facilities:** South Florida State College Foundation, Inc. provides the opportunity for housing for students at the Hotel Jacaranda an historic hotel owned and operated by the foundation. All students have the opportunity to rent units on a first come first serve basis. There are also rental properties in the area which some families choose to explore. SFSC does not have any housing agreements in place with housing/apartment complexes. Dining facilities are offered on campus through the SFSC Cafeteria which went through renovation to include subway as an additional dining option.

C. Compliance with Title IX

Using athletic participation data from the latest EADA Survey Federal Report, complete the following table to determine gender equity based on participation rates.

Athletic Participation by Gender Compared to Student Enrollments by Gender for July 1, 2013 through June 30, 2014 and July 1, 2014 through June 30, 2015

	2013-2014			2014-2015			
	Males	Females	Total		Males	Females	Total
Total Number of Athletes	23	31	54	Total Number of Athletes	22	32	54
Percent of Athletes by Gender	43%	57%	100%	Percent of Athletes by Gender	41%	59%	100%
Total Number of Enrollments	1034	1665	2699	Total Number of Enrollments	1103	1697	2800
Percent of Enrollments by Gender	38%	62%	100%	Percent of Enrollments by Gender	39%	61%	100%
Record the difference between the percent of athletes and the percent of students enrolled:	5%	5%		Record the difference between the percent of athletes and the percent of students enrolled:	2%	2%	

Proportionality of Participation

Based on the table, is the percentage of female athletes greater than (or at least within 5 percentage points of) the percent of female students enrolled?

2013-2014: Yes No

2014-2015: Yes No

Based on the participation rates of female athletes compared to female enrollments and based on the college's athletic program assessment as presented in the EADA Survey Federal Report, check at least one component below for assuring that it is in compliance with Title IX, Gender Equity in Athletics:

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

D. Corrective Action Plan

If the program is not in compliance, complete the Corrective Action Plan below and specify or update the plan to achieve compliance. Include completion dates for each method and strategy.

Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines
No	Corrective	Actions	Noted

Part VI. College Employment Equity Accountability Plan

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

General information for completing this plan

A. Data, Analysis and Benchmarks

Beginning with this year's annual equity update report, colleges will be provided employment data for the last three years, rather than the last five years. This change is for purposes of maintaining a three-year plan as described in §1012.86(1), F.S. Data to evaluate employment trends for females and minorities in senior level positions (also referred to as Executive/Administrative/Managerial or EAM positions), full-time instructional staff, and full-time instructional staff with continuing contract status are from the Independent Postsecondary Education Data System (IPEDS) Fall Staff Criteria Used for Data Categorization as they have been in the past (previously identified as the EEO-6 Federal Report).

The individual data reports reflect annual employment numbers and percentages by race and gender. The data reports also provide numerical and percentage differences in employment demographics when comparing Fall 2014 with Fall 2015.

NEW! National benchmarks have changed, beginning with this year's report. Previously, data was collected from the American FactFinder Educational Attainment Census Data and reflected persons by race and gender over the age of 25 who had attained a bachelor's degree and master's degree or higher.

Colleges have also been provided with their own student enrollment percentages by race and gender since the 2008-2009 equity update reports. This additional benchmark was added based on feedback that colleges should strive to reflect their student demographics in their employment. Beginning this year, student enrollment data will be used as the benchmark for setting employment goals.

This may require a closer look and evaluation of methods and strategies to attract more minorities and these should be included in your plan.

1. College Full-Time Exec/Administrative/Managerial Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in EAM positions. Include and evaluate strategies for addressing underrepresentation.

EAM - Goal Achievement Analysis and Setting Goals

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	0.00%	0.00%	7.11%	5.60%	No	0.00%
Black Male	0.00%	0.00%	3.21%			0.00%
Hispanic Female	0.00%	0.00%	19.95%	5.60%	No	0.00%
Hispanic Male	5.60%	5.60%	11.18%			5.88%
White Female	50.00%	50.00%	32.19%	N/A	N/A	52.94%
White Male	44.40%	44.40%	21.78%			35.29%
Other Minorities Female	0.00%	0.00%	2.55%	5.60%	Yes	0.00%
Other Minorities Male	0.00%	0.00%	2.03%			0.00%
Total Female	50.00%	50.00%	61.79%	50.00%	Yes	58.82%
Total Male	50.00%	50.00%	38.21%	N/A	N/A	41.18%

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Note 1: Goals in previous years were aggregated by IPEDS minority classification and based on census data for graduate degree holders within the region.

Note 2: Specific goals for White or Total Male representation were not established in previous years.

Note 3: Goals for 2016 are based on a reduction in the total number of EAM positions.

Representation of women and minorities in EAM positions did not change in 2015-16. We anticipate eliminating a position for 2016-17 following a retirement, bringing our total employee count in this category to 17 (1=5.88%).

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

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

The implementation of student enrollment as the new benchmark for setting employment goals is a significant barrier to success for SFSC. The number of qualified applicants for EAM positions is much lower within our region and the state than our college's minority representation within the student body. Coupled with a very stable workforce, a rural service district, and decreased funding for new positions, it is unlikely that we will achieve the new ideal within the current plan period. Understanding that a goal of 0% is viewed unfavorably, we felt it was appropriate as we transition to the new benchmark to reflect the most realistic view of our institution for 2016. As vacancies occur and new administrative positions are developed, we will continue to monitor representation and strive to achieve greater diversity in this classification.

2. College Full-Time Instructional Staff

- a. Use the excel table provided to reflect an analysis and assessment of the college's attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional positions. Include and evaluate strategies for addressing underrepresentation.

	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	4.60%	4.90%	7.11%	4.60%	Yes	4.84%
Black Male	0.00%	0.00%	3.21%			1.61%
Hispanic Female	1.50%	1.60%	19.95%	4.60%	No	3.23%
Hispanic Male*	0.00%	0.00%	11.18%			0.00%
White Female	50.80%	50.80%	32.19%	N/A	N/A	45.16%
White Male	41.50%	41.00%	21.78%			40.32%
Other Minorities Female	1.50%	1.60%	2.55%	3.00%	No	3.23%
Other Minorities Male	0.00%	0.00%	2.03%			1.61%
Total Female	58.50%	59.00%	61.79%	50.00%	Yes	56.45%
Total Male	41.50%	41.00%	38.21%	N/A	N/A	43.55%

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*SFSC employs an Hispanic male whose teaching assignment is not consistent with "postsecondary programs" as prescribed by IPEDS for this classification.

Note 1: Goals in previous years were aggregated by IPEDS minority classification and based on census data for graduate degree holders within the region.

Note 2: Specific goals for White or Total Male representation were not established in previous years.

Note 3: Goals for 2016 are based on an increase in the total number of Instructional Faculty positions and the possibility of filling the only two anticipated faculty vacancies with minorities.

Although we met our stated goals for Blacks and females among instructional faculty, representation of qualified Hispanics and "Other" minority groups continued to fall behind. In 2016, we expect to report a total of 62 instructional faculty (1=1.61%). Since the Fall IPEDS report, we have added two minority faculty – one Hispanic female and one Asian female. We expect 2 faculty retirements this year--both White females--and our goals for 2016 reflect hiring minorities for both vacancies. Recruitment efforts are underway as this report is being developed and we have a diverse pool of qualified applicants.

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

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

The implementation of student enrollment as the new benchmark for setting employment goals is a significant barrier to success for SFSC. The number of qualified applicants for instructional positions is much lower within our region and the state than our college's

minority representation within the student body. Coupled with a very stable workforce and decreased funding for new positions, it is unlikely that we will achieve the new ideal within the current plan period. Understanding that a goal of 0% is viewed unfavorably, we felt it was appropriate as we transition to the new benchmark to reflect the most realistic view of our institution for 2016. 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. As vacancies occur and new faculty positions are developed, we will continue to monitor representation and strive to achieve greater diversity in this classification.

3. College Full-Time Instructional Staff with Continuing Contract

- a. Use the excel table provided to reflect an analysis and assessment of the college’s attainment of annual goals and long-range goals for increasing the number of women and minorities in full-time instructional staff with continuing contract positions. Include and evaluate strategies for addressing underrepresentation.

Instructional with Continuing Contract - Goal Achievement Analysis and Setting Goals						
	Actual Data (%) Fall 2014	Actual Data (%) Fall 2015	College Student Population Percent	Stated Goals Fall 2015	Met Goal (Yes/No)	Goals for 2016
Black Female	2.10%	3.90%	7.11%	4.10%	No	5.89%
Black Male	0.00%	0.00%	3.21%			N/A
Hispanic Female	0.00%	0.00%	19.95%	N/A	N/A	N/A
Hispanic Male*	0.00%	0.00%	11.18%			0.00%
White Female	48.90%	52.90%	32.19%	N/A	N/A	50.98%
White Male	46.80%	41.20%	21.78%			41.18%
Other Minorities Female	2.10%	2.00%	2.55%	2.00%	Yes	1.96%
Other Minorities Male	0.00%	0.00%	2.03%			N/A
Total Female	53.20%	58.80%	61.79%	59.20%	Yes	58.82%
Total Male	46.80%	41.20%	38.21%	N/A	N/A	41.18%

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 *SFSC employs an Hispanic male whose teaching assignment is not consistent with "postsecondary programs" as prescribed by IPEDS for this classification. This instructor is on a continuing contract.

Note 1: Goals in previous years were aggregated by IPEDS minority classification and based on census data for graduate degree holders within the region.
 Note 2: Specific goals for White or Total Male representation were not established in previous years.
 Note 3: Goals for 2016 are based on actual continuing contract awards and terminations of employment.

The stated goals for 2016 represent actual movement of current faculty. We have awarded continuing contracts to one Black female, one White female, and one White male for the 2016-17 academic year and are losing two White females and one White male through retirement or separation. The total number of instructional faculty on continuing contract remains at 51 (1=1.96%). With the addition of several minority and female faculty over the past three years, we are on track for increasing representation. The first eligibility opportunity for Hispanic faculty will be in the 2018-19 academic year. The Asian (“Other”) faculty hired in January, 2016, will not be eligible for continuing contract until the 2019-20 academic year. In

the event our goal to add two additional minority faculty this year is reached, their first opportunity for eligibility will also be in the 2019-20 academic year--assuming they have a least two years of full-time faculty employment in another institution of higher education. Increased representation among continuing contract faculty is directly proportional to success in hiring and retaining qualified minorities and females.

- b. Are there new barriers affecting the successful recruitment and/or retention of females and/or minorities? (optional information)

The implementation of student enrollment as the new benchmark for setting employment goals will continue to be a significant barrier to success for SFSC in the coming years.

4. Overall College Employment

In May, 2015, South Florida State College was named by *Diverse Issues in Higher Education* as one of the 16 most promising places to work among community colleges in the United States. We are very proud of this designation and, although not required by this report, we want to share a snapshot of our overall employment demographics.

Overall College Employment				
Full-Time = 267 Part-Time = 178 Total Employees = 445	Actual Data (#) Fall 2015	Actual Data (%) Fall 2015	College Student Population Percent (Benchmark)	Met Benchmark (Yes/No)
Black - Full-Time	25	5.58%		
Black - Part-Time	25	5.58%		
Black - Total	50	11.16%	10.32%	Yes
Hispanic - Full-Time	30	6.70%		
Hispanic - Part-Time	21	4.69%		
Hispanic - Total	51	11.38%	31.13%	No
Other Minorities - Full-Time	12	2.68%		
Other Minorities - Part-Time	4	0.89%		
Other Minorities - Total	16	3.57%	4.58%	No
Total Minorities	117	26.12%	46.03%	No
Total White	328	73.21%	53.97%	Yes
Total Females	266	59.38%	61.79%	No

SOURCE: 2015 Fall IPEDS
Note: Data is aggregated by IPEDS minority classification.

A copy of the article shared with our college community is attached as an exhibit and includes the following quote from our president, Dr. Thomas C. Leitzel:

This recognition confirms a commitment made by our trustees and college leaders to support an inclusive posture in all hiring decisions.”

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

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

Evaluations of all SFSC department chairpersons, deans, and vice presidents have been completed for 2015. Results indicate that all designated personnel made satisfactory progress in achieving employment accountability goals. In the event evaluations showed unsatisfactory progress toward meeting intended goals, the college would provide additional training on diversity and non-discrimination. If unsatisfactory progress persisted, the college could choose to initiate disciplinary action, including possible non-renewal of contract or leadership reassignment.

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

SFSC’s District Board of Trustees provided an evaluation of the president on January 27, 2016. The president received satisfactory ratings in achieving annual and long-term goals and objectives, including his commitment and progress in supporting college planning and equity goals, as well as gender equity in athletics.

C. Additional Requirements

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

- 1) The college maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy. Yes No
Include below a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

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

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

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

Faculty employed prior to the 2013-14 academic year are eligible for continuing contract after having successfully completed three consecutive years of employment, subject to program continuation, continued funding, and continued satisfactory performance. The last faculty member hired during that period was approved for continuing contract by the District Board of Trustees on March 23, 2016. Faculty employed for 2013-14 and beyond are subject to criteria under the current SBE Rule 6A-14.0411 which provides an eligibility period of 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) Briefly describe the process used to annually apprise each eligible faculty member of progress toward attainment of continuing contract status.

Faculty are notified of the criteria for attaining continuing contract status at employee orientation. Reappointment recommendations follow the annual performance review process for all faculty on annual contract and include the criteria set forth by SBE Rule 6A-14.0411 and SFSC's policy. Board reappointment is communicated to faculty through instructional supervisors. Faculty are notified of their progress and applicable rules at regular intervals during their individual continuing contract tracks.

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

Each year, SFSC sets aside a portion of its Staff and Program Development budget for equity initiatives. These funds are used primarily for targeted advertising when positions become available and for program development. For 2016-17, we anticipate hiring two faculty members and two administrators giving opportunity to increase representation in under-represented groups.

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

NEW HIRES

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

	Job Classification (the IPEDS Fall Staff Survey Job Classifications may be used as appropriate)	Number of New Hires*	New Hires*Salary Range	Number of Existing Employee(s) with Comparable Experience	Existing*Salary Range
Row 1	Instructional Staff	3	\$47,748 - \$52,222	66	\$38,149 - \$83,003
Row 2	Management Occupations	2	\$90,000 - \$134,000	16	\$74,271 - \$134,000
Row 3	Business and Financial Operations Occupations	1	\$62,000	18	\$30,000 - \$71,088
Row 4	Computer, Engineering and Science Occupations	1	\$22,927	11	\$22,927 - \$25,678
Row 5	Community Service, Legal, Arts, Media Occupations	1	\$37,500	20	\$28,611 - \$40,000
Row 6	Service Occupations	2	\$19,273 - \$19,481	24	\$17,154 - \$23,445
Row 7	Office and Administrative Support Occupations	3	\$20,032 - \$24,761	68	\$20,032 - \$29,329

* 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, 2015 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, 2015.

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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.

* 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, 2015 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, 2015.”

Part VII. Signature Page

**FLORIDA EDUCATIONAL EQUITY ACT
2015/2016 ANNUAL EQUITY UPDATE REPORT
*Signature Page***

(name of institution)

The college ensures that §1000.05, F.S. and §1012.86, F.S., and implementing Rules 6A-19.001-.010, F.A.C., referenced in this report are properly implemented and that this institution prohibits discrimination against students, applicants for admission, employees or applicants for employment on the basis of race, color, ethnicity, national origin, gender, pregnancy, disability, age or marital status.

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

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

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

Name (Equity Officer)

Date

Name (College President)

Date

Name (Chair, College Board of Trustees)

Date

This concludes the Annual Equity Update Report for 2015/2016. Please enclose appropriate appendices.

Back cover of report

SFSC Named One of Most Promising Places to Work

May 25, 2015

South Florida State College received recognition as a Most Promising Place to Work in the first of its kind survey of America's community and technical colleges released this week.

SFSC joins 15 other colleges receiving top marks for the extent to which diversity and inclusiveness imbue their administration, work environments, and hiring practices.

"This recognition confirms a commitment made by our trustees and college leaders to support an inclusive posture in all hiring decisions," Dr. Thomas C. Leitzel, SFSC's president said, reacting to the release of the survey.

SFSC earned a grade of A for its general diversity policies and staff human resources practices.

The National Institute for Staff and Organizational Development (NISOD) and the magazine *Diverse* commissioned the survey in 2014. This year's survey results mark the two organizations' inaugural listing of the nation's most diversity-friendly colleges.

The magazine's editors noted that SFSC is "considered to be one of the most comprehensive colleges in Florida," with its offerings of three bachelor's degrees, two-year transfer degrees, and workforce training programs.

The Ohio State University's Center for Higher Education Enterprise (CHEE) conducted the survey and analyzed the results for NISOD and *Diverse*, which reports and publishes on diversity, access and opportunity in higher education. The CHEE researchers looked at a range of variables to determine top scoring colleges, including salaries, employee demographics, and hiring strategies.

Only one other college of the 28-member Florida College System, Tallahassee Community College, scored high enough to gain a spot on the list. Other colleges in the southeast receiving recognition include Albany Technical College in Georgia, South Carolina's Piedmont Technical College, and Central Piedmont Community College in North Carolina.

"I am extremely excited about this year's honorees," said Dr. Edward J. Leach, NISOD's Executive Director. "These community and technical colleges are very deserving of this recognition because of their outstanding work to enhance equality, diversity, and inclusion across their campuses."

NISOD says the prestigious recognition can be used by recipients to promote their commitment to providing campuses where all individuals and groups feel welcomed, respected, and valued.

SFSC will receive official recognition of its achievement at NISOD's annual *International Conference on Teaching and Leadership Excellence* in Austin, Texas, later in May.

Award recipients will also be provided with a specially designed logo they can use to promote their institutions'



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commitment to diversity during student and staff recruitment efforts.

Ralph Newell, vice president of business development and technology for *Diverse*, noted his excitement that the colleges making the list don't have national name recognition.

"You don't have to have a big name to succeed and do great work," he said.